



THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Academic Affairs

College of Education and Human Ecology
172 Arps Hall
1945 North High Street
Columbus, OH 43210
614-688-4571 Phone

Memo

August 17, 2015

To: Scott Herness, Associate Dean
Jill Toft, Administrative Associate to Associate Dean

CC: Andrew Zircher, Director of Assessment and Curriculum
Sarah Odum, Curriculum Coordinator

From: Bryan Warnick, Associate Dean of Academic Affairs *B. W. D.*

RE: GRADUATE SPECIALIZATION NAME CHANGE AND PROGRAM CHANGE: PHILOSOPHY AND HISTORY OF EDUCATION

The faculty and administration of the College of Education and Human Ecology (EHE) approve the name change from *Philosophy of Education* to *Philosophy and History of Education* for the Master of Arts in Educational Studies and Doctor of Philosophy in Educational Studies in the Department of Educational Studies and the program change. The updated graduate specialization name is a more descriptive name that highlights top notch faculty and give the program a clear home and student's a stronger identity. The program changes are highlighted in the attached proposal. The proposal was approved unanimously by the EHE Curriculum Committee.

Documents included with this request include:

1. Department letter of support
2. Program request
3. Proposed Advising Sheets: MA and PhD
4. Concurrence: Department of History

EHE approves the name change from *Philosophy of Education* to *Philosophy and History of Education* for the Master of Arts in Educational Studies and Doctor of Philosophy in Educational Studies in the Department of Educational Studies and the program change and requests Graduate School review and approval. If there are any questions, please contact me at Warnick.11@osu.edu or our curriculum coordinator, Sarah Odum, at odum.11@osu.edu.



April 14, 2015

Dr. Antoinette Miranda
Chair, Graduate Studies Committee
Department of Educational Studies

Dear Dr. Miranda:

I am writing this letter in support of the faculty request to change the name of the graduate specialization in Philosophy of Education to *Philosophy and History of Education* and to modify the curriculum to reflect this new focus. We are requesting these changes to more accurately represent the current state of the field. As stated in the Program Change Request, "Traditionally at OSU, the history and philosophy of education were a combined program in the humanistic foundations of education. We believe joining our faculty and courses into the Philosophy and History of Education will create a more robust specialization and scholarly community for our students." (p. 1).

There are no negative budgetary implications of this change; in fact, we expect the opposite: that this name change will be more inclusive and descriptive, which will result in students being attracted to the program.

In keeping with this name change, the faculty is revising the curriculum to reflect the increased emphasis on history; however, the changes are minor and involve reordering of courses into different requirements rather than the wholesale addition or subtraction of courses. For example, the course *ESEPHL 841, Educational Philosophy of John Dewey (3)*, was moved from the Research Core to Required Courses and replaced with *ESEPHL 6410, Philosophy of Education (3)*, which was, in turn, moved from Required Courses to the Research Core. The old PhD and MA programs of study are attached. The new programs of study are also attached to the Program Change Request. For your convenience, additions and changes from the original programs of study are written in *italics* and deletions are ~~struck through~~.

If you have any questions, or need additional information. Do not hesitate to contact me, I am at your service. Thank you.

Sincerely,

Joe E. Wheaton, Ph.D.
Associate Chair
Department of Educational Studies

PROGRAM CHANGE REQUEST

APRIL 14, 2015

The faculty of philosophy and history of education would like to request a change in the MA and PHD specialization in Philosophy of Education to a specialization in *Philosophy and History of Education*. Traditionally at OSU, the history and philosophy of education were a combined program in the humanistic foundations of education. We believe joining our faculty and courses into the Philosophy and History of Education will create a more robust specialization and scholarly community for our students. We have discussed the proposal with the faculty in Educational Psychology and they support this change.

We do not foresee that this change will have any adverse effect on the budget. Indeed, we are optimistic that a more cohesive program that allows for collaborative and strategic planning of course offerings will help us build up the program and increase course enrollments.

Below is our proposal for revising the PHD and MA programs, based upon current online program descriptions and courses of study.

