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

December 7, 2017

To: Randy Smith, Vice Provost of Academic Programs
Katie Reed, Executive Assistant

CC: Danielle Brown, Curriculum Development Specialist
Andrew Zircher, Director of Assessment and Curriculum

From: Bryan Warnick, Associate Dean of Academic Affairs

RE: NEW UNDERGRADUATE MINOR IN TECHNOLOGY AND YOUTH

The faculty and administration of the College of Education and Human Ecology (EHE) have approved the request from the Department of Educational Studies to create a new undergraduate minor in Technology and Youth. The new minor proposal was approved by the EHE Curriculum Committee on October 18, 2017.

Documents included with this proposal include:

1. Department support email
2. Program request proposal
3. Concurrence approval from the School of Communication and the College of Food, Agricultural, and Environmental Sciences
4. Program curriculum sheet

If there are any questions, please contact me at warnick.11@osu.edu or our curriculum development specialist, Danielle Brown, at brown.2199@osu.edu.

THE OHIO STATE UNIVERSITY

Department of Educational Studies Administration
Department of Educational Studies
College of Education and Human Ecology
121 Ramseyer Hall
29 W. Woodruff Ave.
Columbus, OH 43210

Phone: 614-688-4007
Fiscal: 614-292-5182
HR: 614-688-3522
FAX: 614-688-3415
http://ehe.osu.edu/educational-studies/

16 October 2017

Dr. Bryan Warnick
Associate Dean for Curriculum
College of EHE

Dr. Warnick:

Attached please find a proposal for the Youth and Technology minor in the Learning Technologies program area. This minor parallels the Youth and Technology track in the Child and Youth Studies major, and was developed to help boost enrollments in the associate courses as well as attract students from around the university.

The program has been approved by the Educational Studies Undergraduate Studies Committee. Additionally, we sought concurrence from the School of Communication and the College of Food, Agriculture, and Environmental Sciences. The School of Communication provided concurrence without any requested revisions. The College of FAES requested that a course be added as an elective, which has been done.

If you have any questions, I refer you to the attached memo. I will also do my best to address any additional questions you may have.

Sincerely,

Helen I. Malone, PhD
Associate Chair
Department of Educational Studies

Subject: RE: Ready for Concurrence
Date: Thursday, September 28, 2017 at 10:49:03 PM Eastern Daylight Time
From: Zirkle, Christopher
To: Malone, Helen

Helen

The undergrad studies committee agrees this should move forward

Chris

-----Original Message-----
From: Malone, Helen
Sent: Tuesday, September 26, 2017 1:42 PM
To: Zirkle, Christopher
Subject: FW: Ready for Concurrence

Hi Chris,

Rick is putting forward a proposal for the Youth and Technology major to also be available as a minor. Can you run this through Undergrad Studies Committee?

Thanks,
Helen

Helen I. Cannella-Malone, PhD, BCBA-D
Associate Chair and Professor
College of Education and Human Ecology Department of Educational Studies 116A Ramseyer Hall, 29 W Woodruff Ave, Columbus, OH 43210
614-292-8313 Office
malone.175@osu.edu

Buckeyes consider the environment before printing.

On 9/21/17, 1:01 PM, "Voithofer, Rick" <voithofer.2@osu.edu> wrote:

Greetings,

Attached is the newest draft of the proposal, the program sheet, and program support letter. I believe the next step is to get concurrence from Communications and FAES.

One thing that struck me when doing the final review of the proposal is how the course number changes will impact the T&Y specialization. Program sheets will of course need to be updated. Does anyone involved in the major (or at the university level) need to approve these changes? How should this be addressed in the proposal since I expect it will come up at some point? We could just argue that the specializations are meant to be taken by upper classpersons and the number changes better match this. Thoughts?

