Credit Hour Explanation

<table>
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<tr>
<th>Program credit hour requirements</th>
<th>A) Number of credit hours in current program (Quarter credit hours)</th>
<th>B) Calculated result for 2/3rds of current (Semester credit hours)</th>
<th>C) Number of credit hours required for proposed program (Semester credit hours)</th>
<th>D) Change in credit hours</th>
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<td>Total minimum credit hours required for completion of program</td>
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<td>Required credit hours offered by the unit</td>
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<td>Maximum</td>
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<td>Required credit hours offered outside of the unit</td>
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<td>Maximum</td>
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<tr>
<td>Required prerequisite credit hours not included above</td>
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<td></td>
<td>Maximum</td>
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Program Learning Goals

1. To focus on the fields of curriculum, instruction and their social, cultural and political implications for education in a global community
2. To provide an introduction to how the pace of reform in matters of C&I was directly tied to the demographics of urbanization, and the administrative requirements of large-scale institutional organizations.
3. To study the early 20th century work of Curriculum reform and design and, the early promise of an "applied science of education" and their place in providing counsel and technical assistance to the developing institution of modern schooling
4. To examine the cultural dispositions of studies of schooling and instruction, and their formative role in the history of educational research
5. To suggest the practical consequences of this body of knowledge for teacher education and conceptual innovation in both the Curriculum and Instruction research literatures.
6. To provide Masters and PhD students with heuristic tools to critique current practices and generate thoughtful classroom research and policy study.

Assessment
Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? No

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- **C&I-3.Spec.draft-1.doc: rationale, course list/map, assessment plan
  
  (Program Rationale Statement. Owner: Warnick,Bryan R.)

- Curriculum and Instruction Minor_GIS.pdf: Proposal
  
  (Program Proposal. Owner: Zircher,Andrew Paul)

Comments

- Disregard the Program Rationale Statement uploaded by Warnick. The revised proposal was uploaded by Zircher on 1/8/12 (by Zircher,Andrew Paul on 01/08/2013 09:13 AM)

- The program proposal has more detailed information regarding rationale, semester courses for program requirements, learning goals, assessment plan, etc. Pertinent letters from program offering unit and additional materials are forthcoming. (by Gordon,Beverly Mabel on 11/10/2010 08:21 PM)

Workflow Information

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<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<td>Zircher,Andrew Paul</td>
<td>01/08/2013 09:14 AM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Zircher,Andrew Paul</td>
<td>01/08/2013 09:14 AM</td>
<td>Unit Approval</td>
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<tr>
<td>Pending Approval</td>
<td>Achterberg,Cheryl L Blount,Jackie Marie Odum,Sarah A. Zircher,Andrew Paul</td>
<td>01/08/2013 09:14 AM</td>
<td>College Approval</td>
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August 13, 2012

Graduate Studies Committee
School of Educational Policy and Leadership
The Ohio State University
122 Ramseyer Hall
Columbus, OH 43210

Dear Graduate Studies Committee Members:

I am writing this letter to offer my support for the Graduate Interdisciplinary Specialization, Graduate Minor and Graduate Specialization proposal in Curriculum and Instruction that is being submitted by Dr. Beverly Gordon and Dr. Doug Macbeth.

I have supported the development of this proposal over the past several years, and I am glad to see that the proposal has now been completed. In the past, there have been some concerns regarding enrollments in some courses in the Cultural Foundations, Technology, and Qualitative Inquiry section, and this proposal is a proactive response to those concerns. I believe that the proposed specializations and minor will attract a variety of students, and will help with enrollments.

In addition, I am particularly pleased that Dr. Gordon and Dr. Macbeth have negotiated and acquired letters of concurrence from both the School of Teaching and Learning and the program in Agricultural Education. There are numerous potential “turf” issues involved with the use of the terms “curriculum” and “instruction,” and I am pleased that Dr. Gordon and Dr. Macbeth have directly addressed these issues with the other relevant units.

