

**From:** Leslie Alexander [mailto:[alexander.282@gmail.com](mailto:alexander.282@gmail.com)]  
**Sent:** Wednesday, April 27, 2011 3:51 PM  
**To:** Jill Pfister; Sarah Lang; Andrew Blasenak  
**Subject:** Next set of questions

Dear Jill,

I hope all is well.

As I mentioned earlier, I have a series of questions for you regarding several of the FAES programs. They are listed below, and we appreciate your help very much. I have copied Andrew and Sarah on this email in case they have anything to add.

Best, Leslie

### **Leadership Studies minor**

1. Can you add an explicit statement to the transition plan that reiterates your commitment to the university's policy that no student will be negatively impacted by the process of semester conversion?
2. Can you explain the rationale behind requiring 12 credit hours at 3000 level or above? It seems like this may cause a conflict with the number of 2000 level courses
3. Is there a specific transition policy just for this minor?
4. Can you explain the rationale for not allowing particular majors to take this minor?

### **Agricultural Communication minor**

1. Can you add an explicit statement to the transition plan that reiterates your commitment to the university's policy that no student will be negatively impacted by the process of semester conversion?
2. Why are only 6 credit hours required at the 3000 level when there are 12 credit hours required for Leadership Studies?
3. Is there a specific transition policy just for this minor? Is there a designated advisor for students to consult with?

### **Plant Health Management, BS**

1. Is the CFAES Gen Ed list different from the list approved by ASC? If so, can you give us a copy of the CFAES list?
2. You mention that PLNTPTH 587 will be available as a Contemporary Issues course--is this a new GEC that you are offering? If so, has it been approved by ULAC?
3. What if a student tests out of Math 148/150? Are they still required to take another math course, and if so which one?

## Plant Pathology BS

1. Is the CFAES Gen Ed list different from the list approved by ASC? If so, can you give us a copy of the CFAES list?

2. What if a student tests out of Math 148/150? Are they still required to take another math course, and if so which one?

3. There seem to be a lot of question marks on the advising sheet. Have you had any further conversations with the other units about the exact credit hours?

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Leslie M. Alexander, Ph.D.  
Associate Professor  
Department of History  
The Ohio State University

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From: **Jill Pfister** <[pfister.1@osu.edu](mailto:pfister.1@osu.edu)>

Date: Mon, May 2, 2011 at 8:52 AM

Subject: RE: Next set of questions

To: Leslie Alexander <[alexander.282@gmail.com](mailto:alexander.282@gmail.com)>, Sarah Lang <[lang.279@osu.edu](mailto:lang.279@osu.edu)>, Andrew Blasenak <[blasenak.1@osu.edu](mailto:blasenak.1@osu.edu)>

Let me take some time to address these questions.

CFAES is committed to the transition of students and the University policy that no student will be negatively impacted by the process of semester conversion. To emphasize this I am holding four workshops this quarter for faculty advisers and student support staff. These workshops will be repeated in June and early September with the hopes of catching all faculty and staff working with students. The workshops are focused on:

1. An update of where we are in the Q2S approval system, General Ed curriculum, review of all majors in the college, review of all minors administered by the college. First workshop was held this past Friday and 25 attended.
2. AdvisingConnect – Training for use as a tool in advising – scheduled for this Friday
3. Degree Audits and their use in Q2S – scheduled for May 20
4. Advising the Transition Student – scheduled for June 3

Each major prepared four year plans, one year semesters and three years quarters, two years semester and two years quarters etc. We start working with students about minors as early as orientation. It is emphasized again in FAES 100. Students are asked to declare the minor by the end of the second year so they have enough time to plan out the courses in the minor. Most of the minors are converted so there should be no issues with completion but when there is considerable change the adviser and myself will

work with the student so as not to cause a delay in graduation as long as the student is holding up his or her responsibility toward completing the degree. If the minor is not declared until the last year or last quarter it is difficult to complete in that short period of time.

All minors submitted by CFAES should have a statement similar to “At least six hours must be at the 3000 level or above”. ASC required that this statement be included in each minor. The leadership minor is incorrect and we will correct it. It should be six hours, not 12.

CFAES has a philosophy about selecting minors which overlap with majors. If there is too much duplication the minor is excluded. For example, an Animal Sciences student can not select an Animal Nutrition minor. Many of the nutrition courses are in the major. The Animal Nutrition minor is designed for students outside of the Animal Sciences major. The CFAES faculty Committee on Academic Affairs recently finalized the minors which are excluded from certain majors and the chart is attached. It is easier to view the College as a whole.

The template we used for the BS in AGR is similar to that of ASC. The only difference is the math requirement which is not a change from what we have had previously. I have attached the Gen Ed that I submitted. It is a chart of quarters compared to semesters. We also are maintaining the Contemporary Issues requirement for the B.S. in Agr. All of this is discussed in my cover letter. Our college has offered several Contemporary Issues and this will continue. Plant Path 597 is not a new course. The list of Gen Ed courses we are offering is in the attached table. This is in my cover letter also.

In the past CFAES has required all students to have credit for a college math course on the transcript. If they earn EM credit that is fine but they must have credit for at least the minimum math requirement for the major. If they place into level L they will need to take Math 150 or 151 course. If they place into level M they take Math 150 and so on. Testing level does not place a student out of college math.

