I. Revised Semester Program Requests

The committee decided to ask for consistency across units in calling subplans “specializations”, and that the name at the specialization level be the name for which transcript designation be requested.

a. Vote only- Doctor of Philosophy, Educational Policy and Leadership, from the School of Educational Policy and Leadership- Bryan Warnick and Eric Anderman were present to address questions.

Warnick reviewed the changes in the proposal since the last curriculum committee meeting on 10/24/11, and indicated that relevant faculty in EPL and PAES voted to approve the proposal.

Focht made a motion to approve the proposal. Katz seconded the motion. The motion passed with unanimous support.

b. Vote only- Doctor of Education, Educational Policy and Leadership, from the School of Educational Policy and Leadership

Calabrese reviewed the changes in the proposal since the last curriculum committee meeting on 10/24/11, including the removal of the program goals, and indicating that relevant faculty in EPL and PAES voted to approve the proposal.

Katz made a motion to approve the proposal. Focht seconded the motion. The motion passed with unanimous support.

c. Master of Arts, Educational Policy and Leadership, from the School of Educational Policy and Leadership- Bryan Warnick and Eric Anderman were present to address questions.

Bomser asked that EPL 1) add thesis committee oversight information, 2) integrate school transition policy and concentration transition policies, 3) add credit hours for courses where they are missing, and 4) that the table of contents be corrected.
Focht asked whether the program goals should be eliminated, because in his opinion some were not very strong. Warnick said that he would work on improving the language to strengthen them.

Calabrese suggested adding course prefixes to all of the course numbers. He also suggested that with the total hours for each concentration, there be a statement indicating that the total hours include the core.

The committee also asked that the total hours and a transition plan be added for the Workforce Development concentration.

Bomser made a motion to approve the proposal, pending the above changes. Focht seconded the motion. The motion passed with unanimous support.

d. Educational Specialist, School Psychology, from the School of Physical Activity and Educational Services- Joe Wheaton was present to address questions.

Wheaton indicated that for School Psychology, the PAES faculty stopped using the MA degree several years ago, and have been utilizing the EdS instead. According to Wheaton, there currently are no students in the MA studying School Psychology.

Stafford asked why the EdS requires so many hours. Anderman indicated that School Psychology hours are driven by the many agencies that influence their licensure. The committee asked that language be added to the proposal to make it clear that licensure is the reason for the high number of credit hours.

Katz made a motion to approve the proposal, pending the change mentioned above. Calabrese seconded the motion. The motion passed with unanimous approval.

e. Master of Arts, Kinesiology, from the School of Physical Activity and Educational Services- Joe Wheaton was present to address questions.

Wheaton explained that, due to the College’s plans to realign and the intent to move educational services areas to the School of Educational Policy and Leadership, the faculty associate with the kinesiology found it necessary to propose stand-alone Kinesiology PhD and MA programs. Wheaton said that this plan was discussed at a meeting with Randy Smith and Elliot Slotnick, and that the concept was approved.

Blunt asked that the specializations be added to the curriculum.osu.edu online request form for the proposal.

Katz suggested that a transition sentence be added in the “values” section of the proposal, for the paragraph leading into discussion of the SFHP.

Zircher asked if it would be possible to reduce the number of research courses listed for the MA, because the long list communicated that this section would be very individualized. Wheaton offered that EDU PL 6641 and 6661 be listed as the primary courses to be used, but that a longer list of alternate courses be included in an appendix.

Stafford noted that there are no credit hours listed for the non-thesis option, and that the proposal should be adjusted so that thesis and non-thesis students have the same number
of credit hours required. Focht suggested that independent study or research credit hours be added for preparation of the non-thesis final examination.

Stafford said that some of the hours did not add up correctly for the specializations, and she asked that the math be double-checked. In addition, she asked that the credit hour completion chart in the curriculum.osu.edu online form be checked. Stafford also asked that course prefixes be added to the course numbers.

Bomser made a motion that the proposal be approved, pending the above changes. Katz seconded the motion. The motion passed with unanimous support.

f. Doctor of Philosophy, Kinesiology, from the School of Physical Activity and Educational Services- Joe Wheaton was present to address questions.

Wheaton indicated that 30 hours of master’s credit applies to this degree.

Bomser noted that for the research core requirement, language should be added indicating that the 6 credit hours should be minimum past the master’s degree.

Bomser also asked that a school wide transition policy be added to the proposal.

Stafford asked that the required course lists be checked to be sure that they match the curricula. In addition, Stafford asked that the word “core” not be used to describe requirements within the specializations.

Bomser made a motion to approve the proposal, pending the above changes. Calabrese seconded the motion. The motion passed with unanimous approval.

The committee noted the relatively large proportion of the curriculum devoted to individual seminar hours and relatively small proportion devoted to advanced courses for students in the PE specialization. Stafford suggested a reallocation of hours for the PE specialization more nearly like the allocation in the previous PhD in PAES proposal, namely 6 hours of seminar or independent study hours and 12-18 hours of advanced courses. The specific number of course hours should depend on the total remaining after the kinesiology core and 6 seminar hours are deducted from the degree total.

g. Doctor of Philosophy, Teaching and Learning, from the School of Teaching and Learning- Caroline Clark was present to address questions.