In summary, I fully endorse and support this proposal. Please feel free to contact me if I can provide you with any additional information.

Sincerely,

Eric M. Anderman
Director
A Graduate Interdisciplinary Specialization, Graduate Minor and Graduate Specialization in Curriculum & Instruction

Beverly Gordon and Douglas Macbeth
School of Educational Policy and Leadership

Program Description

The College of Education at Ohio State has a distinguished history in Curriculum Studies through the early and middle decades of the 20th Century. It was a site of groundbreaking innovation in our thinking about the tasks and design of curricula, as it was a major site for the development of child study [Deweyian progressive] and of instruction as a foundational site of human–social development. Ramseyer Hall, built as the Ohio State University Laboratory School [1932-1969], was the site of progressive curricular and instructional experimentation in classroom and school settings for 30 years.

Our proposal does not envision a 'return' to the programmatic initiatives of more than half a century ago. Rather, it seeks to advance the Graduate Curriculum in the College of EHE, and the School of Ed. P&L. OSU’s institutional commitment to these foundational topics that have shaped our thinking about classroom curricula and classroom teaching to this day has lagged, though student interest has not.

Our proposal is for a Graduate Specialization for students within EP&L, a Graduate Minor for students in the Department of Human and Community Resource Development in CFAES, and a Graduate Interdisciplinary Specialization for students outside of these two units. This specialization/ minor is assembled from courses already 'on the books' and submitted for Semester Conversion. They are courses that once had substantial enrollments, but whose enrollments have declined for want of a programmatic identity. Yet they still enroll students and are now attracting increasing numbers of students from the College of Food, Agricultural and Environmental Sciences. The phrase "C&I" continues to have a programmatic identity within our School and across colleges of education. What we do not have is a way of indicating, either in our program materials or in student transcripts, an academic focus in C&I. The phrase is no less relevant in the professional degree programs in Education, e. g., in administration, supervision, and the professional organization of K-12 education.
A program change request is being submitted separately to request that the Graduate Specialization be added to the Ph.D. and M.A. in Educational Policy and Leadership.

While centered in the School of Ed. P&L, this proposal will make a Specialization in Curriculum & Instruction available for students within our units, a Graduate Minor for students in the College of Food, Agricultural and Environmental Sciences, and a Graduate Interdisciplinary Specialization for students from across the University. Ms. Deborah Zabloudil, Director of the EP&L Student Services Office will administer the program under the auspices of the P&L Graduate Studies Committee.

The phrase "C&I" is an historic phrase in the curriculum of 20th century colleges of education. It stands on behalf of inquiry into the organizational foundations of public school: the history of curriculum development, and the history of inquiry into the organizations of instruction. This specialization/minor offers a curriculum in each of these foundational areas, emphasizing the history of their development, what has been transformational about that history, and their currency in the contemporary context of crisis and reform. Rather than addressing particular subject-area curricula or instructional programs, this specialization/minor is addressing curriculum history and development, and instruction’s foundational exercise, without regard to subject area. These are graduate programs, emphasizing inquiry and scholarship into the historical, cultural and social foundations of C&I, and include fieldwork and practicum studies.

**Program Learning Goals:**

1. To focus on the fields of curriculum, instruction and their social, cultural and political implications for education in a global community.

2. To introduce the history of reform in matters of C&I, and how it was directly tied to the demographics of urbanization, and the administrative requirements of large-scale institutional organizations.

3. To study the early 20th century work of Curriculum reform and design and, the early promise of an "applied science of education" and their place in providing counsel and technical assistance to the developing institution of modern schooling.

4. To examine the cultural dispositions of studies of schooling and instruction, and their formative role in the history of educational research.
5. To suggest the practical consequences of this body of knowledge for teacher education and conceptual innovation in both the Curriculum and Instruction research literatures.

6. To provide Masters and PhD students with heuristic tools to critique current practices and generate thoughtful classroom research and policy study.