The Plant Path and Plant Health mgt majors sheets have been revised now that we know more of the numbers. The revised sheets are attached.

I think I have addressed all your questions. Let me know if you have any further questions.

*Jill A. Pfister*

Jill A. Pfister  
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College of Food, Agricultural, and Environmental Sciences  
Undergraduate Minors – Permitted by Majors within the College

Minor	AEDE	Animal Science		Entomology	Food Science and Technology			HCRD			HCS		Plant Pathology		FABE		SENR
	AEDE	Meat Science	Animal Science	Entomology	Food Bus. Mgt.	Food Science	Culinary Science	Agri-Science	Comm Ldrshp	Agr Comm	PGM	SPS	Plant Path	Plant Hlth Mgt	CSM	ASM	ENR
Soil Sciences	X	X	X	X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X	X	X <sup>b</sup>	X	X	X	X	X <sup>a</sup>	
Rural Sociology	X	X	X	X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X	X	X <sup>b</sup>	X	X	X	X	X <sup>a</sup>	X
Environmental Sciences	X	X	X	X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X	X	X <sup>b</sup>	X	X	X	X	X <sup>a</sup>	
Forestry, Fisheries and Wildlife (new)	X	X	X	X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X	X	X <sup>b</sup>	X	X	X	X	X <sup>a</sup>	
Society and Environment (new)	X	X	X	X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X	X	X <sup>b</sup>	X	X	X	X	X <sup>a</sup>	
Sustainable Agriculture (new)	X	X	X	X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X	X	X <sup>b</sup>		X	X	X	X <sup>a</sup>	X
Plant Pathology	X	X	X	X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X	X	X <sup>b</sup>	X			X	X <sup>a</sup>	X
Food Processing	X	X	X	X				X <sup>a</sup>	X	X	X <sup>b</sup>	X	X	X	X	X <sup>a</sup>	X
Food Safety	X	X	X	X				X <sup>a</sup>	X	X	X <sup>b</sup>	X	X	X	X	X <sup>a</sup>	X
Entomology	X	X	X		X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X	X	X <sup>b</sup>	X	X		X	X <sup>a</sup>	X
International Economic and Social Development		X	X	X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X	X	X <sup>b</sup>	X	X	X	X	X <sup>a</sup>	X
Farm Management		X	X	X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X	X	X <sup>b</sup>	X	X	X	X	X <sup>a</sup>	X
Environmental Economics		X	X	X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X	X	X <sup>b</sup>	X	X	X	X	X <sup>a</sup>	X
Agribusiness		X	X	X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X	X	X <sup>b</sup>	X	X	X	X	X <sup>a</sup>	X
Youth Development (new)	X	X	X	X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X	X <sup>b</sup>	X <sup>b</sup>	X	X	X	X	X <sup>a</sup>	X
Leadership Studies	X	X	X	X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>		X <sup>b</sup>	X <sup>b</sup>	X	X	X	X	X <sup>a</sup>	X
Agr Communication	X	X	X	X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>			X <sup>b</sup>	X	X	X	X	X <sup>a</sup>	X
Outreach Education (Agr and Ext Educ)	X	X	X	X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X <sup>b</sup>		X <sup>b</sup>	X	X	X	X	X <sup>a</sup>	X
Agronomy (was Crop Science)	X	X	X	X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X	X			X	X	X	X <sup>a</sup>	
Horticulture	X	X	X	X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X	X			X	X	X	X <sup>a</sup>	X
Landscape Design and Management (Landscape Hort)	X	X	X	X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X	X			X	X	X	X <sup>a</sup>	X
Turfgrass Management	X	X	X	X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X	X			X	X	X	X <sup>a</sup>	X
Equine Science	X	X	X <sup>a</sup>	X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X	X	X <sup>b</sup>	X	X	X	X	X <sup>a</sup>	X
Meat Science	X		X <sup>a</sup>	X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X	X	X <sup>b</sup>	X	X	X	X	X <sup>a</sup>	X
Animal Nutrition	X	X		X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X	X	X <sup>b</sup>	X	X	X	X	X <sup>a</sup>	X
Animal Sciences	X	X		X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X	X	X <sup>b</sup>	X	X	X	X	X <sup>a</sup>	X
Animal Veterinary Medicine	X	X		X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X	X	X <sup>b</sup>	X	X	X	X	X <sup>a</sup>	X
Agricultural Systems Management	X	X	X	X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X	X	X <sup>b</sup>	X	X	X	X		X
Landscape Construction	X	X	X	X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>a</sup>	X	X	X <sup>b</sup>	X	X	X		X <sup>a</sup>	
Production Agriculture	X	X	X <sup>a</sup>	X	X <sup>b</sup>	X	X <sup>a</sup>	X <sup>b</sup>	X	X	X <sup>b</sup>	X	X	X	X	X	X

<sup>a</sup>Approved as a second minor because the first minor will be met with a minor equivalent.

<sup>b</sup>Approved as a second minor.

Note from Animal Sciences: We have shifted some electives from the major to free electives. Now we have 12 cr. hrs. free electives to allow our students easier access to all minors as a second minor.

