

From: [Smith, Randy](#)
To: [Sayer, Peter](#); [Trojan, Francis J.](#); [Subedi, Binaya](#)
Cc: [Leite, Fabio](#); [Reed, Katie](#); [Smith, Randy](#); [Miriti, Maria](#); [Duffy, Lisa](#); [Hunt, Ryan](#); [Miranda, Antoinette](#); [Bagent, Aaron](#); [Snyder, Anastasia](#); [Pope-Davis, Don](#)
Subject: Proposal to revise the PhD in Teaching and Learning
Date: Friday, January 26, 2024 2:29:14 PM
Attachments: [image001.png](#)

Binaya, Francis, and Peter:

The proposal from the Department of Teaching and Learning to revise the PhD program in Teaching and Learning was approved by the Council on Academic Affairs at its meeting on January 24, 2024. Thank you for attending the meeting to respond to questions/comments.

No additional level of internal review/approval is necessary. This action will be included in the Council's next Annual Activities Report to the University Senate (July 2024).

The Office of the University Registrar will work you with any implementation issues.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions please contact the Chair of the Council, Professor Fábio Leite (.11), or me.

I wish you success with this important program development.

Randy



W. Randy Smith, Ph.D.

Vice Provost for Academic Programs

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TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: **11/30/2023**

RE: Proposal to **Revise the Ph.D in Teaching and Learning** in **the College of Education and Human Ecology**.

The **Department of Teaching and Learning** in the **College of Education and Human Ecology** is proposing a **Revision to the Ph.D in Teaching and Learning**.

The proposal was received by the Graduate School on **7/20/2023**. The combined GS/CAA subcommittee first reviewed the proposal on **10/31/2023** and requested revisions. Revisions were received on **11/13/2023** Associate Dean Miriti reviewed and accepted the revisions on **11/27/23**. The proposal is now forwarded to CAA for review.



THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Office of Undergraduate Education

College of Education and Human Ecology

A100 PAES Building

305 Annie and John Glenn Ave

Columbus, OH 43210

Memo

November 13, 2023

To: GS/CAA Subcommittee

From: Aaron Bagent, Curriculum Specialist

RE: Update: PhD in Teaching and Learning proposal

Please note the following revisions that were made to the PhD in Teaching and Learning proposal:

- Edited “Note about online offering” section on page 7 to mention that all core and required courses will be taught in person while some electives may be hybrid or distance learning.
- Added modality for all courses listed in charts starting on page 8 through page 13.
- Edited “A note on course modality” on page 13 to mention that all core and required courses will be taught in person while some electives may be hybrid or distance learning.



Memo

May 10, 2023

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

From: Aaron Bagent, Curriculum Specialist

RE: PROGRAM REVISION: PhD in Teaching and Learning, Department of Teaching and Learning

Please find proposal materials included to revise the PhD in Teaching and Learning. This proposal includes the following, in order:

1. Curriculum Proposal Checklist form
2. Letter of Support from Tasha Snyder, Associate Dean
3. Overview and rationale of proposal
4. Summary of major changes
5. Transition plan
6. Learning goals and assessment plan
7. Summary of each specialization
8. Letter of Support from Peter Sayer, Graduate Studies Committee Chair
9. Summary of courses
10. Syllabi for new courses and course change requests
11. Report from Year 1 of redesign team

This was presented and approved at the College of Education and Human Ecology Curriculum Committee meeting on May 8, 2023. If there are any questions, please contact me at bagent.14@osu.edu.



**THE OHIO STATE
UNIVERSITY**

Curriculum Proposal Checklist

Title of Program:

Effective term: Autumn 2024 College:

New/Establish: Secondary Major Eligible: Academic Unit:

Revise: 50% Revision: Mark Up: Program Contact: Peter Sayer - sayer.32

Terminate: Suspend: Certificate Category*:

Degree/Credential:

Program of Study : Graduate Program Title:

Code:

Program Focus*:

Credit hours to degree/credential: Is this a change to the current total? Yes No

Program offered only online? Yes No If yes, is there a signed MOU with ODEE? Yes No

Campus(es) where offered: Columbus ATI Lima Mansfield Marion Newark

Rationale:

Student Curriculum Sheet Required:

Four Year (or appropriate) Plan:

Academic Unit Curriculum Committee approval date:

College Curriculum Committee approval date:

Graduate School Council approval date*:

Regional Campus approval date*:

Council on Academic Affairs approval date:

University Senate approval date*:

Board of Trustees approval date*:

ODHE approval date*:

* If applicable



May 9, 2023

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 May 8, 2023:

- Revision of the program for the PhD in Teaching and Learning including changes to core courses and reconfiguration of the current 8 Areas of Study into 5 Specializations.