Philosophy and History of Education

The prominent philosopher and educator William Heard Kilpatrick said in 1948, "It is my deliberate opinion that the general quality of the work now being done at the Ohio State School of Education is second to none in this country." This tradition of excellence at The Ohio State University in the area of philosophy and history of education continues through a unique program and a respected and internationally recognized faculty. The philosophy and history of education program at Ohio State exists as an area of specialization within the MA and PhD degrees offered by the Department of Educational Studies.

What Will I Research?

Philosophy of education is concerned with the interpretation, criticism and imaginative reconstruction of educational ideas and arguments. Philosophers of education often ask what it means to be an educated person and what the goal of schools should be in a democratic society. The questions of philosophy of education involve issues of meaning and values, questions that are not fully answerable through scientific methods. Common topics in philosophy of education concern the nature of knowledge, mind, culture, learning, justice and democracy as these topics relate to education, schools and human development. The methods of philosophy involve the interpretative strategies often associated with humanistic inquiry: close reading of classical and contemporary texts, logical and ethical analysis and historical contextualization. More generally, philosophers of education make connections among the different ideas circulating in the past and present intellectual worlds. People who enjoy reading books, debating ideas and formulating compelling visions of new educational possibilities generally do well in a philosophy of education program.

History of education is concerned with understanding the ORIGINS, change, and continuity (and multiple interpretations of these) in the intellectual movements, problems, processes and critical debates influencing a variety of educational contexts. At Ohio State, students will study and research the intellectual history informing educational processes and policy; the multiple historical perspectives and critiques on the rise of mass schooling in the west and its worldwide

institutionalization; the role of mass schooling in the construction of difference based upon race, class, ethnicity, gender and sexuality; the historical development of professional education, educational administration and educational leadership; and the historical perspectives on contemporary educational issues, including the origins of conservative to progressive thought on educational policy. Historians of education seek to understand how educational contexts developed over time, to interrogate the “official” records through which we have understood the past and those groups whose perspectives may not be reflected in those archives, and to propose how an understanding of the past can inform current problems and debates in education. The methods of historical study are inductive, requiring close study of original records of particular situations. Hence, they are complementary to the methods of philosophical study.

Because it is important for students of history to understand the intellectual movements and ideas that have influenced educational processes over time, and for students of philosophy to understand how philosophical questions and areas of inquiry are situated within specific social and cultural contexts and their development over time, students in Philosophy and History of Education will receive a strong foundation in both the philosophy and the history of education. They may then pursue further study in one or the other area, if they so choose.

What Courses Do I Take?

Download a curriculum sheet to learn about the courses needed to complete this program:

- [Link to MA curriculum sheet here \(see program attached\)](#)
- [Link to PHD curriculum sheet here \(see program attached\)](#)

Required courses will involve the logical analysis of the language of education; the conceptual and ethical examination of educational beliefs, practices, policies and values; historical inquiry into the origins of basic educational ideas, institutions and principles; and historical inquiry into competing scholarship concerning the development k-12 education, higher education, and models of educational administration and leadership. Beyond required courses, students, in consultation with their advisers, will design a course of study that aligns closely with their interests and goals.

Students in the MA program must also complete coursework in the area of educational foundations and diversity and multiculturalism.

What can I do with this degree program?

Scholars trained in philosophy and history of education pursue careers in colleges and universities, policy agencies, and public and private educational systems.

A master’s degree in philosophy and history of education prepares students for doctoral work in this and other areas of educational research. The degree may also be used to supplement one’s career as an education professional.

What are Graduates Doing Now?

Recent graduates from our PhD program have obtained faculty positions at University of British Columbia, North Dakota State University, University of Dayton, and Utah Valley University. They have also secured positions in public school systems, such as the curriculum director for Columbus City Schools.

Why Choose this Program?