Rick

1. **Required Information:**

Name of proposed minor: Technology and Youth

Proposed implementation date: Autumn, 2018

Academic units (e.g., department, college) responsible for administrating the minor program: Department of Educational Studies / College of Education and Human Ecology

2. **Rationale:**

In 2016, the university approved a new undergraduate major in the College of Education and Human Ecology, Child and Youth Studies. This major consists of a core curriculum of 21 credits and requires students to complete one of seven specializations. One of these specializations, Technology and Youth, is housed in a different department from the other six specializations, Educational Studies. The purpose of this specialization is to prepare students to design, develop, deliver, and assess technology-based educational programs for youth in non-formal and out-of-school learning environments including:

- Literacy and numeracy programs
- Youth group and social development
- Community mobilization and development
- Employable knowledge and skills development
- Programs to expose youth to STEM careers
- After school programs and summer camps

Unlike the other Child and Youth Studies specializations, the courses that comprise this specialization stand on their own and do not require students to complete the other core classes in the major to be successful. Because Child and Youth Studies is a new major there are no assessment data yet to justify the demand for this minor; however, there are a number of educational and professional benefits and regional/national needs to justify the minor:

- There is a growing need for out-of-school programs, particularly in communities with concentrated poverty. In the U.S., over 10 million young people take part in out-of-school-time programs that play a key role in promoting their learning and well-being, and studies show that 19 million more would do so if programs were available (Afterschool Alliance, 2014).
- According to the Columbus Foundation there are over 20,000 youth ages 16–25 in Franklin County who are not college bound, employed, or in school who would benefit from additional educational experiences outside traditional schools. Nationally these youth (often referred to as "disconnected youth" or "opportunity youth") are estimated to be over 5.5 million (1 in 7 16–24 year olds) and growing (Measure of America, 2015; Ross & Svajlenka, 2016).
- Out-of-school STEM programs are growing and have been designated in local, state, and federal policies as an important venue to introduce STEM subjects and careers, especially to underrepresented groups including minorities and females (Dabney, 2012). Ohio has been particularly active in this area (e.g., http://www.osln.org).
- The widespread use of mobile devices, including smart phones and tablets, has accelerated the growth of learning in a variety of out-of-school, informal, and non-formal settings (Caudill, 2007).
- There is a growing demand for college graduates who have participated in experiential learning to bridge the knowledge and skills from coursework with those required by perspective employers (O'Neil, 2014). This demand also comes directly from college students who want more experiential learning opportunities (Blum, 2016).
- National surveys of undergraduates show the value of undergraduate participation in high impact activities that involve community-based projects, research, taking multiple classes together, and concluding with a culminating experience. These experiences lead to higher student retention (Kuh, 2008).

Addressing these issues requires a unique integrated skillset and learning experiences including:

- Academic content knowledge
- Knowledge of youth, family, and community development
- Application of learning theories that address how youth learn with technology in a variety of learning contexts
- In-person and online teaching skills
- Instructional design skills to create learning experiences and programs
- Technical skills to prepare and deliver instruction
- Assessment skills to evaluate instructional and program success
- Development of this skillset in the context of real world settings and projects

No current program at OSU prepares students to be developers, instructors, and leaders in educational spaces that would significantly benefit disconnected youth. Research has consistently illustrated the close positive relationships between various outcome measures of out-of-school and informal learning and well-designed programs with highly qualified instructors (Kremer et al., 2015). This minor would allow students from majors across campus to extend the knowledge they acquire in their major to meet the expanding educational needs of disconnected youth outside traditional school settings.

Students Benefits. Participation in this minor will develop the civic literacy (Milner, 2002) of undergraduates through participation as designers and instructors in multiple teaching opportunities with youth in Franklin County and beyond. Each course will involve student participation in a non-school or informal learning setting. Students who complete this minor will be proficient in:

- Designing, creating, implementing, and assessing technology-based educational interventions for individuals, families, and communities
- Developing content and teaching online

- Instructional design
- Multimedia development (graphics, audio, video, web)
- Social media outreach and engagement
- Project management
- Research design

Graduates from this specialization can go on to careers in:

- Instructional design
- Learning Technologies
- Developing informal learning programs for youth (e.g., Science and technology centers, Zoos, community organizations, after school programs, camps, etc.)
- Family and community support non-profits
- Arts in education
- Youth advocacy
- Guidance counselling
- Health and mental health
- Juvenile justice
- Public/private educational partnerships
- Public policy and policy research

Institution, Region, and State Benefits. Set in Columbus, a growing urban center with a large population of disconnected youth who would benefit from qualified designers, teachers, and leaders of out of school educational experience, OSU is a clear choice for this minor. The significant and expanding population of “disconnected youth” or “opportunity youth” in Franklin county and nationally rely on educational programs outside traditional school settings to develop employable skills. OSU graduates who complete the Technology and Youth minor will be prepared to develop and deliver educational programs for this critical population in the region and beyond.