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

Sincerely yours,

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

Proposal for Revision of the PhD in Teaching & Learning

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Approved by T&L Faculty 4-26-2023

Approved by GSC 5-1-2023

Proposal for Revision of the PhD in Teaching & Learning

The faculty of the Department of Teaching & Learning respectfully submit the following proposal to revise the existing PhD program in Teaching & Learning. The revised program replaces the current eight Areas of Study with five new Specializations. The proposed change reflects the expertise of the faculty in the department and aligns the PhD program with the recent restructuring of the department.

1. Rationale

The PhD program in Teaching and Learning is a long-standing doctoral program with a focus on developing researchers working on issues and problems in various educational areas related to learning, instruction, and curriculum in PreK-12 and across the lifespan. The program was last revised in 2006, corresponding with a restructuring of what was then the School of Teaching and Learning. This merged three PhD programs and created one PhD in Teaching and Learning. More than 15 years later, it is time to revisit and update the program again. This program revision is happening in the context of a major restructuring of the department. The revision responds to external and internal assessments about the current program, and reflects the new priorities and directions of the field and faculty expertise.

The revision of the PhD has been a deliberative process. Serious discussion about the reorganization of the doctoral program began in 2016 as issues with the Areas of Study model were identified. An ad hoc committee was formed in 2018 to analyze the broader structure of the department and recommended changes to the PhD program. Likewise, an external 2019 report for the Dean's office flagged similar concerns: the PhD program organized into 8 AOSs was not efficient and was difficult to understand from an external point of view, including for potential applicants. Simply put, the AOSs were too many, and the model was confusing.

At the same time, the program is one of the premier PhDs in the country: T&L's program is ranked 5th Best Graduate Program in Curriculum & Instruction in the country by the *US News & World Report* ([Link](#)). There is a strong desire to innovate and improve the program, while maintaining its quality and status amongst peer programs. The PhD in T&L enrolls about 20-25 students per year. There are currently about 135 students in the program in all stages of their program, and about 15+ students graduate per year. T&L PhD students represent diverse backgrounds, including local teachers from Central Ohio who attend part-time, educators from elsewhere in Ohio, students from out-of-state who enroll full-time, and international students, including a large number of Fulbright-sponsored students. Graduates seek faculty positions in colleges of education, work in school districts or departments of education, or in private industry related to education and teacher training.

In 2021, the department was restructured into three sections, and the AOSs were eliminated. This precipitated the formation of another ad hoc committee, PhD Redesign Team, to revise the doctoral program. The team started in Autumn 2021 and conceptualized the work as a three-year project:

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Year 1: Analysis and Formulation of Priorities and Recommendations for Change
Year 2: Development of Program Goals, Course Changes, and Curriculum Sheets
Year 3 and ongoing: Implementation of Changes and Launch of Revised Program

At the outset, the team consulted with the Drake/UITL and another PhD program at OSU that had recently undergone a similar revision to develop the overall plan for the project. The first year of the project included extensive information and data gathering to determine the scope of and stakeholders' (faculty, past and current students, staff) perspectives on aspects of the PhD program that ought to be considered during revision. The second year of the project has consisted of continued consultations with Drake, the EHE Curriculum Committee, and intensive work within the Redesign Team and across the department faculty to define the foci, goals, and courses for the new Specializations. It has entailed careful consideration for how the program can embody the mission and vision of the department and college and address ongoing concerns for improving access, diversity, and equity for aspirant students to a R1 Research PhD program at a top-ranked College of Education at a land-grant public university.

The revised program proposes five new specializations. These specializations reflect the strengths and expertise of the current faculty, the need to develop highly skilled educational researchers for the field, and the priority areas of research that need to be undertaken to address the problems in education into the future.

PhD in Teaching & Learning Specializations:

1. Critical Studies in Education: Race, Justice, and Equity (CSERJE)
2. Inclusive Science, Technology, Engineering, Arts & Mathematics Education (InSTEAM)
3. Innovative Arts, Literacies, and Languageing (IALL)
4. Literacies, Literature, and Learning (LLL)
5. Multilingual Language Education (MLE)

Note about percentage change of the program: While the configuration of the program into five specializations is new, the overall number of credits and the coursework is substantially similar. Coursework/credit hour changes are less than 20% of the program as a whole.

Note about online offering: The PhD will continue to be a predominantly in-person program, with core and required courses taught in person. Some electives (e.g. EDUTL 7447) may be offered as online or hybrid courses.

2. Summary of Major Changes Proposed

The main changes proposed to the PhD in Teaching & Learning are as follows:

A. The name and focus of the PhD program will not change; it remains the PhD in Teaching and Learning.

B. The PhD program is currently organized in 8 Areas of Study (AOSs). The proposal would reconfigure these 8 AOSs and replace with 5 Specializations.