A degree in education from Ohio State is respected around the world. Indeed, the College of Education and Human Ecology has long been rated among the top twenty colleges of education in the United States. Students in philosophy and history of education have flexibility to shape their programs of study around their individual interests and have access to the vast resources of a premiere research university. Faculty in this area work to create a vibrant intellectual community of scholars and to prepare students for professional success by publishing articles and presenting at national conferences. The faculty in the Philosophy and History of Education specialization come from diverse traditions of philosophical and historical inquiry, thereby offering students breadth as well as depth in their studies. The program has particular strength in the following areas:

- The intellectual roots and development of educational ideas and traditions
- The ethics of educational policy and practice
- This history of liberal education
- The history of professional education
- The history of educational administration
- The history of educational leadership
- The historical role of the school in the construction of difference in relation to race, class, gender, sexuality and ability
- Post-colonial perspectives on the history of schooling
- Life history methods

Unique to our specialization in Philosophy and History of Education is our affiliation with the specialization in Educational Psychology. In addition to one required course in Educational Psychology, students in the Philosophy and History of Education may also pursue a joint program with Educational Psychology. The program consists of completing the specialization in Philosophy and History of Education while also completing a cognate in Educational Psychology. The cognate consists of three courses in educational psychology beyond what is already required for the Philosophy and History of Education specialization, and one additional course in statistics. Cognate areas are not listed on the transcript but can be listed on a graduate's curriculum vitae. Students interested in this program should contact their faculty adviser.

Who are the faculty in this program?

- Bruce Kimball
- Jackie Blount
- Bryan Warnick
- Antoinette Errante
- Michael Glassman
- Ann Allen
- Miriam Shenkar

[Link to Program Fact Sheet](#)

REVISED PROGRAM (PHD) IN PHILOSOPHY AND HISTORY OF EDUCATION
(Courses added or changed are in *italics*. Courses deleted are struck through)

Common Core (6 hours required)

- EDUCST 6891 Proseminar in Educational Studies (3)
EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context:
Integrating Research Traditions (3)

Research Core (choose three, 9 hours required)

Given that methodology in the humanities is best taught through exemplars of successful scholarly work, these courses fulfill the “Specialized Sequence” for students in Philosophy and History of Education to complete the school research methods requirement:

- ~~ESEPHL 8411~~ ~~Educational Philosophy of John Dewey (3)~~ [Moved to Required Courses]
~~ESEPHL 8895~~ ~~Seminars: Philosophy of Education (variable topics) (1-12)~~ [Moved to Supporting Courses]
ESCFE 6250 *History of Education (3)* [added here but also listed in Supporting Courses]
ESEPHL 6410 *Philosophy of Education (3)* [Moved from Required Courses]
ESEPHL 7413 Professional Education¹ (3)
ESEPHL 7414 Examining Truth, Knowledge and Objectivity: Philosophy of Science and Educational Research (3)

Educational Psychology Requirement (choose one, 3 hours required)

- ESEPSY 7401 Psychological Perspectives on Teaching (3)
ESEPSY 7402 Educational Psychology: Cognition, Learning, and Instruction (3)
ESEPSY 7403 Motivation in Learning and Teaching (3)
ESEPSY 7404 *College Teaching (3)*

Required Courses (choose 5 - 15 hours required):

- ESCFE 7222* *History of Educational Policy (3)*
ESEADM 7324 *History of Educational Administration (3)*
ESEPHL7410 Modern Trends in Philosophy of Education (3)
~~ESEPHL 6410~~ ~~Philosophy of Education (3)~~ [Moved to the Research Core]
ESEPHL 8411 *Educational Philosophy of John Dewey (3)*
ESEPHL 8410 Ethics and Education: Equality, Freedom, and Justice in Schools (3)
ESHESA 7574 Curriculum in Higher Education² (3)

Supporting Courses (choose 4 of these or other courses approved by the advisor, 12 hours required)

- ESCFE 6212 American Schools and Society (3)
ESCFE 6250 History of Education (3)
ESCFE 7222 *History of Educational Policy (3)*
ESCFE 7572 History of Colleges and Universities (3)
ESCFE 8201 Social Foundations of Education (3)
ESCFE 8209 Cultural Processes in Education (3)

¹ The focus of this course is the history of professional education.