References:

Afterschool Alliance (2014). America after 3PM: Afterschool programs in demand. *Washington, DC: Afterschool Alliance*. Found at: http://afterschoolalliance.org/documents/AA3PM-2014/AA3PM_National_Report.pdf

Blum, S. D. (2016). *"I Love Learning; I Hate School": An Anthropology of College*. Ithaca, NY: Cornell University Press.

Caudill, J. G. (2007). The growth of m-learning and the growth of mobile computing: Parallel developments. *The International Review of Research in Open and Distributed Learning*, *8*(2).

Dabney, K. P., Tai, R. H., Almarode, J. T., Miller-Friedmann, J. L., Sonnert, G., Sadler, P. M., & Hazari, Z. (2012). Out-of-school time science activities and their association with career interest in STEM. *International Journal of Science Education, Part B*, *2*(1), 63-79.

Kremer, K. P., Maynard, B. R., Polanin, J. R., Vaughn, M. G., & Sarteschi, C. M. (2015). Effects of after-school programs with at-risk youth on attendance and externalizing behaviors: a systematic review and meta-analysis. *Journal of youth and adolescence*, *44*(3), 616.

Kuh, G. D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities.

Measure of America. (2015) Disconnected Youth. Retrieved from http://www.measureofamerica.org/disconnected-youth/

Milner, H. (2002). *Civic literacy: How informed citizens make democracy work*. Lebanon, NH: UPNE.

O'Neil, H. F. (Ed.). (2014). *Workforce readiness: Competencies and assessment*. New York, NY: Psychology Press.

Ross, M., & Svajlenka, N. P. (2016). Employment and disconnection among teens and young adults: the role of place, race, and education. *Washington, DC: Brookings Institution*.

3. Relationship to Other Programs/Benchmarking:

Relationship to Existing Majors in EHE. As previously mentioned, in 2016 the university approved the Child and Youth Studies major in the College of Education and Human Ecology. Technology and Youth is one of seven specializations that students in Child and Youth Studies can select. With the exception of one course, the Technology and Youth undergraduate minor will comprise the same courses as the Technology and Youth specialization within the Child and Youth Studies undergraduate major. The only course that is not required from the major specialization is a Group Studies course that is unique to the major. Any students who are in the Child and Youth Studies major would not be able to pursue the UG Technology and Youth minor because they would need to complete the Technology and Youth specialization within the major.

Concurrence. Looking across the programs on campus we identified two units with which to seek concurrence, the College of Food Agriculture and Environment Sciences (FAES) and the School of Communication Studies. Both units were contacted. Communication Studies granted concurrence outright and FAES suggested that COMLDR 3330 - Program Development and Evaluation be added as an elective. COMLDR 3330 is a good fit with the minor and was added to the curriculum.

Previous Submissions. This minor has never been submitted for approval.

4. Student Enrollment

Although there is a demand for this minor in the job market, it will require marketing and advising to generate student interest. Once made public, a moderate demand is anticipated with approximately 20 students in the initial year of offering (Autumn, 2018).

As a result of this moderate enrollment and because all of the courses encompassed in this minor are already being offered as a part of the Technology and Youth specialization, we do not initially anticipate a need for new faculty.

The minor will be marketed to students from the following areas:

STEM Students. Because of the high demand for workers trained in STEM subjects, there will likely be a population of undergraduates who will be attracted to teaching their subject to youth in out-of-school settings. This could be as an addition to a STEM career or the sole focus of their career. Students that fit into this category will be targeted from Arts and Sciences and Engineering.

Humanities Students. Students who major in the humanities do not always have a clear career pathway upon graduation. They do, however, graduate with a deep understanding of human culture from the perspectives of language, literature, philosophy, geography, anthropology, religion, art, and music. These are all significant areas of potential connection with disconnected youth. This minor would provide these undergraduates with an entry into a viable career path that would complement their academic training.