C. The 5 specializations are:

- a. Critical Studies in Education: Race, Justice, and Equity (CSERJE)
- b. Innovative Arts, Literacies, and Languageing (IALL)
- c. Inclusive Science, Technology, Engineering, Arts, & Mathematics Education (InSTEAM)
- d. Literacies, Literature, and Learning (LLL)
- e. Multilingual Language Education (MLE)

D. The Program of Study will be revised with changes to:

- a. The total number of credits remains 80. The total post-MA credits is reduced from 59 to 57.
- b. The core courses changed from 2 to 3, and 8 credits to 9 credits.
- c. Changes to the Specialization courses and number of credits.
- d. Replacement of the Research Apprenticeship credits with Professional Experiences credits.
- e. No changes to credits for Research Methods, Candidacy, or Dissertation.

In total, the program revision reduces credit hours by 2%, and changes affect 18 credit hours, or about 20% of the program as a whole.

Summary of changes to the Program of Study sheet:

Please note that all courses in the program will be taught in person.

Previous course	New Course	Rationale/Modality
Core courses		
8 credits total	9 credits total	Previously 2 courses x 4 credits; now 3 courses x 3 credits
EDUTL 8015 (4)	EDUTL 8015 (3)	Reduce by 1 credit. In-person.
EDUTL 8003 (4)	EDUTL 8003 (3)	Change name to better reflect "Logics of Inquiry" focus; reduce by 1 credit. In-person.

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None	EDUTL 8040 (3)	“Pro-sem” course previously offered as elective, now made core aligned to program objectives. In person.
Research requirement		
List of courses included	No list	No change overall, still 9 credits but removed list course list, which was deemed to not be working well given broad range of methods and courses. Students work with advisor to determine research methods sequence.
Breadth Requirement		
3 credits	Eliminated	Eliminated as a separate requirement on sheet, but students will still take at least 3 credits outside specialization, but students now have option to take as part of “Scholarly Focus” or “Spotlight” course.
Specialization requirement		
24 credits	24 credits	No change in # of credits, but now includes a “spotlight” and “scholarly focus”. As with previous AOS configuration, specializations prescribe 9-12 credits of required coursework, and 12-15 credits of focus/elective courses.
Professional Experiences		

<p>Previously “Research Apprenticeship”. Eliminated previous 6 credits of EDUTL 8998 Research Apprenticeship</p>	<p>Now 6 credits of EDUTL 8997 “Professional Experiences.”</p>	<p>Students will enroll in 1 credit per semester of 8997 during Years 2-4, and follow a “Milestones Map” in the T&L PhD Handbook, specifying a menu of activities designed to build research skills and experiences for their CV. This broadens the options for students and aligns more closely with the T&L program goals. In person.</p>
<p>Candidacy Examinations: No changes</p>		
<p>Dissertation Research: No changes</p>		

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PhD-T&L Revision

Corrections from Faculty Approved Version

1. InSTEAM program sheet: Two courses added to elective list:
2. New course: EDUTL 7030 moved from course change to new course list (previous course that was archived needs to be reactivated, considered new course).

Course change requests

Course/Credits/ Specialization	Change	Rationale/Modality
EDUTL 6808 Critical and Cultural Perspectives in Teaching and Learning (3) (CSERJE)	Title change. Previous title was "Multicultural and Global Perspectives in Teaching and Learning".	Title updated to better reflects the current focus and terminology. In person.
EDUTL 7014 Epistemologies & Theories of Race, Justice & Equity in Educ (3) (CSERJE)	Title change. Previous title was "Epistemologies and Theories in Multicultural and Equity Studies".	Title updated to align with the name of the new specialization. In person.
EDUTL 7015 Curricular Approaches to Studies of Race, Justice & Equity in Education (3) (CSERJE)	Title change. Previous title was "Curricular Approaches to Multicultural and Equity Studies in Education".	Title updated to align with the name of the new specialization. In person.
EDUTL 7025 Culturally Relevant and Sustaining Pedagogies (3) (CSERJE)	Title change. Previous title was "Culturally Relevant Pedagogy".	Title updated to better reflects the current focus and terminology. In person.
EDUTL 7035 Teaching and Research for Social Justice (3) (CSERJE)	Title change. Previous title was "Teaching for Social Justice".	Title updated to better reflect focus of doctoral-level course on researching social justice teaching. In person.
EDUTL 8003 Logics of Inquiry in Educational Research (3) (Core)	Title change. Previous title was "Theorizing and Researching Teaching and Learning". Credits reduced from 4 to 3.	Title better reflects the focus of the course as an introduction to the various logics of inquiry for educational researchers. Reduction of credits to 3 reflects course load/contact hours. In person.
EDUTL 8015 Diversity and Equity in Education (3) (Core)	Credits reduced from 4 to 3.	Reduction of credits to 3 reflects course load/contact hours. In person.
EDUTL 8040 Professional Seminar for Doctoral Students in Teaching & Learning (3) (Core)	Course # changed from 8420 to 8040.	Was previously an elective course for a specialization. New number reflects change to core course for all doctoral students in PhD-T&L. In person.