² This focus of this course is the history of liberal education.

| | |
|-------------|--|
| ESEADM 7324 | <i>History of Educational Administration</i> (3) |
| ESEADM 8361 | Social and Political Contexts of Education (3) |
| ESEADM 8352 | Educational Policy in a Democratic Society (3) |
| ESEPHL 6403 | Ethics and the Professional Context of Teaching (3) |
| ESEPHL7410 | <i>Modern Trends in Philosophy of Education</i> (3) |
| ESEPHL 8411 | <i>Educational Philosophy of John Dewey</i> (3) |
| ESEPHL 8410 | Ethics and Education: Equality, Freedom, and Justice in Schools (3) |
| ESEPHL 7411 | Sources of Progressive Thought (3) |
| ESEPHL 7413 | Professional Education (3) |
| ESEPHL 7414 | Examining Truth, Knowledge and Objectivity: Philosophy of Science and Educational Research (3) |
| ESEPHL 7415 | Philosophical Foundations of Educational Technology (3) |
| ESEPHL 8411 | Educational Philosophy of John Dewey (3) |
| ESEPHL 8895 | Seminars: Philosophy of Education (variable topics) (1-12) |
| ESHESA 7574 | Curriculum in Higher Education ³ (3) |
| ESQUAL 7240 | <i>Life History Interviewing</i> (3) |
| PHILOS 5263 | American Philosophy (3) |
| PHILOS 5300 | Advanced Moral Philosophy (3) |
| PHILOS 5400 | Advanced Political and Social Philosophy (3) |
| PHILOS 5650 | Advanced Philosophy of Science (3) |
| PHILOS 5750 | Advanced Theory of Knowledge (3) |

Research Apprenticeship (9 hours)

Consult with faculty advisor

EDUCST 8191 Research Apprenticeship: Educational Studies (1-12)

Dissertation Requirement (6 hours)

Consult with faculty advisor

ESEPHL 8999 Dissertation or Thesis Research: Philosophy of Education (minimum 6)

³ This focus of this course is the history of liberal education.

REVISED PROGRAM (MA) IN PHILOSOPHY AND HISTORY OF EDUCATION
(Courses new to this specialization are in italics)

The MA in Philosophy of Education currently incorporates many history courses, so the change in program name is more faithful to the program students take. We only request adding the following courses to the list of required courses (courses new to this specialization are in italics):

Required courses (choose 9 hours required)

| | |
|-------------------|---|
| ESEPHL 6410 | Philosophy of Education (3) |
| ESEPHL 7410 | Modern Trends in Philosophy of Education (3) |
| ESHESA 7574 | Curriculum in Higher Education (history of liberal education) (3) |
| <i>ESCFE 7222</i> | <i>History of Educational Policy (3)</i> |
| ESEADM 7324 | History of Educational Administration (3) |

Philosophy of Education (EDUCST-MA, PHL)

Specialization leading to Master of Arts in Educational Studies

Core Requirements (9 hours)

Foundations Requirement (choose one, 3 hours)

| | |
|-------------|--|
| ESCFE 6212 | American Schools and Society (3) |
| ESCFE 6250 | History of Education (3) |
| ESCFE 7572 | History of Colleges and Universities (3) |
| ESEPHL 6410 | Philosophy of Education (3) |
| ESEADM 7359 | Leadership, Inquiry, and Ethics (3) |
| ESWDE 5624 | Foundations of Workforce Development and Education (3) |

Multicultural and Human Diversity Requirement (choose one, 3 hours)

| | |
|-------------|--|
| ESEADM 6360 | School and Community Relations (3) |
| ESHESA 7520 | Diversity in Higher Education (3) |
| ESCFE 7214 | An Interpretative History of African American Education: 1700 to 1950 (3) |
| ESCFE 7215 | An Interpretative History of African American Education: 1950 to present (3) |
| ESCE 7741 | Multicultural Issues in Counseling (4) |
| ESSPED 5650 | Introduction to Exceptional Children (3) |
| ESWDE 5672 | Lifelong Learning in the Adult Years (3) |