**Program Requirements:**

**Curriculum:**

Graduate students in the specialization must take at least 15 credit hours distributed across the following 2 categories

<table>
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<tr>
<th>Designation</th>
<th>Who Can Pursue</th>
<th>Eligible Courses</th>
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</thead>
<tbody>
<tr>
<td>Graduate Specialization</td>
<td>Educational Policy and Leadership students only</td>
<td>Any below</td>
</tr>
<tr>
<td>Graduate Minor</td>
<td>Food, Agricultural, &amp; Environmental Science students &amp; all other students, excluding EPL</td>
<td>EDU PL courses only</td>
</tr>
<tr>
<td>Graduate Interdisciplinary Specialization</td>
<td>All students excluding EPL and FAES</td>
<td>Any below</td>
</tr>
</tbody>
</table>

(1) Required Courses (6 credit hours):

- EDUPL 7210  Fundamentals of Curriculum
- EDUPL 6205  Fundamentals of Instruction

(2) Elective courses (9 credit hours)

- EDUPL 7212  Laboratory in Curriculum development & praxis for teachers
- EDUPL 8206  Instructional Theory
- EDUPL 7213  The Historical Basis of curriculum Development
EDUPL 7211  Critical Issues in Curriculum: The Politics of and Theorizing in Curriculum Studies

EDUPL 7402  Educational Psychology, cognition, learning and Instruction

Dept. of Human and Community Resource Development - College of Food, Agricultural, and Environmental Sciences

AEE 8835\(^1\)  Methods of Teaching Agriculture

AEE 8850\(^2\)  Research Methods – Agricultural and Extension Education

AEE AGRCOMM 5530  Advanced Agricultural Communication and Technology

AAE7700  Documenting change Through Evaluation and Accountability

Curricular Map:

<table>
<thead>
<tr>
<th>Program Learning Goals</th>
</tr>
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<tbody>
<tr>
<td>P&amp;L Required Courses offered by C&amp;I</td>
</tr>
<tr>
<td>Goal #1</td>
</tr>
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</table>

\(^1\) Under the quarter system 735N is 3 credits – for semesters 8835 is 2 credits

\(^2\) Under the quarter system 885 is 3 credits – for semesters 8850 is 3 credits

AAE offers a 1 credit hour companion experience, Research Proposal (8851), to be taken concurrently with 8850. In this experience students will work with the course professor and their academic advisor to create chapter 1 of their thesis/ consideration. This companion experience is required for DHCRD majors, but would be optional for students outside the department. AAE uses an UG course.
Sample program for EP&L students completing the Graduate Specialization:
EDU 7210, EDU PL 6205, EDU PL 7212, EDU PL 8206, EDU PL 7213

Sample program for FAES students completing the Graduate Minor:
EDU 7210, EDU PL 6205, EDU PL 7212, EDU PL 8206, EDU PL 7213

Sample program for non-EP&L, non FAES students completing the Graduate Interdisciplinary Specialization:
EDU PL 7210, EDU PL 6205, EDU PL 7212, AEE 8835, AGRCOMM 5530

Assessment

Classroom assessment methods will include: graduate level writing assignments, oral presentations, and oral exams. For some of the courses, practicum, internship or research evaluation will be used to assess how well the students are attaining the goals of the program. Other measures will include the students' professional development in writing scholarly papers and making scholarly conference presentations.

The program will use the evaluation data to make evidence-based improvements to the program periodically. For some examples, please refer to the following list of Uses of Assessment Data.
One measure will be in the number of students who matriculate through the program for the first 5 years after the semester conversion begins in 2012. Data supplied by the EDP&L student services office will be used to access, the numbers of program inquires, as well as the numbers of students that apply to and matriculate through the specialization.

The Specialization will use additional kinds of evaluation data to make evidence-based improvements to the program. They include but are not limited to the following:

- Analyze and discuss trends with unit colleagues
- Make improvements in curricular requirements (e.g., add, subtract courses)
- Make improvements in course content
- Make improvements in course delivery and learning activities within courses
- Periodically confirm that current curriculum and courses are facilitating student attainment of program goals.