EDUTL 8301 Perspectives on Literacies and English Language Arts (3) (LLL)	Title change. Previous title was "Research and Theory on Adolescent, Post-Secondary, and Community Literacies".	Title updated to better capture the broader focus on literacies beyond adolescence and to reflect an intentional focus on different theoretical perspectives on literacy, different contexts for literacy learning, and specific connections between literacies and English language arts teaching and learning. In person.
EDUTL 8425 Understanding Reading and Writing Development: From Novice to Conventional Processes (3) (LLL)	Title change. Previous title was "Understanding the Reading Process".	Title updated to better current focus, including (1) Better highlight writing in the process of becoming literate and (2) to incorporate some content from the existing course EDUTL 8311 Research in Emergent Literacy which focused on novice reading and writing. 8311 will no longer exist. In person.
EDUTL 8615 Research Methods for Educational Linguistics (3) (MLE)	Title change. Previous title was "Classroom-Oriented Second Language Research".	Title updated to better reflects the current focus of the course, which includes out-of-school contexts. In person.
EDUTL 8617 Topics in Educational Linguistics (3) (MLE)	Title change. Previous title was "Issues in Second Language Learning".	Title updated to better reflects the current focus of the course, which includes topics beyond learning related to pedagogy, curriculum, and policy. In person.
EDUTL 8721 Advanced Study of Thinking, Learning, and Assessment in STEAM Education (3) (InSTEAM)	Title change. Previous title was "Advanced Study of Thinking, Learning, & Assessment in Science & Mathematics Education."	Updating to reflect the new specialization name "InSTEAM Education." In person.
EDUTL 8731 Teaching & Teacher Education in STEAM Education (3) (InSTEAM)	Title change. Previous title was "Teaching and Teacher Education in STEM Education."	Updating to reflect the new specialization name "InSTEAM Education." In person.
EDUTL 8751 Survey and Critical Analysis of Research in STEAM Education (3) (InSTEAM)	Title change. Previous title was "Survey and Critical Analysis of Research in STEM Education."	Updating to reflect the new specialization name "InSTEAM Education." In person.

New course requests

Course/Credits/ Specialization	Rationale	Modality/Notes
EDUTL 7030 Transnational Issues and Approaches to Education (3) (CSERJE)	Reactivate archived course. Previous title was "Multicultural Influences in Education". Will be reactivated with new title to better reflects the current focus and terminology.	In person only
EDUTL 7451 Understanding Literature for Children and Young Adults (3) (LLL)	New course focusing on children and young adult literature.	In person only
EDUTL 7447 Leveraging Literacies and Technologies for Social Change (3) (LLL)	New course investigates research, curriculum, and policy as it relates to literacy and technology.	Distance learning.
EDUTL 7464 Charlotte S. Huck Children's Literature Seminar (3) (LLL)	New course focuses on the history and development of African American children's development and the contributions of Charlotte S. Huck to the field of children's literature.	Rotating topics – example syllabus. In person.
EDUTL 8380 Current Issues in Critical Transformative Education (3) (CSERJE, IALL, MLE)	A required course shared across CSERJE, IALL, and MLE specializations that provide students with a foundation understanding of issues and approaches in critical education studies.	Rotating topics – example syllabus. In person
EDUTL 8811 Critical & Decolonizing Research Methods in Education (3) (CSERJE)	New course focusing on understanding decolonial epistemologies and developing decolonial research methods.	In person.
EDUTL 8997 Doctoral Professional Experience (1-6) (Program-wide)	Replaces current EDUTL 8998 Research Apprenticeship in Teaching & Learning. Creation of a broad range of professional experiences emphasizes holistic competencies for preparing students for the job market and is more closely aligned with the newly articulated PhD-T&L program goals.	Independent study-type course. Placeholder syllabus included with language for inclusion in the T&L Graduate Student Handbook. In person.

A note on course modality:

The PhD will continue to be a predominantly in-person program, with core and required courses taught in person. Some electives (e.g. EDUTL 7447) may be offered as online or hybrid courses.

