



THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Academic Affairs

College of Education and Human Ecology

A100 PAES Building

305 Annie and John Glenn Ave

Columbus, OH 43210

Memo

April 5, 2023

To: W. Randy Smith, Vice Provost – Council on Academic Affairs

From: Aaron Bagent, Curriculum Specialist

RE: PROGRAM REVISIONS – PhD Educational Studies and EdD Educational Studies, Department of Educational Studies

Please find the proposal materials included to revise the PhD and EdD in Educational Studies. This proposal includes the following, in order:

1. Letter of support from Tasha Snyder, Associate Dean
2. Letter of support from Marc Guerrero, Associate Chair, Department of Educational Studies
3. Program change rationale and list of specializations affected
4. Example program sheet

The College of Education and Human Ecology Curriculum Committee reviewed and approved the revision on November 21, 2022. If there are any questions, please contact me at bagent.14@osu.edu.



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December 8, 2022

Dr. Mary Stromberger, PhD
Vice Provost for Graduate Education and
Dean of the Graduate School
250 University Hall
320 N. Oval Mall
Columbus, OH 43210

Dear Dean Stromberger,

I am writing on behalf of the College of Education and Human Ecology's (EHE) Office of Academic Affairs. EHE supports the recent curricular change that was approved by the EHE Curriculum Committee on November 21, 2022:

- Curriculum changes to the Common Core first year proseminar requirements for the PhD and EdD programs in the Department of Educational Studies.

We anticipate that these changes will improve the curriculum in the PhD and EdD for the graduate students.

Sincerely yours,

Anastasia R. Snyder, PhD
Associate Dean for Faculty Affairs
College of Education and Human Ecology



November 11, 2022

Dear members of the EHE Curriculum Committee:

I am writing in support of the proposed changes to the doctoral common core or “proseminar” sequence across all PhD/EdD specializations within the department of Educational Studies. A subcommittee led by Dr. Ann Allen, ES Director of Curricular and Teaching Innovation, over the past year has been reviewing the Prosem and developed this proposal in collaboration with leadership. We submitted the attached proposal for review by the Graduate Studies Committee, who approved it pending finalizing of the courses (e.g., adding a technology option) in their October 11th meeting. The course options have now been finalizing and we are moving it forward for EHE Curriculum Committee review.

There are currently no negative budgetary implications and no additional funds or human resources necessary for execution of these program changes, outside of planning a rotation of the courses to be offered so students can plan accordingly. Thus, Lori and I are in support of the proposed changes to the EdD/PhD specializations.

Additionally, two years ago our ESQREM course offerings were changed (to GLM 1 and 2), but our curriculum sheets were never updated to reflect the approved changes. Thus, the new sheets also reflect these changes, bringing them up to date with what is already approved.

If you have any questions or need additional information, do not hesitate to contact me.

Sincerely,

Marc Johnston Guerrero
Associate Chair, Department of Educational Studies
Associate Professor, Higher Education and Student Affairs
614.688.1428 IGuerrero.55@osu.edu

Professional Seminar Proposal

To: Jackie Blount, Graduate Studies Chair, Department of Educational Studies

From: Marc Guerrero, Associate Chair, and Ann Allen, Director of Curricular & Teaching Innovation, Department of Educational Studies

Re: Proposed change to Professional Seminar Requirement

Date: October 5, 2022

The Department of Educational Studies is proposing the following changes to the 2-course, first-year Professional Seminar requirement for doctoral students. These changes would apply to all the Department's program specializations (both PhD and EdD), requiring all program curricula to be revised. The changes we are proposing are:

1. Tighten the two current Professional Seminar courses (EDUCST 6891 & 6892) into one course (6891), increasing the rigor and relevance of the course to first-year students;
2. Replace the second Professional Seminar course requirement (EDUCST 6892) with a small set of professional course options that students can take when the course is most relevant for them during their doctoral study.

Rationale

After a decade of offering the Professional Seminar as a 2-course, first-year experience and surveying students about their experience, we have learned that there is more we can do to make the Professional Seminar more relevant and rigorous for students and programs. After collecting data from students and faculty and convening a group of representative faculty members to consider revisions to the Professional Seminar experience, we have concluded that a tighter, more rigorous first semester course along with a set of professional course options students may take during their doctoral study would better meet the needs of our students. Both changes will increase relevance of the course material to students and to the timing of the students' professional development while maintaining a common core experience for our doctoral students.

The courses that we propose to fulfill the second 3-credit requirement are focused on professional skills our doctoral students may need as they advance through their studies and move into their careers. The courses we propose are below. All courses are currently in existence.

1. ESEPSY 7404 College Teaching
2. ESEPSY 8404 Academic Writing: The Literature Review
3. EDUCST 5765 Grant Writing (with different sections focused on research vs. nonprofit grant writing)
4. ESEPHE 6403 Ethics of Teaching in a Professional Context
5. ESEPOL 7100 Writing for Educational Policy Audiences
6. EDUCST 6892 Educational Policy and Inequality

Time-Line

Our aim is to revise the Professional Seminar Experience with the start of the Autumn 2023 semester. We would offer the first Professional Seminar Course in Autumn 2023 and make available the second set of courses beginning Spring 2024.