**Recruitment**

Plans to advertise and recruit student to the new GS/GIS/Minor once it is approved include: Distribution of program announcements to EHE and FAES graduate advisors, placing program announcements in OSU Today, the EHE Newsletter and Ed. P&L web page. FAES faculty will make similar efforts in their college, where students have already demonstrated interest in this course of study. We will also profit from word of mouth in the Ag College and the Extension centers. Prospective enrollment can only be a best guess. Two years out, we hope to have ten students enrolled in each Specialization.
Deb,

I'm forwarding Caroline Clark's concurrence on behalf of T&L for the Grad. Studies Committee. You'll see it follows my reply to a first response. I'll send the most recent proposal via a separate email.

Thanks,

Doug

Begin forwarded message:

From: Caroline Clark <cclark@ehe.osu.edu>
Date: June 6, 2012 8:36:34 AM EDT
To: Doug Macbeth <macbeth.1@osu.edu>
Cc: Eric Anderman <Eanderman@ehe.osu.edu>, Beverly Gordon <gordon.3@osu.edu>
Subject: Re: Notes on your notes about the C&I proposal and T&L's concurrence

Dear Doug,

Thank you for this exhaustive response. There is nothing here that would cause further concern to T&L. My apologies for the delay in responding. Thank you for your reminder email after the DA conference.

Caroline

On 4/26/12 4:12 PM, "Doug Macbeth" <macbeth.1@osu.edu> wrote:

[Caroline — I'm attaching two files. One is the revised proposal. The other is this memo to you, in file format. It will be easier to share that way.]
Caroline —

I'm getting back to you on our proposal for a Graduate Specialization and a Graduate Interdisciplinary Specialization in C&I, developed between P&L and the Department of Human and Community Resource Development in CFAES. Apologies for the delay. I'm also enclosing a revised proposal. It follows from our continuing conversations with the Graduate School. The revisions are procedural, and add a Graduate Minor to the mix. As it was said to us, these programs are something of a 'moving target' in terms of how they work. But again, the revisions aren't to the substance of the curriculum.

The first thing your notes did for us was send us back to the Graduate School, to find the phrase you cited, “two or more graduate programs outside the student’s primary graduate program.”

We're both right on this one, and we've done some re-writing of the proposal to clarify and differentiate the two Specializations. Our instruction from the Grad. School is that the phrase above is relevant to the Grad. Interdisciplinary Specialization, but not to the Grad. Specialization. The GS is for students within Ed. P&L. For students in the Department of Human and Community Resource Development in CFAES it will be a Graduate Minor. For all other students, in EHE, CFAES and elsewhere, a GIDS is offered, and it is for them that there must be “two or more graduate programs outside the student’s primary graduate program.” And indeed, there are: Ed. P&L and HCRD. We hope the revised proposal makes these program distinctions more clear.

You then raise a short list of other concerns, and I want to try to address them one by one:

a) The first is “how the AEE courses fit with the focus... I don’t fully understand how general courses on research methodology make sense relative to the focus and goals of this GIS.”

Well, we talked these courses through with HCRD as we developed the proposal, and their course list was developed with an eye to what they want for their students. Here are their four courses:

- AEE 8835 Methods of Teaching Agriculture
- AEE 8850 Research Methods – Agricultural and Extension Education
- AEE AGR COMM 5530 Advanced Agricultural Communication and Technology
- AAE7700 Documenting change Through Evaluation and Account

We see a single research course here, focused on Extension Ed. We can
well imagine the relevance of C&I study for that curriculum. So too for 'Methods of Teaching' and 'Communication and Technology'. 'Documenting Change' is an interesting one, but our better sense is that these are judgments by those faculty on-the-scene who are assessing their program needs and how a specialization in C&I works for them. I think we have to honor their local judgment. They simply know their courses better than we.