Status: PENDING

**PROGRAM REQUEST**  
Agricultural Communication Minor -  
AGRCOMM-MN

Last Updated: Gustafson, Terry Lee  
03/09/2011

<b>Fiscal Unit/Academic Org</b>	Human & Community Resource Dev - D1118
<b>Administering College/Academic Group</b>	Food, Agric & Environ Science
<b>Co-administering College/Academic Group</b>	
<b>Semester Conversion Designation</b>	Converted with minimal changes to program goals and/or curricular requirements (e.g., sub-plan/specialization name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)
<b>Current Program/Plan Name</b>	Agricultural Communication Minor
<b>Proposed Program/Plan Name</b>	Agricultural Communication Minor - AGRCOMM-MN
<b>Program/Plan Code Abbreviation</b>	AGRCOMM-MN
<b>Current Degree Title</b>	

**Credit Hour Explanation**

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program		23	15.3	14	1.3
Required credit hours offered by the unit	Minimum	15	10.0	9	1.0
	Maximum	20	13.3	15	1.7
Required credit hours offered outside of the unit	Minimum	0	0.0	0	0.0
	Maximum	10	6.7	6	0.7
Required prerequisite credit hours not included above	Minimum				
	Maximum				

**Program Learning Goals**

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

- Program Learning Goals**
- Provide students with basic knowledge and skills in communication related to agricultural and environmental sciences.
  - Develop oral and written communication skills and use of electronic technologies to communicate science-based information.

**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.

Status: PENDING

**PROGRAM REQUEST**  
Agricultural Communication Minor -  
AGRCOMM-MN

Last Updated: Gustafson, Terry Lee  
03/09/2011

**Pre-Major**

Does this Program have a Pre-Major? No

**Attachments**

- CCI Subcommittee Chair Letter Agcomm.doc: CCI Subcommittee Chair Letter  
*(Other Supporting Documentation. Owner: Vankeerbergen, Bernadette Chantal)*
- Program Proposal.pdf: Program Proposal  
*(Program Proposal. Owner: Trefz, Marilyn Kaye)*
- final.pdf: Final document for OAA  
*(Other Supporting Documentation. Owner: Vankeerbergen, Bernadette Chantal)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Trefz, Marilyn Kaye	09/22/2010 08:41 AM	Submitted for Approval
Approved	Cano, Jamie M	09/22/2010 09:45 AM	Unit Approval
Revision Requested	Stokoe, Laurie Anne	11/08/2010 09:25 AM	College Approval
Submitted	Trefz, Marilyn Kaye	11/17/2010 12:33 PM	Submitted for Approval
Revision Requested	Stokoe, Laurie Anne	11/23/2010 09:06 AM	Unit Approval
Submitted	Trefz, Marilyn Kaye	12/13/2010 09:36 AM	Submitted for Approval
Approved	Cano, Jamie M	12/13/2010 10:27 AM	Unit Approval
Approved	Pfister, Jill Ann	01/14/2011 05:37 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	02/08/2011 10:42 AM	ASCCAO Approval
Submitted	Trefz, Marilyn Kaye	02/08/2011 12:07 PM	Submitted for Approval
Approved	Cano, Jamie M	02/08/2011 03:28 PM	Unit Approval
Revision Requested	Pfister, Jill Ann	03/01/2011 09:24 PM	College Approval
Submitted	Trefz, Marilyn Kaye	03/02/2011 07:46 AM	Submitted for Approval
Approved	Cano, Jamie M	03/02/2011 07:47 AM	Unit Approval
Approved	Pfister, Jill Ann	03/03/2011 07:40 AM	College Approval
Approved	Vankeerbergen, Bernadette Chantal	03/03/2011 11:52 AM	ASCCAO Approval
Approved	Gustafson, Terry Lee	03/09/2011 08:27 AM	ASC Approval
Pending Approval	Soave, Melissa A	03/09/2011 08:27 AM	CAA Approval



December 7, 2010

Phone (614) 292-6321  
Fax (614) 292-7007

Dr. Jill Pfister  
Assistant Dean, Academic Affairs  
College of Food, Agricultural, and Environmental Sciences  
100 Agricultural Administration Building  
2120 Fyffe Road  
Columbus, OH 43210

Dear Jill:

This letter is to lend departmental administrative support to the efforts made by the Human and Community Resource Development faculty as they planned the undergraduate curriculum transition from a quarter to a semester academic calendar. The planning process has been thorough and extensively involved all faculty in the department.

**Undergraduate Curriculum.** The work of the faculty has resulted in three undergraduate majors I believe will serve our students well in the future:

- Agricultural Communication
- Agriscience Education
- Community Leadership, which is comprised of two specializations:
  - Community and Extension Education
  - Leadership

They have also developed four departmental minors that will meet the needs of not only students within the College of Food, Agricultural, and Environmental Sciences, but also the needs of students throughout the University.

- Agricultural Communication
- Leadership Studies (Interdisciplinary)
- Youth Development (Interdisciplinary)
- Outreach Education (formerly Agricultural and Extension Education)
- Faculty met almost weekly from January, 2010-June, 2010 and then for several extended periods in autumn.