List of Programs to Implement the Changes:

Below are all of the program specializations that will be affected by the changes in the Proseminar requirements:

PhD Specializations (EDUCST-PH):

1. Counselor Education
2. Educational Psychology (PSY)
3. Educational Administration (EAN)
4. Educational Policy (EPS)
5. Higher Education and Student Affairs (HEA)
6. Philosophy and History of Education (PHE)
7. Quantitative Research, Evaluation, and Measurement (QRE)
8. Learning Technologies (LTN)
9. School Psychology (WSL)
10. Special Education (SPE)
11. Workforce Development and Education (WDE)

Edd Specializations (EDUCST-ED):

1. Educational Administration (EAN)
2. Higher Education and Student Affairs (HEA)

Example

An example of these changes to a program specialization curriculum sheet is attached. With approval by Grad Studies, we would submit a blanket change request for EHE Curriculum Committee to review, since it affects all of our doctoral programs.



Educational Policy (EDUCST-PH, EPS)

Specialization leading to Doctor of Philosophy in Educational Studies

Program Requirements (57 hours)

Common Core (6 hours total)

Core 1 course (3):

EDUCST 6891 Proseminar in Educational Policy and Leadership (3)

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Core 2 course: Choose from one of the following courses (3)

EDUCST 5765 Grant Writing (3)

ESEPSY 7404 College Teaching (3)

ESEPSY 8404 Academic Writing (3)

ESEPOL 7100 Writing for Educational Policy Audiences (3)

ESPHE 6403 Ethics and the Professional Context of Teaching (3)

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

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Research Core (9 hours)

Introductory Quantitative Sequence:

ESQREM 7648 GLM1: Introduction to Regression and ANOVA (4)

ESQREM 7658 GLM2: Advanced Regression and ANOVA (4)

Advanced Quantitative Options:

ESQREM 8648 Multivariate Experimental Designs (4)

ESQREM 8658 Applied Multilevel Data Analysis (3)

Qualitative Options:

ESQUAL 8210 Qualitative Research: The Analysis of Interaction in
Educational Settings (3)

ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories,
and Exemplars (3)

Additional courses:

ESEPOL 7225 Approaches to Policy Inquiry (3)

ESPHE 7240 Life History Interviewing (3)

SOCIOL 6649 Intro to Quantitative Research/Multiple Regression (3)

SOCIOL 6710 Design and Analysis of Quantitative Sociological Research (3)

POLITSC 7551 Quantitative Political Analysis (3)

GEOG 5100 Spatial Data Analysis (3)

Specialized Sequence:

Minimum hours:
post-MA/MS: 60
post-BS/BA: 90

For More Information:
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122 Ramseyer Hall
29 West Woodruff Ave.
Columbus, OH 43210
614-688-4007

EdStudies@osu.edu

revised 4/17/2018

Students, in consultation with their advisors, may design their own methodology sequence. This is particularly suited to humanistic scholarship in education (e.g., history or philosophy of education). To complete a specialized sequence, students must take three methodology courses relevant to their research interests. Specialized research plans are approved by the Graduate Studies Committee.

Specialization Requirements

Required Courses (15 hours)

ESEPOL 6000	Introduction to Educational Policy (3)
ESEPOL 7224	Educational Policy Analysis in Contemporary Culture (3)
ESEPOL 8352	Educational Policy in Democratic Society (3)
ESPHE 7222	History of Educational Policy (3)

Choose one of the following courses: (choose two courses if any of required courses were taken as part of Master's degree)

ESPHE 8201	Social Foundations of Education (3)
ESPHE 8410	Ethics and Education: Equality, Freedom, and Justice in Schools (3)
ESLTECH 6223	Issues and Practices in Educational Technology (3)

Elective Requirements (choose five of these or other courses approved by faculty advisor, 15 hours)

Choose five courses from the list of electives or other courses approved by your advisor.

ESEPOL 5217	Comparative Education (3)
ESEPOL 7100	Policy Writing (3)
ESEPOL 8209	Cultural Processes in Education (3)
ESEPOL 8312	Governance and Control in American Education (3)
ESPHE 6410	Philosophy of Education (3)
ESPHE 8201	Social Foundations of Education (3)
ESPHE 8410	Ethics and Education: Equality, Freedom, and Justice in Schools (3)
ESEADM 8310	Educational Change (3)
ESEADM 8361	Social and Political Contexts in Education (3)
ESLTECH 6223	Issues and Practices in Educational Technology (3)
ESLTECH 7229	Technology, Society, and Education (3)

Research Apprenticeship (9 hours)

Under the supervision of faculty, students are required to take nine credit hours of work focused on the preparation of conference presentations and/or publications, or an intensive study relevant to the dissertation.

EDUCST 8191	Research Apprenticeship (minimum 9)
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Dissertation Requirements (6 hours)

EDUCST 8999	Dissertation Research
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revised 4/17/2018



Educational Policy (EDUCST-PH, EPS)

Specialization leading to Doctor of Philosophy in Educational Studies

Program Requirements (57 hours)

Common Core (6 hours total)

Core 1 course (3):

EDUCST 6891 Proseminar in Educational Policy and Leadership (3)

Core 2 course: Choose from one of the following courses (3)

EDUCST 5765 Grant Writing (3)
ESEPSY 7404 College Teaching (3)
ESEPSY 8404 Academic Writing (3)
ESEPOL 7100 Writing for Educational Policy Audiences (3)
ESPHE 6403 Ethics and the Professional Context of Teaching (3)
EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context:
Integrating Research Traditions (3)

Research Core (9 hours)

Introductory Quantitative Sequence:

ESQREM 7648 GLM1: Introduction to Regression and ANOVA (4)
ESQREM 7658 GLM2: Advanced Regression and ANOVA (4)

Advanced Quantitative Options:

ESQREM 8648 Multivariate Experimental Designs (4)
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Qualitative Options:

ESQUAL 8210 Qualitative Research: The Analysis of Interaction in
Educational Settings (3)
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Additional courses:

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