Business Students. This minor would be attractive to social entrepreneurs, those who wish to develop businesses that help populations in need. Opportunity youth represent a significant group that has a number of educational needs around which businesses can be built that are both sustainable and serve this population.

Social Work. Students majoring in social work would benefit from this minor, particularly if they plan on serving youth populations and have an interest in how this population can be served with information and communication technologies.

5. Curricular Requirements

Minor Advising Sheet. A minor advising sheet is attached to this document.

Courses. The minor will require a minimum of 15 credit hours.

Required courses: (12 credits)

- ESETEC 2211 - Impact of Technology in Learning and Education
- ESETEC 2250 - Technology, Education, and Communities
- ESETEC 2251 - Technology Interventions in Education and Communities (Prerequisite ESLTECH 2250)
- ESETEC 2270 - Computers in the Classroom: An Introduction

Electives: (Students will choose 1 courses from the following):

- ESETEC 5280 - Educational Videography
- ESETEC 5281 - Introduction to Developing Educational Web Sites
- COMLDR 3330 - Program Development and Evaluation

(See below for how course numbers will be adjusted to fulfill the minor upper division requirements.)

Curricular Structure. As part of the Specialization and Minor development efforts, we have solicited feedback from a number of informal education leaders in the Central Ohio region including the Columbus Zoo, the Columbus Metropolitan Library, and COSI concerning the skills they seek in their entry-level employees. The answers had a common thread regardless of the organization the given leader represented—given the multi-faceted nature of youth, technology, and learning, out-of-school educational professionals seek employees who have been exposed to various disciplines throughout their studies, who possess excellent analytical and communication skills, who are able to work in multidisciplinary settings and who can effectively communicate their ideas to people from other disciplines.

The proposed minor is designed to attract students across different fields to create an interdisciplinary learning environment. By exposing students to the core issues in technology, youth, and learning, we will provide them with a broad-based knowledge that can supplement their major field of study. To provide undergraduate

students from multiple disciplines and majors with academic and professional education needed to design, develop, deliver, and assess technology-based education for youth in non-formal and out-of-school learning environments.

The minor consists of four required courses and one elective course. When a student completes the Technology and Youth minor, s/he will be able to:

- Design, create, implement, and assess technology-based educational interventions for individuals, families, and communities
- Developing and teaching online
- Conduct all phases of Instructional Design
- Develop multimedia materials (graphics, audio, video, web)
- Utilize social media for outreach and engagement
- Manage complex projects
- Undertake Design Research, a form of collaborative design between developers, individuals, and communities

The first course, ESETEC 2211S: Impact of Technology in Learning and Education, is a service learning course that introduces the major themes of the minor including youth studies, instructional design, learning technologies, developing educational resources and instruction, community outreach, and design research. They will develop these skills and knowledge in the context of working with youth served by a community partner (e.g., the Columbus Metropolitan Library).

The second and third courses, ESETEC 2250: Technology, Education, and Communities and ESETEC 2251: Technology Interventions in Education and Communities, provide students with a two-course sequence in which they will expand and apply what they learned in 2211S by participating in multiple community-based youth projects, which will include afterschool programs, summer camps, and other educational programs for youth. These courses will stress the collection and use of various forms of data to inform the design, development, delivery, and assessment of these programs and the communities in which they are offered. While completing this

sequence, students will work in multidisciplinary groups as they build their project management and presentation skills.

The fourth course, ESETEC 2270: Computers in the Classroom: An Introduction, will cover advanced topics including online teaching and learning, teaching and outreach through social media, open educational resources (OER), and mobile learning. Students will also learn about how youth can be taught through emerging technologies such as virtual and augmented reality.

Students will select one of three elective production courses, ESETEC 5280: Educational Videography, ESETEC 5281: Introduction to Developing Educational Web Sites, or COMLDR 3330 - Program Development and Evaluation. In 5280 they will cultivate their video production skills so that they can create videos to support instruction, document learning, and promote the programming they support. In 5281 they will apply principles of usability, universal design, and accessibly to create web-based educational and informational web content that serve youth and communities. In COMLDR 3330 - Program Development and Evaluation students examine the principles, methods, and models of program development and evaluation in non-formal settings.