**Graduate Curriculum.** Subsequent to the work on the undergraduate curriculum, the faculty turned its attention to the graduate program. Five meetings were held from the end of August through early November. The faculty agreed to continue the following graduate programs, with minor adjustments:

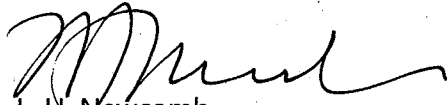
- Agricultural and Extension Education – M.S.
- Agricultural and Extension Education – M.Ed.

- Agricultural and Extension Education – Ph.D.
- Research Methods minor

We had essentially 100% participation in the undergraduate and graduate program development. These changes were adopted by near unanimous consensus in every case.

Many thanks to you and the College Academic Affairs Committee for your efforts in this process.

Sincerely,

A handwritten signature in black ink, appearing to read 'L. H. Newcomb', written in a cursive style.

L. H. Newcomb  
Interim Chair





## Department of Human and Community Resource Development

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July 2, 2010

Dr. Jill Pfister  
c/o Academic Affairs  
100 Ag Admin  
2120 Fyffe Rd  
Columbus, OH 43210

Dear Dr. Pfister:

In response to the request for a cover letter to accompany the Proposals for Programs and Courses, I am submitting this summary of department processes. The Department of Human and Community Resource Development began its Q2S program transition with a formal departmental meeting in November, 2009. We then participated in "Q2S Wednesdays" from January 6 to June 9. As a result, the HCRD Semester Program Proposal is being submitted on July 2, 2010. This letter captures the essence of the department's collective efforts.

During the department's strategic planning meetings held Autumn Quarter, 2009, our faculty members committed to "re-examine, reconfigure, and realign all course content to prepare for the conversation to semesters as well as to more effectively provide instruction via different methods of delivery". The departmental teaching committee drew upon processes advocated by the committee that wrote the 2002 departmental document, "A New Vision for Undergraduate Education", as a basis for leading the development of new program and learning outcomes that guided our semester program development. During this time, the undergraduate coordinator met individually with each incoming freshmen, the first class of students who will be affected by the semester conversion, to review their current programs and to assure them that we, as faculty, will work with them to minimize any difficulties that may occur in their programs due to the transition.

When the department held its first "Q2S Wednesday" in January, we began with collecting brainstormed thoughts to two questions: "**What words or phrases would you use to describe our ideal graduates of the future?**" and, "**What should our ideal curriculum provide future students that they cannot acquire elsewhere?**" The data collected were factored into categories: Cutting-edge and Technically Competent; Professionally Competent and Masterful at Designing and Implementing Educational Programming; Ability to Lead; Life-long Learners; Critical Thinkers; Globally Aware; Possess Socially-Relevant Skills; Contemporary, Visionary, and Innovative. These categories provided the basis for spending the next several weeks creating our new Program Outcomes, and subsequently using the Program Outcomes to create our Learning Outcomes. Using the Learning Outcomes, we leveled the skills and dispositions according to freshmen entry-level skill development versus senior exit-level skill development, and then packaged like-outcomes into potential new courses.(Cover letter- HCRD, continued).

In April we started preparing proposed program plans which led to proposing a new structure of majors and minors that focused our efforts toward working horizontally, rather than vertically across all disciplines in the department. The proposed majors are: Agricultural Communication, Agriscience Education, and Community Leadership, with Community Leadership having two specialties; one in Community and Extension Education, and one in Leadership. With the majors decided, teams of faculty began creating first drafts of new core courses that will be required for all majors in the department. Since student input is valuable, focus groups with current extension, agricultural communication, preservice teachers, and leadership option majors were conducted. Student input was used to alter some of the original proposal.

Following discussions by faculty, it was decided that the Mayterm will be used to meet early experiences in Extension offices and public schools, since schools will be in-session while OSU is out-of-session. The Mayterm will also be used to enrich student experiences through study abroad.

Discussions regarding internship experiences and capstone courses were healthy, and resulted in exciting changes that capture more authentic, contextual experiences for learners. Current issues in agriculture and the related sciences will be used to engage learners in a combination of traditionally delivered and non-traditionally delivered experiences.

Finally, given the college interpretation of the new university General Education Requirements, the faculty made final decisions regarding credit hours available for the core, study in-depth, and electives. Also, given the new university numbering system, faculty agreed upon an organized approach to numbering the courses in the department. Student input regarding the proposed system indicated that they felt that the system was easy to understand and was logical to them.

The 8-month journey undertaken by the faculty in the department has resulted in the proposal we are delivering. We believe we have created an exciting, engaging curriculum based upon current issues in agriculture and the related sciences that is directly reflected in the new program outcomes developed collectively by our faculty. Thank you for your careful consideration of this proposal.

Sincerely,

*M. Susie Whittington*

M. Susie Whittington  
Associate Professor  
Undergraduate Coordinator  
Co-Q2S Point Personnel

## **Department of Human and Community Resource Development Rationale for Majors and Minors**

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The three majors in Human and Community Resource Development will be **Agricultural Communication, Agriscience Education, and Community Leadership**. The names of the majors and the content in the majors reflect current career options for our learners. These new majors were developed as a result of several weeks of faculty discussions and brainstorming to create new learning outcomes for all graduates of the department. Once the learning outcomes were refined, leveling of the learning outcomes took place to determine the best sequencing for the developmental approach that was desired for our learners. Packaging of courses then took place. New names were selected to reflect more current agriculture and related sciences concepts.