3. Transition Plan and Impacts to Current Students

Starting in Au24, T&L PhD applicants will apply and be admitted to the new specialization Programs of Study. Current students admitted Au23 or prior may stay on their current (AOS) plan, or move to a new (Specialization) plan, based on the following:

1. Students admitted Au23 and earlier who wish to stay on their original plan:
 - a. For students who have completed the core courses (EDUTL 8003, EDUTL 8015), no adjustments are needed.
 - b. For students who have not completed the core courses (EDUTL 8003, EDUTL 8015) may complete the 3-credit version of the equivalent course.
 - c. If there is any required AOS coursework that will not be offered under the new plan, the student may work with their advisor and the T&L Academic Services office to arrange a course substitution.

2. Students admitted Au23 and earlier who wish to move to the new Specialization sheets:
 - a. For Au23 admits, the new sequence of core courses will be offered starting during the 2023-24, facilitating the transition to the new plan. Au23 admits can take this sequence and transition seamlessly to the new plan.
 - b. For Au22 and earlier admits: The previous 4-credit version of EDUTL 8003 and EDUTL 8015 will fulfill the core required for (3 credit) EDUTL 8003 and EDUTL 8015. Students who have taken EDUTL 8240 can use this to fulfill the requirement pro-seminar EDUTL 8040 course. Others should take EDUTL 8040 during Au23.
 - c. Students should consult with their advisors about the most logical move from AOS to the new Specialization. Since faculty are affiliated with one specialization, in most cases, this will be straightforward based on the advisor's specialization area, see table below. However, in some cases where there are co-advisors from different specializations, the students will be able to choose which specialization.

Current AOS	New Specialization
APCL	IALL or LLL
DARTL	IALL or InSTEAM
FSMLE	MLE
LCYA	LLL or IALL
LES	IALL or InSTEAM or MLE
MESE	CSERJE
RLEMC	LLL
STEM	InSTEAM

-
-
-
- d. For Specialization required courses, students will consult with their advisors about whether courses taken as previous AOS versions of the course can fulfill the requirement.

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Other aspects of the transition: Year 3 of the PhD Revision Project is contemplated as the implementation phase. Starting in Summer 2023, the transition to the new Specializations model will entail:

1. Creation of the guidelines for implementing the Professional Experiences Milestones Map. This will include the coordination of the new department-wide Year 1 Poster Presentation and Year 2 Research Talk events.
2. Revision of the T&L Graduate Handbook
3. Development of new PhD website with Specialization webpages, and recruitment and marketing efforts in conjunction with EHE MARCOM Office.
4. Working with students, advisors, and the T&L Academic Services (TLAS) office to determine if students will move to the new plan or not (3.2 above).
5. Developing video-based orientation and advising resources to support students and faculty through the TLAS Office.
6. Examination of the current Assessment Plan in consultation with UITL to determine whether any updates are needed to more strongly align the assessment to the program goals (see #4 below).

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Approved by GSC 5-1-2023

4. Learning Goals and Assessment Plan for New Program Objectives

a. T&L Learning Goals: The PhD program in Teaching and Learning develops scholars who research issues and problems in various educational areas related to learning, instruction, and curriculum in PreK-12 and across the lifespan.

Critical Thinking: Students will demonstrate strong critical thinking and numerical literacy in all aspects of academic life.

Theory: Students will understand how educational scholars use and have used theory to describe and explain the world.

Diversity/Social Justice: Students will be able to understand the broader implications of educational research and scholarship from a lens of diversity, equity, and social justice.

- They will be able to use research in the field to advocate on behalf historically marginalized learners, including those with disabilities.
- Students will also manage to understand the intrinsic value of diversity for the well-being of communities, schools, and individuals.
- Finally, students will have the means to understand that educational policies and practices, explicitly or implicitly, create opportunities or constraints on learners and educators.

Professionalization: Students will meet ethical, collegial, and professional expectations in research, teaching, collaboration, and other professional endeavors.

- They will practice criticality about the academy, institution, about us as institutional beings and develop strong skills in writing and communicating results and implications of research.
- Students will also become involved in local and national professional organizations and develop skills of presenting one's work to diverse audiences.
- They will collaborate and network with colleagues on research, publishing, professional development, community outreach, and understand the leadership responsibilities of PhDs to the field and broader community.
- Students will have the skills and know-how to pursue grants and other funding opportunities to support teaching and scholarship activities as well as cultivate professional relationships within and across the department, the university, and the broader scholarly and professional communities.
- Finally, they will be prepared to engage in and assume leadership roles across professional organizations and provide and receive critical and constructive feedback as a colleague, teacher, researcher, and reviewer.

Research design and methods: Students will understand how to design, conduct, and evaluate research that makes theoretical and practical contributions to educational research and beyond.

- Students will understand how knowledge construction in education draws on methodological approaches from various disciplines, and recognize the strengths and limitations of these approaches.