Course Offering Schedule. Courses will be offered so that students can complete the minor in one year according to the following schedule:

Autumn Semester	Spring Semester
• **ESETEC 2211** - Impact of Technology in Learning and Education • **ESETEC 2250** - Technology, Education, and Communities • **ESLTECH 5280** - Educational Videography • **COMLDR 3330** - Program Development and Evaluation	• **ESLTECH 2251** - Technology Interventions in Education and Communities • **ESLTECH 2270** - Computers in the Classroom: An Intro • **ESLTECH 5281** - Introduction to Developing Educational Web Sites

Course Changes. To satisfy the requirements of a minor to include at least 6 upper divisions credits, ESLTECH 2251 will be changed to ESLTECH 3251. ESETEC 2270: Computers in the Classroom: An Introduction will be changed to ESETEC 4270: Computers in the Classroom: An Introduction. Since these classes haven't been taught in a number of years, they are undergoing complete revisions as part of the Youth and Technology specialization. To make 3251 and 4270 consistent with their new numbers course readings and assessments will reflect the higher academic expectations on students of the course number changes.

Given that the specialization in the Child and Youth studies major is taken toward the end of a student's undergraduate program, the additional work added to the course to justify the higher number will not impact students who select the specialization.

Resources

Instructors. The minor will be taught by a combination of doctoral students and faculty. Because the Technology and Youth specialization in the Child and Youth studies major is already staffed we do not anticipate a need for new instructors; when the minor is introduced, an additional section in each course should be sufficient. If enrollment in the minor exceeds expectations, staffing changes will be made accordingly.

Advising. Students will be advised in their respective home programs.

Facilities, equipment, off campus field experience. We do not anticipate a need for additional university facilities or equipment. Students will take advantage of existing resources like the Digital Unions. Because of the nature of the minor, students will be participating in off-campus field experiences. These off-campus experiences will be organized with individual community organizations. For example, ESETEC 2211S is currently based on a partnership with the Columbus Metropolitan Library.

Subject: RE: Concurrence for New Minor
Date: Friday, September 29, 2017 at 6:16:36 PM Eastern Daylight Time
From: Slater, Michael
To: Malone, Helen
CC: Smith, Aaron
Attachments: image002.png, image003.png

Our Director of Undergraduate Studies and our technology faculty have reviewed your proposal, as have I, and have no objection. The purpose seems clearly focused on an important educational need, and as described here do not overlap unduly with courses we offer.

Thank you for requesting the concurrence.

Mike

Michael D. Slater
Director
Social and Behavioral Science Distinguished Professor
School of Communication
3016 Derby Hall | 154 N. Oval Mall Columbus, OH 43210
614-292-0451 Office | 614-292-2055 Fax
slater.59@osu.edu

From: Malone, Helen
Sent: Tuesday, September 26, 2017 12:59 PM
To: Slater, Michael
Cc: Smith, Aaron
Subject: Concurrence for New Minor

Dear Dr. Slater,

The Learning Technologies specialization in the Department of Educational Studies is proposing a new minor: Technology and Youth. The College of Education and Human Ecology offers this as a major currently, but they believe adding a minor option will attract larger, and more diverse, enrollments. I am reaching out to seek concurrence from the School of Communication. Attached are the minor application and program plan. If you have any concerns about this minor moving forward, please let me know.

I look forward to hearing from you,
Helen

Helen I. Cannella-Malone, PhD, BCBA-D
Associate Chair and Professor
College of Education and Human Ecology Department of Educational Studies
116A Ramseyer Hall, 29 W Woodruff Ave, Columbus, OH 43210
614-292-8313 Office
malone.175@osu.edu

Buckeyes consider the environment before printing.

Subject: FW: Learning Technologies Minor
Date: Wednesday, October 11, 2017 at 11:25:09 AM Eastern Daylight Time
From: Neal, Steve
To: Malone, Helen
CC: Martin, Linda
Attachments: Technology and Youth UG minor Proposal.docx, Technology and Youth Minor Program Sheet_09212017.docx, COMLDR3330-2017WPD.PDF

Dr. Malone,

I was asked by Dr. Linda Martin to respond to your request for concurrence for the proposed Technology and Youth Minor. The College of Food, Agricultural, and Environmental Sciences is supportive of this new minor.