Under the former Agricultural and Extension Education (AEE) major, Ohio licensure requirements for the teacher education option tended to stifle flexibility for the other two options in the major (Extension Education and Leadership). To address this concern, the **Agriscience Education** curriculum is now designed to address the teacher licensure requirements for Ohio. Its curriculum was designed after taking into consideration the new Ohio Agricultural Science Pathways for High School curriculum. Consequently, the major now reflects options for the minor from which a student can choose a more in-depth pathway of study.

The new **Community Leadership** major was developed to meet the needs of students previously in the Extension Education and Leadership options of the AEE. This new major offer content to prepare learners for take leadership roles in agribusiness, agencies, and communities. Specializations within this major are **Community and Extension Education and Leadership**. The design of this major will better provide leaving the other programs with opportunities to better meet needs of learners in more creative/flexible ways.

The **Agricultural Communication** major was re-conceptualized with modern technology in mind.

We are maintaining our requirement for science credits across all majors. We have repackaged our internship requirements to engage learners in capstone experiences that provide more contextual, authentic learning related to current issues in agriculture and the related sciences.

The four minors in Human and Community Resource Development will be **Leadership Studies, Youth Development, Outreach Education, and Agricultural Communication**. Discussions among faculty resulted in identifying gaps in programming across the university in which members of the department had expertise. Consequently, the proposed minors provide value-added skills to many majors across the university community.