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- Students will identify an area of high priority for research in education and design and implement rigorous research using methodologies that are strongly aligned with the research purposes and theoretical framework.
- They will develop expertise in a specific research methodology and recognize ethical considerations in conducting education research and engage in ethical practices in research.
- Students will be given opportunities to critically examine teaching and learning occurring in K-12 schooling, communities, institutions, and everyday life.
- They will design and implement rigorous research using methodologies that are strongly aligned with the research purposes and theoretical framework. They will develop expertise in a specific research methodology.
- Finally, students will recognize ethical considerations in conducting research, and engage in ethical practices in research.

Teaching: Students will be able to effectively design and teach courses in teaching and learning.

- They will practice and be prepared to serve in a variety of academic roles, including creating, planning, and teaching college-level courses, engaging in research through apprenticeships and production of original research, and engaging in teacher education through supervision, curriculum development, and/or instruction.

Communication and engagement: Students will be able to effectively communicate educational research and ideas to different audiences and through different outlets.

- Students will develop skills in disseminating the findings of their research through presentations, publications, and across various venues. Students will be able to communicate effectively and to translate scholarship in meaningful ways that are impactful to schools, families, young people, and communities.
- They will be able to effectively communicate their scholarship across disciplines and intersections to engage diverse stakeholders.
- Students will develop skills in disseminating the findings of their research through presentations, publications, and across various venues.

b. Assessment Plan: The PhD program will continue to use the existing assessment plan, which is based on the students' performance in the Candidacy Examinations. No substantial changes have been made to the format of the Candidacy Exam, and the newly articulated program goals are still aligned to the assessment plan, so no immediate changes are needed. However, during the first implementation year 2024-25 the Graduate Studies Committee (GSC) will examine the alignment between the newly articulated program goals above and the current assessment plan. The GSC plans to collaborate with the University Institute on Teaching and Learning (UITL) to evaluate whether any changes are warranted and if so, develop direct and indirect measures to better assess student learning outcomes.

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5. Proposed Specialization: CSERJE

The T&L faculty propose creating a new PhD specialization “Critical Studies in Education: Race, Justice and Equity” (CSERJE). This specialization is an updating of the previous AOS called Multicultural and Equity Studies in Education.

a. CSERJE Description

CSERJE prepares highly qualified scholars to affect change in society. The specialization bridges theory and practice and deeply engages students in liberatory research practices (i.e. decolonizing, emancipatory, and humanizing theories, methodologies and methods) while also offering space for critical interrogation of historical practices that have harmed and disenfranchised communities. Faculty ask students to engage in deep reflexive understanding of the ways their selves are in relation to their worlds (both global and local and the interactions between those two) that provide critical implications for policy and practice. CSERJE prepares students to build with families, social groups, schools, organizations, and communities to interrupt and disrupt injustices while re-centering experiences and knowledges often held at the margins of society.

b. CSERJE Goals & Objectives

Students will be able to:

Theory:

- Construct a conceptual and historical grounding of justice.
- Construct a conceptual and historical grounding of race and racism
- Construct a conceptual and historical grounding of equity.

Equity/Diversity/Justice:

- Students will understand and apply liberatory research practices (culturally relevant, sustaining, and responsive, decolonizing, emancipatory, and humanizing).
- Students will deeply engage with critical social theories (Western and Non-Western) to develop frameworks that help explore problems and offer solutions in education and schooling in society.

Professionalism:

- Students will be prepared to become highly qualified scholars to effect structural change of educational systems and policies based on conceptual and historical groundings of justice, race, and equity.

Methods and Research Design:

- Students will be given multiple opportunities to engage in ongoing self-reflexive practices that help students frame their families, communities, and lived experiences in relation to educational injustices of our time.
- Students will engage with critical social theories (Western and Non-Western) to develop frameworks that help explore problems and offer solutions in education and schooling in society.
- Students will be given opportunities to critically examine teaching and learning occurring in K-12 schooling, communities, institutions, and everyday life.

Teaching:

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Approved by GSC 5-1-2023

- Through critical self-reflexivity, students will be able to craft, facilitate, and deliver lessons centering topics of social and racial justice, race and racism, equity-centered pedagogy while relying on assets-based teaching techniques such as culturally relevant, responsive, and sustaining pedagogies.

Communication and Engagement:

- Student will be provided opportunities to build strong connections with families, social groups, schools, organizations, and communities who invite and support students in liberatory and justice-based work.

c. CSERJE Program of Study sheet

**PhD in Teaching & Learning
Specialization Program Sheet: Critical Studies in Education:
Race, Justice and Equity
(TCHLRN-PH-CSERJE)**

Core Requirements (18 hours)

Teaching & Learning PhD Core (9 credits)

EDUTL 8003 Logics of Inquiry in Educational Research (3)	3
EDUTL 8015 Diversity & Equity in Education (3)	3
EDUTL 8040 T&L Professional Seminar (3)	3

Research Requirement (minimum 9 credits)

Students take 2 required courses, and select an additional course in consultation with their advisor.