Research Requirement (choose one, 3 hours)

| | |
|-------------|--|
| ESQREM 6625 | Introduction to Educational Research (3) |
| ESQREM 6641 | Introduction to Educational Statistics (4) |
| ESQUAL 7230 | Qualitative Research for Educators (3) |
| ESSPED 8861 | Behavioral Research Methods in Applied Settings (3) |
| ESCE 6734 | Assessment in Counseling (3) |
| AAE 8850 | Research Methods (2) (to be taken with AAE 8851) |
| AAE 8851 | Proposal Development (1) (to be taken with AAE 8850) |

Minimum hours:
30 non-thesis,
33 with thesis

For More Information:
Department of Educational
Studies
122 Ramseyer Hall
29 West Woodruff Ave.
Columbus, OH 43210
614-688-4007
EdStudies@osu.edu

Specialization Requirements (21 hours)

Required Courses (9 hours)

| | |
|-------------|--|
| ESEPHL 6410 | Philosophy of Education (3) |
| ESEPHL 7410 | Modern Trends in Philosophy of Education (3) |
| ESHESA 7574 | Curriculum in Higher Education (3) |

Elective Courses (minimum 12 hours), in additional courses approved by the advisor, such as the following:

| | |
|-------------|---|
| ESCFE 6250 | History of Education (3) |
| ESCFE 6212 | American Schools and Society (3) |
| ESEPHL 6403 | Ethics and the Professional Context of Teaching (3) |
| ESEPHL 7411 | Sources of Progressive Thought (3) |
| ESEPSY 7401 | Psychological Perspectives on Teaching (3) |
| ESEPHL 7413 | Professional Education (3) |
| ESEPHL 7414 | Examining Knowledge, Truth, and Objectivity (3) |
| ESEPHL 7415 | Philosophical Foundations of Educational Technology (3) |
| ESCFE 7572 | History of Colleges and Universities (3) |
| ESCFE 8209 | Cultural Processes in Education (3) |
| ESEADM 8352 | Educational Policy in a Democratic Society (3) |
| ESEPHL 8410 | Ethics and Education: Equality, Freedom, and Justice in Schools (3) |
| ESEPHL 8411 | Educational Philosophy of John Dewey (3) |
| ESEPHL 8895 | Seminars: Philosophy of Education (2-5) |

Thesis or Non-Thesis Requirement (choose one, 0-3 hours)

Consult with faculty advisor

Thesis Option

| | |
|-------------|--|
| ESEPHL 7999 | Thesis Research: Philosophy of Education (minimum 3) |
|-------------|--|

Non-thesis Options (choose one)

Students must register for a minimum of three hours during the semester they take the examination or the project.

Master's Examination

Action Research Project

Comprehensive Case Study

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.

Philosophy of Education (EDUCST-PH, PHL)

Specialization leading to Doctor of Philosophy in Educational Studies

Program Requirements (15 hours)

Common Core (6 hours)

| | |
|-------------|---|
| EDUCST 6891 | Proseminar in Educational Studies (3) |
| EDUCST 6892 | Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3) |

Research Core (choose three, 9 hours)

Given that methodology in the humanities is best taught through exemplars of successful scholarly work, these courses are specified for the "Specialized Sequence" for students in philosophy of education to complete the school research methods requirement:

| | |
|-------------|--|
| ESEPHL 8411 | Educational Philosophy of John Dewey (3) |
| ESEPHL 7413 | Professional Education (3) |
| ESEPHL 7414 | Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Education Researchers (3) |
| ESEPHL 8895 | Seminars: Philosophy of Education (3) |

Specialization Requirements (29 hours)

Required Courses (12 hours)

| | |
|-------------|---|
| ESEPHL 6410 | Philosophy of Education (3) |
| ESEPHL 7410 | Modern Trends in Philosophy of Education (3) |
| ESHESA 7574 | Curriculum in Higher Education (3) |
| ESEPHL 8410 | Ethics and Education: Equality, Freedom, and Justice in Schools (3) |