**Human and Community Resource Development - Semester Course Listings and Teaching Assignments - Draft 12/20/2010**

SEMESTER COURSE INFORMATION									
Qtr. Course No.	Name of Quarter Course	Semester Course No.	Name of Semester Course	Hours	CL Hrs	Lab Hrs	Semester(s) Taught	Program(s) Served	Faculty
<b>UNDERGRADUATE</b>									
<b>AGRICULTURE (AEE)</b>									
New Course	Individual Studies	1 to 5	ASE 2193	1 to 3			All	ASE, AG COM	Whittington
New Course	Group Studies	1 to 5	ASE 2194	1 to 3			All	ASE, AG COM	Whittington
AEE 280	Early Field Experience in Agricultural and Extension Education		ASE 2880	1	Off-campus		May Term	ASE	Whittington
AEE 480	Field Experience	3	ASE 4280	2	Off-campus		Fall	ASE	Cano
<b>NEW COURSE</b>									
AEE 683H, AC 683H	Honors Projects		ASE 4448	1 to 3			Fall/Spring	ASE	Whittington
AEE 683H, AC 683H	Honors Projects		ASE 4683	1 to 6			All	ASE	Whittington
AEE 683H, AC 683H	Honors Projects		ASE 4998	1 to 6			All	ASE	Whittington
AEE 683H, AC 683H	Honors Projects		ASE 5193	1 to 6			All	ASE	Whittington
AEE 683H, AC 683H	Honors Projects		ASE 5194	1 to 3			All	CL-CEE, CL-L	Whittington
AEE 531	Methods of Teaching Agricultural Education	5	ASE 5230	3	2	1	Fall	ASE	Whittington
AEE 531	Experiential Learning in Public Schools	3	ASE 5231	2	2		Fall	ASE	Whittington
AEE 585	Program Development in Public Schools	3	ASE 5255	2	2		Spring	ASE	Whittington
AEE 580.01	Field Experience in Public Schools I	5	ASE 5280	4	Off-campus		Spring	ASE	Cano
AEE 580.02	Field Experience in Public Schools II	5	ASE 5281	4	Off-campus		Spring	ASE	Cano
AEE 580.03	Field Experience in Public Schools III	5	ASE 5282	4	Off-campus		Spring	ASE	Cano
AEE 594	Egyptian Program - Pre-Program Seminar		ASE 5197	2			Spring	ASE	Cano
AEE 697	Egyptian Program - In-Country Course		ASE 5797	3	Off-campus		May Term	ASE, CFAES, OSU	Cano
<b>COMMUNITY LEADERSHIP (COMLDR)</b>									
AEE 293	Individual Studies	1 to 5	COMLDR 2193	1 to 3			All	CL-CEE, CL-L	Scheer and King
AEE 294	Group Studies	1 to 5	COMLDR 2194	1 to 3			All	CL-CEE, CL-L	Scheer and King
AEE 230; AC 200	Introduction to AEE; Introduction to Agr. Communication	3 to 5	COMLDR 2530	2	2		Fall	ASE	Whittington
			COMLDR 2530E	2	2		Fall	ASE	Whittington
			COMLDR 2550	1	Off-campus		May Term	ASE	Whittington
AEE 280	Early Field Experience in Agricultural and Extension Education		COMLDR 2880	3	3		Fall	CL-CEE	Scheer
AEE 420	Program Development in Extension	3	COMLDR 3330	3	3		Fall	ASEL, OSU	Birkenholz
AEE 342	Fundamentals of Personal and Professional Leadership	3	COMLDR 3530	3	3		Fall	ASEL, OSU	Birkenholz
AEE 594	Toward Cultural Proficiency		COMLDR 3530E	3	3		Spring	ASEL, OSU	Whittington
AEE 387	Data Analysis in Applied Sciences	5	COMLDR 3537	3	2	1	Fall/Spring	ASEL	Cano
AEE 489	Internship in Agricultural Occupations	1 to 5	COMLDR 4191	2 to 3			All	CL-CEE, CL-L	King
AEE 442	Leadership in Teams and Community Organizations	5	COMLDR 4430	3	3		Spring	CL-CEE, CL-L	????
<b>NEW COURSE</b>									
AEE 683H, AC 683H	Honors Projects		COMLDR 4480	3 to 6	Off-campus		All	CLL	Birkenholz
AEE 683H, AC 683H	Honors Projects		COMLDR 4683	1 to 6			All	ASEL	Whittington
AEE 683H, AC 683H	Honors Projects		COMLDR 4683H	1 to 6			All	ASEL	Whittington
AEE 683H, AC 683H	Honors Projects		COMLDR 4998	1 to 6			All	ASEL	Whittington
AEE 693	Individual Studies	1 to 5	COMLDR 5193	1 to 3			All	CL-CEE, CL-L	Scheer and King
AEE 594	Group Studies	1 to 5	COMLDR 5194	1 to 3			All	CL-CEE, CL-L	Scheer and King
AEE 530.01	Methods of Teaching in Non-Formal Learning Environments	5	COMLDR 5330	3	2	1	Fall	CL-CEE, CL-L	Whittington
AEE 795.02	Issues Around Volunteerism		COMLDR 5335	3			Fall	CL-CEE, CL-L	Cochran
AEE 642 and 643	Youth Organizations/Youth Program Mgt. in Non-School Settings	3 + 3	COMLDR 5350	4	4		Spring	CL-CEE	Scheer and Cochran
AEE 560.01	Field Experience in Extension I	5	COMLDR 5380	4	Off-campus		All	CL-CEE	Thomas
AEE 560.02	Field Experience in Extension II	5	COMLDR 5381	4	Off-campus		All	CL-CEE	Thomas
AEE 560.03	Field Experience in Extension III	5	COMLDR 5382	4	Off-campus		All	CL-CEE	Thomas
<b>NEW COURSE</b>									
AEE 560.03	Professional Leadership Ethics		COMLDR 5430	3	3		Fall	CL-CEE, CL-L, AC	King
<b>SEMESTER COURSE INFORMATION</b>									
<b>AGRICULTURAL COMMUNICATION (AGRCOMM)</b>									
NEW COURSE	Visual Media in Agricultural and Natural Resources		AGRCOMM 2130	2			Spring	AC, OSU	Rhoades
NEW COURSE	Individual Studies	1 to 5	AGRCOMM 2193	1 to 3			All	ASE, AG COM	Rhoades
NEW COURSE	Group Studies	1 to 5	AGRCOMM 2194	1 to 3			All	ASE, AG COM	Rhoades
AGRCOMM 390	Oral Expression in Agriculture	5	AGRCOMM 3130	3	2	1	Fall/Spring	AgCEL, OSU	Stewart
AGRCOMM 367	Agricultural Issues in Contemporary American Society	5	AGRCOMM 2367	3	3		Fall/Spring	AgCEL	Aguilar
NEW COURSE	Professional Development in Agricultural Communication		AGRCOMM 3448	1 to 3			Fall/Spring	AC	Rhoades
AGRCOMM 300	Publication Design and Production	5	AGRCOMM 4130	3			Fall/Spring	CL-L, AC	Rhoades
AGRCOMM 489	Agricultural Communication Internship	2 to 5	AGRCOMM 4191	2			All	AC	Rhoades
NEW COURSE	Research with Distinction		AGRCOMM 4683	1 to 6			All	ASEL	Whittington
AEE 683H, AC 683H	Honors Projects		AGRCOMM 4683H	1 to 6			All	ASEL	Whittington
NEW COURSE	Undergraduate Research		AGRCOMM 4998	1 to 6			All	ASEL	Whittington

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Human and Community Resource Development - Semester Course Listings and Teaching Assignments - Draft 12/20/2010