Specialization Courses (24 hours)

Specialization Requirements (12 credits)

EDUTL 8380 Current Issues in Critical Transformative Education (3)	3
EDUTL 7014 Epistemologies & Theories of Race, Justice & Equity in Education (3)	3
EDUTL 7015 Curricular Approaches to Studies of Race, Justice & Equity in Education (3)	3
EDUTL 7016 Critical Social Theory and Analyses of Power in Education (3)	3

Scholarly Focus/Elective Courses (12 credits)

Students choose scholarly focus/elective courses in consultation with their advisor. Students' must take one designated department Spotlight Course. One course must be taken outside of the students' specialization.

Spotlight Course:	
EDUTL 6808 Critical and Cultural Perspectives in Teaching and Learning (3)	
EDUTL 7025 Culturally Relevant and Sustaining Pedagogies (3)	
EDUTL 7030 Transnational Issues and Approaches to Education (3)	
EDUTL 7035 Teaching and Research for Social Justice (3)	
EDUTL 7420 Teaching Literature for Engagement and Equity (3)	
EDUTL 8005 Black Feminist Theories in Teaching and Learning (3)	
EDUTL 8020 Critical Race Theory in Education (3)	
EDUTL 8890 Advanced Seminar (topics vary) (3)	

Professional Experiences (minimum 6 hours)

Students must complete a minimum of 6 credits in Doctoral Professional Experience. See the T&L PhD Handbook for an explanation of options, to be chosen in consultation with their advisor.

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Approved by GSC 5-1-2023

EDUTL 8997 Doctoral Professional Experience (1-6)	
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Candidacy Examination (minimum 3 hours)

Students must be registered for at least 3 graduate credits during the semester(s) in which the candidacy examination is being completed. These need not be additional, Individual Study hours.

EDUTL 7193 Individual Studies (1-3)	
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Dissertation Research (minimum 6 hours)

EDUTL 8999 Dissertation Research (1-15)	
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6. Proposed Specialization: IALL

The T&L faculty propose creating a new PhD specialization “Innovative Arts, Literacies, and Linguaging” (IALL). This specialization is a reconfiguration of three AOSs under the previous model (DARTL, LES and APCL).

a. IALL Description

Innovative Arts, Literacies, and Linguaging engages the arts such as dramatic inquiry, performing arts, and storytelling, for creating and cultivating transformative communities through which people author their learning and lives. We are committed to literacy research and pedagogies that value social, cultural, ethical, and political experiences, insights, and practices developed through linguaging and the arts. We are also committed to exploring how language can be used to better understand human interactions, particularly as it relates to power, personhood, and issues of equity and inclusion in schools and communities. Through our relationships with families, young people, communities, and schools we strive to cultivate scholarship that values more equitable, just, critical, and humanizing understanding of literacy, linguaging, and the arts.

b. IALL Goals & Objectives

Theory:

- Students will be able to analyze and synthesize pertinent ideas in and across various schools of thought within the fields of literacy, linguaging, and the arts.

Equity/Diversity/Justice:

- Students will develop an understanding of liberatory and humanizing practices in innovative literacies, linguaging, and the arts that facilitate just actions and outcomes for families, schools, and communities.
- Students will develop an understanding of complexities, contradictions, and tensions in engaging diversity, equity, justice work in literacy, linguaging, and the arts.
- Students will develop a deeper understanding of how inequity informs literacy learning, linguaging, and the arts in schools and communities.
- Students will reflect and ponder their own complicity in systems of oppression that contribute to inequity in schools and communities and in the fields of literacy, linguaging and the arts.

Professionalization:

- Students will contribute to the field thoughtfully and ethically by centering people’s humanity as they engage in research, teaching, community collaborations, and creative works broadly defined.

Methods and research design:

- Students will be able to design, conduct, and evaluate research that innovates current research paradigms, theories, epistemologies, and ontologies to solve current challenges in today’s schools and communities and in the fields of literacy, linguaging, and the arts.

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- Students will be able to cultivate critical humanizing work that facilitates healing and more equitable and just relations among families, young people, communities, and schools.

Teaching:

- Students will be able to design and teach courses that align with diverse and interdisciplinary theoretical and methodological frameworks that support learning innovative literacies, languaging, and the arts.
- Students will engage in-service and pre-service teachers in critical humanizing practices that support them in facilitating healing and more equitable and just relations among families, young people, communities, and schools.