Feedback from the Department of Agricultural Communication, Education and Leadership recommended including COMLDR 3300 (Program Development and Evaluation) as an elective course (syllabus attached). Since the proposed minor is focused on developing programs in non-formal and out-of-school learning environments, the department believes COMLDR 3330 would support that effort.

Let me know if you need any additional information.

Steve

Steven M. Neal, Ph.D.
Professor and Assistant Dean for Academic Affairs
College of Food, Agricultural, and Environmental Sciences
100E Agricultural Administration, 2120 Fyffe Rd. Columbus, OH 43210
Office: 614-292-1734
Fax: 614-292-1218
neal.2@osu.edu

-----Original Message-----
From: Malone, Helen
Sent: Tuesday, September 26, 2017 1:07 PM
To: Martin, Linda
Cc: Voithofer, Rick
Subject: Learning Technologies Minor

Dear Dr. Martin,
The Learning Technologies specialization in the Department of Educational Studies is proposing a new minor: Technology and Youth. The College of Education and Human Ecology offers this as a major currently, but they believe adding a minor option will attract larger, and possibly more diverse, enrollments. I am reaching out to seek concurrence from the College of Food, Agricultural, and Environmental Sciences. Attached are the minor application and program plan. If you have any concerns about this minor moving forward, please let me know.
I look forward to hearing from you,
Helen

Helen I. Cannella-Malone, PhD, BCBA-D
Associate Chair and Professor

College of Education and Human Ecology Department of Educational Studies 116A Ramseyer Hall, 29 W Woodruff Ave, Columbus, OH 43210
614-292-8313 Office
malone.175@osu.edu

The Ohio State University
College of Education and Human Ecology

Technology and Youth Minor

College of Education and Human Ecology
Department of Educational Studies
Undergraduate Student Services
A100 PAES Building, 305 W. 17th Ave Columbus, OH 43210; 614- 292-9261 http://ehe.osu.edu/

The minor in Technology and Youth consists of a minimum of 15 credit hours. The minor will prepare students to design, develop, deliver and assess technology-based educational programs for youth in non-formal and out-of-school learning environments.

Part A – Required courses (12 credits):

- **ESLTECH 2211** Impact of Technology in Learning and Education- 3 hrs
- **ESLTECH 2250** Technology, Education and Communities- 3 hrs
- **ESLTECH 2251** Technology Interventions in Education and Communities- 3 hrs
- **ESLTECH 2270** Computers in the Classroom: An Intro- 3hrs

Part B – Elective courses (Select 3 credits)

- **COMLDR 3330** Program Development and Evaluation- 3 hrs
- **ESLTECH 5280** Educational Videography- 3 hrs
- **ESLTECH 5281** Introduction to Developing Educational Web Sites- 3 hrs

The academic program coordinator in the College of Education and Human Ecology must approve the Minor Program Form. The student must file the approved form with a college or school counselor. For further information about the minor program, contact the college.

Technology and Youth minor program guidelines

Required for graduation No

Credit hours required
A minimum of 15 credit hrs. 1000 level courses shall not be counted toward the 15 credit hour minimum.

Transfer and EM credit hours allowed
A student is permitted to count up to 6 total hours of transfer credit and/or credit by examination.

Overlap with the GE A student is permitted to overlap up to 6 credit hours between the GE and the minor

Overlap with the major and additional minor(s)

- The minor must be in a different subject than the major.
- The minor must contain a minimum of 12 hours distinct from the major and/or additional minor(s).

Grades required

- Minimum C- for a course to be listed on the minor.
- Minimum 2.00 cumulative point-hour ratio required for the minor.
- Course work graded Pass/Non-Pass cannot count on the minor.

Minor Approval
The academic program coordinator in the College of Education and Human Ecology must approve the minor- A100 PAES Building, 614-292-9621.

Filing the minor program form
The minor program form must be filed with the student's college/school at least by the time the graduation application is submitted to a college/school counselor.

Changing the minor
Once the minor program form is filed in the college office, any changes must be approved by the academic unit offering the minor.