Qtr. Course No.	Name of Quarter Course	Hours	Semester Course No.	Name of Semester Course	Hours	CL Hrs	Lab Hrs	Semester(s) Taught	Program(s) Served	Faculty
AGRCOMM 510	Campaign Design and Management in Agricultural Organizations	5	AGRCOMM 5130	Campaign Design and Management in Agricultural Organizations	3	3		Spring	CL-L, AC	Stewart
AGRCOMM 500	Agricultural Feature Writing	5	AGRCOMM 5135	Agricultural Feature Writing	5			Spring	AC	Rhoades
AGRCOMM 650	Communication Strategies for Change and Development	5	AGRCOMM 5150	Communication Strategies for Change and Development	3	3		???	UG	Agunga
AGRCOMM 693	Individual Studies	1 to 5	AGRCOMM 5193	Individual Studies	1 to 3			All	AGRCOMM	Rhoades
AE 594	Group Studies	1 to 5	AGRCOMM 5194	Group Studies	1 to 3			All	AGRCOMM	Rhoades
AGRCOMM 350	Advanced Agricultural Communication Technology	5	AGRCOMM 5530	Advanced Agricultural Communication Technology	3			Fall	AgCEL, OSU	Rhoades
<b>GRADUATE</b>										
AE 795.07	Graduate Student Orientation	1 to 3	AE 7000	Graduate Orientation Seminar	1	1		Fall		Birkenholz
AE 726 and 823	Strategic Planning in Agricultural and Extension Education	3	AE 7230	Strategic and Program Planning for Visionary Change	3	3				Scheer
AE 622	Continuing Education in Agricultural and Extension Education	1 to 3	AE 7320	Adult Learning and Professional Development	3	3				Scheer
AE 795.02	Emerging Problems and Issues	1 to 3	AE 7420	Emerging Issues in Agricultural and Extension Education	2	2				Scheer
AE 795.04	Seminar on Program Development	1 to 3	AE 7520	Human Development and Program Planning	2	2				Scheer
AE 770	Program Evaluation in Agricultural and Extension Education	1 to 3	AE 7700	Documenting Change through Evaluation and Accountability	3	3				Bruns
AE 700	Foundations of Agricultural and Extension Education	3	AE 7889	Workshop in Agricultural and Extension Education	1 to 3					King
AE 840	Agricultural Communication Theory and Practice	3	AE 8000	Leading Through Historical Perspectives	3	3				Agunga
AE 993	Individual Studies	1 to 3	AE 8100	Applied Communication Theory and Practice	3	3				Agunga
AE 842	Leadership and Administration in Agr. and Extension Education	3	AE 8193	Individual Studies	1 to 3					King
AE 735N	Methods of Teaching Agriculture (College Teaching Section)	3	AE 8420	Leadership and Administration in Agricultural and Extension Education	3					King
AE 885	Research Methods	3	AE 8835	Methods of Teaching Agriculture (special section for College Teaching)	2	2				Cano
AE 886	Research Design	3	AE 8850	Research Methods	2					
AE 887	Analysis and Interpretation of Data	1	AE 8851	Research Proposal I	1					
AE 795.05	Seminar: Research and Evaluation	3	AE 8860	Research Design	2					
AE 888	Instrumentation and Procedures for Data Collection	1 to 3	AE 8861	Research Proposal II	1					
AE 995	Seminar in Research	1 to 3	AE 8870	Analysis and Interpretation of Data	2					
AE 889	Advanced Studies	3	AE 8875	Data Analysis and Interpretation Laboratory	1					
AE 999	Research	18-Jan	AE 8880	Instrumentation and Procedures for Data Collection	2					
			AE 8890	Applied Regression Analysis	2					
			AE 8895	Applied Data Reduction Techniques	2					
			AE 8898	Graduate Research	1 to 3					
			AE 8999	Research	1 to 12					

## HUMAN AND COMMUNITY RESOURCE DEVELOPMENT – Undergraduate Semester Program Policies

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- 1) **Transition policy** – In HCRD, student progress through the degree program requirements will be benchmarked using new learning outcomes written to become the foundation on which our new semester programs were built. Students will be expected to meet the new learning outcomes through a combination of courses in the quarter system, courses in the semester system, or formal and nonformal learning activities. The transition advising process began with the incoming freshman class in fall 2009 (the first class that would enter under quarters, but graduate under semesters). Using the CFAES 100 department sessions as our transition forum (a model that will continue), the department hosted a focus group to identify and respond to student transition concerns. The undergraduate coordinator also began individual advising sessions to address the student concerns. As information regarding Q2S was made available through college-wide meetings, the information was shared with students during undergraduate student organization meetings throughout the year. This year's CFAES 100 department sessions are being used to communicate our department's master plan of course changes (old and new names, numbers, offerings), and to assist students with comparing their quarter system advising sheets with the plans for the semester system. As always, individual advising sessions using student audits will continue. Recommended four-year course plans are included in this proposal.
  
- 2) **Meeting the tenets of the third writing course** – Since the third writing course requires a formative and summative feedback system of writing, providing feedback, rewriting and re-submitting, we have woven those tenets through assignments across the new curriculum. For example, the peer teaching assignment in the first year Introduction class (required of all students in the department), as well as the unit of instruction assignment in the third year methods class (Agriscience Education), subscribe to the third writing philosophy. In Agricultural Communication, the magazine writing course, AG COM 5135 naturally lends itself to the tenets of the third writing course. Students will be writing several magazine stories, with each story going through several drafts/revisions, resulting in a finished magazine written and edited by the students. Finally, because the capstone content in each major/specialization will be issues-based, relevant agricultural topics addressed during the internship experiences, the third writing tenets will be prevalent across the experience.
  
- 3) **Description of how the internship requirement is being met** – The internship requirements in HCRD are denoted on the new semester program sheets. Each major has credit hours required for an internship. For example, in Agriscience Education, and in Community and Extension Education, the spring semester of the fourth year of study will be spent in 12 credit hours of Practicum, of which 4 credits will comprise the internship requirement. In Agricultural Communication, students participate in a total of five hours of internship, divided into two separate experiences. The Leadership specialization requires that students complete three hours of internship.