b) While allowing that there is long history in Curriculum studies in P&L, you ask about the history of Instructional studies. There's history there too, and in a parallel way, which I'll get to in a moment. When I arrived in 1990, Don Cruckshank was the lead faculty of a section on Instruction and had been for some 20+ years, I'm told. There was internal reorganization going on at the time, and with Don's retirement, Instruction joined a section called CIPD. Bev was the 'C', I was the 'I', and Nancy Zimpher and Ken Howey were the PD side of things [professional development]. I was the 'I' because I was hired into Judith Green's position, and hers was a position in Instruction. So, I'm actually some evidence of a longer history. And indeed, Curriculum & Instruction are stands identified in the current 'color glossy' hand out for CFTQI [Cultural Foundations, Technology and Qualitative Research]. For some years prior, when we were more simply "Cultural Foundations" [or something close to that] the phrase 'C&I' was one of the boxes prospective students could check for declaring their interests. And, many did.

All to the point that there is institutional history in P&L in Instruction too, and thus this is a proposal for C&I and not Curriculum studies alone. But I think the larger part of your concern is that, whether as Curriculum or Instruction, these are study areas that "many of the T&L faculty will want to weigh in relative to this proposal."

c) We'd like to say two things about this concern. The first is that given the breadth and sheer size of our college faculty, it cannot be the case that a decision on Concurrence would be premised on dis-interest. It can't be the case that no one else must have any such interests, for Concurrence to move forward. As a brief recent example, a couple of years ago I received a Concurrence request for a proposal by David to create a two-course sequence in Classroom Discourse study. I have been teaching classroom discourse studies in this college many more years than David. And while it was clear that his proposal could hold enrollment consequences for my courses, especially once semester conversion is in place, I concurred. I think these are substantially collegial matters of good faith, rather than proprietary ones. Every topic has multiple approaches, and should have them. So that I have an interest in classroom discourse, and that classroom discourse is quite central to my teaching, was not the governor of my Concurrence.

Second, before Rebecca left, she and Eric and Beverly had a discussion about the place of Curriculum in the College. I wasn't party to the discussion, and my understanding can be checked with them. But my understanding was that there was a consensus that Curriculum in P&L was in the tradition of Tyler and Kliebard. That is, it was Curriculum
study *per se*, its history, conceptualizations, disputes, policies and innovations. And this is the parallel alluded to above re: Instruction. Neither Curriculum nor Instructional studies in Ed. P&L were subject–matter based. Subject–matter studies are clearly in T&L, whether in Math, Science or Literacy education. So there was consensus that these trajectories were different, and had been so historically, and that any proposal from P&L would honor the difference, as our proposal does.

Over the years in my time here, there have been territorial disputes over courses and subject matters. [As I recall, 'technology' was a long-contested bone.] But we do not think that is what we have here. Differences are being honored. There is restraint to our proposal.

The historic phrase 'C&I' has long been an area of foundational study in colleges of education. We think it's a good thing to revive this field of study in OSU’s EHE. And we're pleased to renew a collaboration with AEE who, in my first years here, routinely sent students to P&L courses in curriculum and instruction.

So, we think there is a good collaboration here that recognizes boundaries just as it recognizes historic fields of study that are worthy of these efforts. On their behalf, we are asking T&L’s concurrence.

I hope this helps your review.

Douglas Macbeth  
Associate Professor  
School of Educational Policy & Leadership  
Ohio State University  
Columbus, OH. 43210-1177  
October 18, 2011

To: Dr. Beverly Gordon and Dr. Douglas Macbeth  
From: Dr. M. Susie Whittington

This letter represents the Department of Human and Community Resource Development’s support of the proposed Graduate Interdisciplinary Minor in Curriculum and Instruction in the School of Educational Policy and Leadership. Our graduate and undergraduate studies committee chairs reviewed the course proposal, presented it to their respective committees, and have received committee support and concurrence.

As Undergraduate Coordinator, Chair of the Teaching Committee, and member of the Graduate Studies Committee, I offer full support for the proposed minor.

Sincerely,

M. Susie Whittington  
M. Susie Whittington  
Professor, HCRD