The committee asked that for specializations that, in the current proposal, do not have enough coursework to add up to the minimum 24 credits, elective hours in EDU TL be added. In addition, the committee asked that T&L indicate that the candidacy hours are not separate credit hours in the program core. Students could use required credit hours in the program to meet the requirement of being registered for three credits in the semester in which they complete their candidacy exam.

Calabrese made a motion to approve the proposal, pending the above changes. Katz seconded the motion. The motion passed with unanimous approval.
h. Education Specialist, Teaching and Learning, from the School of Teaching and Learning—Caroline Clark was present to address questions.

Clark said that there are currently no students in the program, as it was just approved last year, and that is why there is no transition plan. She confirmed with the T&L faculty that no students will be admitted to the program until autumn 2012.

Stafford asked that language be added to the Integrated Teaching and Learning specialization to indicate that the courses for it come from the other specializations.

Bomser suggested that the word “positive” be deleted from the section describing students transferring from the PhD to the EdS.

Focht made a motion to approve the proposal, pending the above changes. Bomser seconded the motion. The proposal passed with unanimous approval.

i. Master of Education, Teaching and Learning, from the School of Teaching and Learning—Caroline Clark was present to address questions.

Stafford asked that T&L indicate how students would be able to graduate without licensure.

Bomser made a motion to approve the proposal, pending the above change. Focht seconded the motion. The motion passed with unanimous approval.

II. Semester Course Requests

The semester course requests were not considered at the 10/3/11 meeting. They will be on a future curriculum committee agenda.

a. EDU PAES 5189.02- Business Education Field Experience II- 2- Modified- Supervised clinical teaching in a business education classroom, field-based setting. Quarter course: EDU PAES 628.01- Clinical experience: Classroom Observations- 3-15 quarter hours.

b. EDU PAES 7852- Sport Philosophy and Ethics- 3- Modified- Examination of philosophical and ethical issues in sports. Quarter courses: EDU PAES 852- Sport Ethics- 3; EDU PAES 730- Philosophical perspectives of sport leisure- 5.

c. EDU PAES 7896.23- Colloquium in Exercise Science- 1-10- New- This course is a forum for exercise science graduate students to present research proposals and results.

d. EDU PL 6217- Comparative Education- 3- Semester equivalent- Social and cultural factors influencing the differential development of educational institutions and organization; the role of education in national development; comparative methodologies. Quarter course: EDU PL 717- Comparative Education- 3 quarter hours.
III. Consent Agenda

Stafford called for comments on the consent agenda. No comments were heard, and hearing no objections, the consent agenda passed.

   a. Flexibly scheduled and off-campus course offerings

1. EDUPAES 650 Intro to Exceptional Children- 3- U/G- Letter- Teaching students with individualized educational programs requires an understanding of special education, including disability categories, prevalence, demographics, and typical interventions, as well as its history. Hessler, T.

2. EDUPAES 727.10 Autism Spectrum Disorders- 3- G- S/U- This course will review ASD (Autism Spectrum Disorders) and examine research-based treatments and interventions related to education of children with ASD. Current research, myths, symptomatology, and issues related to ASD will be discussed. Resources and broad areas of functioning will be reviewed and highlighted. Arbolino, L.

3. EDUTL 640 Methods and Techniques of Teaching English to Speakers of Other Languages- 4- U/G- Letter- Study of the use of new instructional materials for intermediate and advanced TESOL classes; teaching of reading, writing, literature, and culture; evaluation. Custodio, B.

4. EDUTL 727.10 Elementary Education- 3- G- S/U- Educators considering the National Board Certification process will benefit from enrolling in this course because it develops the knowledge and skill needed to accomplish certification. Rodgers, A.

5. EDUTL 727.50- Integrated Teaching and Learning- 1-5- G- S/U- Four Allen County School Districts are collaborating to establish and link their Outdoor Learning Centers (OLCs) for the direct benefits of 2,200 of their K-12 students. Cristol, D.

6. EDUTL 727.50- Integrated Teaching and Learning- 3- G- S/U- This course prepares potential mentors/consulting teachers in their role assisting and assessing teachers through a school district's induction program. Katz, L.

7. EDUTL 727.50- Integrated Teaching and Learning- 3- G- S/U- Preparation for the Master Teacher Designation by the Ohio Department of Education. Muir, P.

8. EDU TL 727.56- Drama, Language Arts, Literature and Reading Education- 3- G- S/U- By using graphic novels as a supplement to the traditional literature used in the classroom, teachers may increase engagement, interest and motivation in literacy. Hayward, S.

9. EDU TL 803- Language and Society- 3- G- Letter- Focus on the history, sociology, and the politics of national policies involving second language throughout the world. McNally, E.

10. EDU TL 812 Mathematics in Elementary Schools- 3- G- Letter- Applications of research and theory to improve children's competence and problem solving; organization of instructional programs and contemporary instructional questions. Wild, T.
11. EDUTL 828 Trends & Issues in Teaching Reading in the Elementary School- 3- G- S/U-
Designed for experienced teachers and curriculum workers; current developments, trends, and
issues critically analyzed according to available research evidence. Hayward, S.

b. Past meeting minutes
   i. October 24, 2011 Curriculum Committee Minutes
   ii. October 3, 2011 Curriculum Committee Minutes
   iii. June 1, 2011 Curriculum Committee Minutes
   iv. Summer Consent Agenda Minutes