## AGRICULTURAL COMMUNICATION MINOR – SEMESTER

College of Food, Agricultural, and  
Environmental Sciences  
The Ohio State University

Emily Rhoades, Minor Coordinator  
208 Ag. Administration Building  
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The minor in Agricultural Communication is designed to provide students with basic knowledge and skills in communication related to agricultural and environmental sciences. Courses in the minor will develop oral and written communication skills and the use of electronic technologies to effectively communicate science-based information. This minor is designed for students interested in careers in marketing, government relations, public relations, sales, advertising and non-profit organizations.

The minor is open to students across the university interested in learning to effectively communicate science-based information to a variety of audiences.

A minor in Agricultural Communication consists of a minimum of 14 hours of course work selected from the following:

<b>COURSES</b>		<b>Credit Hours</b>
Required:		
COMLDR 2530	Intro to Agr. Communication, Education and Leadership	3
AGRCOMM 4130	Publication Design and Production	3
AGRCOMM 5530	Advanced Agricultural Communication Technology	3
AGRCOMM 3130	Oral Expression in Agriculture	3
<i>or</i>		
COMM 2367	Persuasive Communications	3

Take at least one of the following courses:

AGRCOMM 5310	Campaign Design and Management in Agricultural Organizations	3
COMLDR 3530	Personal and Professional Leadership	3
RURSOC 5550	Diffusion of Innovations	3
AEDE 3121	Salesmanship in Agriculture	3
COMLDR 3535	Cultural Proficiency	3
AGRCOMM 2130	Visual Media in Agriculture and Natural Resources	2
COMM 2511	Visual Communication Design	3
COMM 4405	Web Communications	3

### RESTRICTIONS AND GENERAL INFORMATION

1. It is recommended that students in this minor complete AGRCOMM 367.
2. At least six credits must be at the 3000 level or above.
3. This minor is not available to students majoring in Agricultural Communication, Agriscience Education, or Community Leadership.
4. A minimum overall GPA for courses comprising the minor shall be 2.00.
5. A minor should be declared at the time a student accumulates 60 hours.
6. A maximum of one course may overlap between the minor and the GE (Writing and Communication, Foreign Language, Literature, Visual and Performing Arts, Culture and Ideas, Historical Study, Quantitative Reasoning, Data Analysis, Natural Science, Social Science, Cross-Disciplinary Seminar, Service-Learning, Education Abroad).
7. Courses taken on a pass/non-pass basis may not be applied to the minor.

**AGRICULTURAL COMMUNICATION MINOR**

**College of Food, Agricultural,  
and Environmental Sciences  
The Ohio State University**

**Emily Rhoades, Minor Coordinator  
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The minor in Agricultural Communication is designed to provide students with basic knowledge and skills in communication related to agricultural and environmental sciences. Courses in the minor will develop oral and written communication skills, and the use of electronic technologies to effectively communicate science-based information. This minor is designed for students interested in careers in marketing, government relations, sales, advertising and non-profit organizations.

This minor is open to students across the university interested in learning to effectively communicate science-based information to a variety of audiences.

The minor in Agricultural Communication consists of 23-25 credit hours selected as follows:

<b>Required:</b>		<b>Credit Hours</b>
AGR COMM 200	Introduction to Agricultural Communication	5
AGR COMM 300	Publication Design and Production	5
AGR COMM 350	Advanced Agricultural Communication Technology	5
AGR COMM 390	Oral Expression in Agriculture	5
OR		
COMM 321	Principles of Effective Public Speaking	5
<b>Electives (choose at least one):</b>		<b>Credit Hours</b>
AED Econ 421	Salesmanship in Agriculture	3
AEE 342	Fundamentals of Personal and Professional Leadership	5
AGR COMM 510	Campaign Design and Management in Agricultural Organizations	5
AGR COMM 650	Communication Strategies for Change and Development	5
COMM 311	Visual Communication Design	5
COMM 611	Communication and Multimedia	5
RURL SOC 662	Diffusion of Innovations	5

**Restrictions and General Information**

- 1. This minor is not available to students majoring in Agricultural Communication or Agricultural and Extension Education.**
- 2. A minimum overall CPHR for courses comprising the minor shall be 2.0.**
- 3. A minor should be declared at the time a student accumulates 90 hours.**
- 4. A maximum of five credit hours may overlap between the minor and the GEC (foundations, natural sciences, arts and humanities and social sciences).**
- 5. Courses taken on a pass/non pass basis may not be applied to the minor.**





**Department of English**

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Phone (614) 292-0695

Jan 31, 2011

Larry Krissek, Chair ASC Committee on Curriculum and Instruction

Larry:

The CCI Social, Behavioral, Biological, Mathematical and Physical Sciences Subcommittee considered the semester conversion proposal for the Agricultural Communication Minor at its meeting on Jan 24<sup>th</sup> and voted unanimously to approve the proposal. The conversion involved no real changes to the minor beyond the conversion of courses from five credit quarter courses to three credit semester courses. Since the vote, however, I discovered a few minor changes that need to be made on course numbering: the semester advising sheet left a few course numbers incomplete (such as Rursoc 6XXX) and one was left a quarter course number (Com 611). I have alerted Marilyn Trefz about these changes and forward the proposal in anticipation that with these corrections the full CCI can vote to approve the proposal.

Thanks,

Jim Fredal, CCI Sciences subcommittee chair