Educational Psychology Requirement (choose one, 3hrs)

| | |
|-------------|--|
| ESEPSY 7401 | Psychological Perspectives on Teaching (recommended) (3) |
| ESEPSY 7402 | Educational Psychology: Cognition, Learning, and Instruction (3) |
| ESEPSY 7403 | Motivation in Learning and Teaching (3) |

Elective Courses (minimum 14 hours), in addition to courses approved by the advisor, sample courses are listed below

| | |
|-------------|--|
| ESCFE 6250 | History of Education (3) |
| ESCFE 6212 | American Schools and Society (3) |
| ESEPHL 6403 | Ethics and the Professional Context of Teaching (3) |
| ESEPHL 7411 | Sources of Progressive Thought (3) |
| ESEPHL 7413 | Professional Education (3) |
| ESEPHL 7414 | Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Education Researchers (3) |

Minimum hours
post-MA/MS: 59

For More Information:
 Department of
 Educational Studies
 122 Ramseyer Hall
 29 West Woodruff Ave.
 Columbus, OH 43210
 614-688-4007
EdStudies@osu.edu

| | |
|-------------|---|
| ESEPHL 7415 | Philosophical Foundations of Educational Technology (3) |
| ESCFE 7572 | History of Colleges and Universities (3) |
| ESCFE 8201 | Social Foundations of Education (3) |
| ESCFE 8209 | Cultural Processes in Education (3) |
| ESEADM 8361 | Social and Political Contexts of Education (3) |
| ESEADM 8352 | Educational Policy in a Democratic Society (3) |
| ESEPHL 8411 | Educational Philosophy of John Dewey (3) |
| ESEPHL 8895 | Seminars: Philosophy of Education (variable topics) (2-5) |
| PHILOS 5263 | American Philosophy (3) |
| PHILOS 5300 | Advanced Moral Philosophy (3) |
| PHILOS 5400 | Advanced Political and Social Philosophy (3) |
| PHILOS 5650 | Advanced Philosophy of Science (3) |
| PHILOS 5750 | Advanced Theory of Knowledge (3) |

Research Apprenticeship (9 hours)

Consult with faculty advisor

EDUCST 8191 Research Apprenticeship: Educational Studies (1-12)

Dissertation Requirement (6 hours)

Consult with faculty advisor

ESEPHL 8999 Dissertation or Thesis Research: Philosophy of Education (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.

Odum, Sarah

From: Wheaton, Joe
Sent: Tuesday, May 05, 2015 2:17 PM
To: Baker, Paula
Cc: Odum, Sarah
Subject: RE: concurrence request

Thank you Paula.
Joe

From: Baker, Paula
Sent: Tuesday, May 05, 2015 8:57 AM
To: Wheaton, Joe
Subject: concurrence request

Hi Joe,
The History department's undergraduate teaching committee reviewed your request for a change in the name of your program. We see no issues, and offer concurrence.
Thanks,
Paula

Paula Baker
Associate Professor and Chair, Undergraduate Teaching Committee
Department of History

Odum, Sarah

From: Wheaton, Joe
Sent: Wednesday, April 29, 2015 3:58 PM
To: Hahn, Peter
Cc: Wheaton, Joe; Odum, Sarah
Subject: Concurrence for program name change
Attachments: Philo & Hx of Educ - Program Concurrence Form - History.pdf; Program Change Philosophy and History of Education .docx

Dear Dr. Hahn:

The Department of Educational Studies wishes to change the name of one of its programs from Philosophy of Education to *Philosophy and History of Education*. We are requesting this change to more accurately represent the current state of the field. As stated in the Program Change Request (attached), "Traditionally at OSU, the history and philosophy of education were a combined program in the humanistic foundations of education. We believe joining our faculty and courses into the Philosophy and History of Education will create a more robust specialization and scholarly community for our students." (p. 1). I have also attached our Program Concurrence form, for your convenience. You may also reply with a letter or email. As per university policy, if I have not heard back from you after two weeks (May 15), I will assume concurrence has been granted. Please contact me if you have any questions or if I can be of any assistance to you or your faculty. Thank you

Joe



Joe Wheaton, PhD Associate Chair

Department of Educational Studies

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