Communication and engagement:

- Students will be able to communicate effectively and to translate scholarship in meaningful ways that are impactful to schools, families, young people, and communities and in the fields of literacy, languaging and the arts.
- Students will be able to effectively communicate their scholarship across disciplines and intersections to engage diverse stakeholders including those in the fields of literacy, languaging, and the arts.

c. IALL Program of Study sheet

PhD in Teaching & Learning
Specialization Program Sheet: Innovative Arts, Literacies, and Languageing
(TCHLRN-PH-IALL)

Core Requirements (18 hours)

Teaching & Learning PhD Core (9 credits)

EDUTL 8003 Logics of Inquiry in Educational Research (3)	3
EDUTL 8015 Diversity & Equity in Education (3)	3
EDUTL 8040 T&L Professional Seminar (3)	3

Research Requirement (minimum 9 credits)

Students select a sequence of courses in consultation with their advisor.

Specialization Courses (24 hours)

Specialization Requirements (12 credits)

EDUTL 8380 Current Issues in Critical Transformative Education (3)	3
And choose 3 of the following:	
EDUTL 5455 HipHop Literacies (3)	
EDUTL 6101 Dramatic Inquiry Across the Curriculum (3)	
EDUTL 7169 Children’s Social Worlds & Social Development in the Classroom (3)	
EDUTL 7420 Teaching Literature for Engagement & Equity (3)	

Scholarly Focus/Elective Courses (12 credits)

Students choose scholarly focus/elective courses in consultation with their advisor. Students’ must take one designated department Spotlight Course. One course must be taken outside of the students’ specialization.

Spotlight course:	3
EDUTL 5120 Arts Based Integrated Learning (3)	
EDUTL 5330 LGBTQ+ Themed Literature for Children & Young Adults (3)	
EDUTL 7008 Sociocultural Studies of Teaching and Teacher Education (3)	
EDUTL 7170 Rethinking EC & Elem Ed: The Politics of Childhood (3)	
EDUTL 7348 Linguistic Diversity & Literacy: Varieties of English & Educ (3)	
EDUTL 7374 Sociocultural Theory in Literacy Education and Research (3)	
EDUTL 8005 Black Feminist Theories in Teaching & Learning (3)	
EDUTL 8010 Critical Discourse Analysis (3)	
EDUTL 8306 African American Language and Literacies (3)	
EDUTL 8363 Sociolinguistics and language Education (3)	
EDUTL 8811 Critical & Decolonizing Research Methods in Education (3)	
EDUTL 8891 Exploring Whiteness (3)	

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Professional Experiences (minimum 6 hours)

Students must complete a minimum of 6 credits in Doctoral Professional Experience. See the T&L PhD Handbook for an explanation of options, to be chosen in consultation with their advisor.

EDUTL 8997 Doctoral Professional Experience (1-6)	6
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Candidacy Examination (minimum 3 hours)

Students must be registered for at least 3 graduate credits during the semester(s) in which the candidacy examination is being completed. These need not be additional, Individual Study hours.

EDUTL 7193 Individual Studies (1-3)	3
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Dissertation Research (minimum 6 hours)

EDUTL 8999 Dissertation Research (1-15)	6
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7. Proposed Specialization: InSTEAM

The T&L faculty propose creating a new PhD specialization “Inclusive Science, Technology, Engineering, Arts, and Mathematics Education” (InSTEAM). This specialization is an updating of the previous STEM Education AOS, and the updated title reflects new elements of inclusion education and visual arts education.

a. InSTEAM Description

Description: The **Inclusive STEAM** (InSTEAM) Education specialization explores inclusion of all students, including those from urban, rural and suburban communities along with those with visual and sensory impairments in science, technology, engineering, the visual arts and mathematics education through equitable, diverse culturally responsive practices to ensure that all students (PreK-16) can access and participate in STEAM education grounded in disciplinary and interdisciplinary research and best practices.

b. InSTEAM Goals & Objectives

Critical Thinking: Students will be able to demonstrate strong critical thinking in all aspects of academic life.

- Recognize how learning sciences, cognition, and sociocultural theories function to shape the fields of inclusion and STEAM education
- Recognize the importance of creativity in practicing InSTEAM research
- Ask and investigate difficult and novel problems through critical inquiries and robust reasoning in real world contexts (in formal and informal settings)

Theory: Students will understand how educational and disciplinary scholars use and have used theory to describe and explain the world.

- Understand how InSTEAM teaching and learning can be conceptualized, explained, and studied from multiple and transdisciplinary perspectives
- Understand that InSTEAM educational practices, pedagogies, and policies can be framed and enacted through different theoretical lenses
- Understand that InSTEAM teaching and learning is not a uniform phenomenon, but profoundly shaped by teachers’ and learners’ differences, identities and educational contexts
- Understand the process of theory-building through praxis, and the contribution of their own research to various InSTEAM fields

Diversity/Social Justice: Students will be able to understand the broader implications of educational research and scholarship from a lens of diversity, equity, and social justice.

- Use research in the field to advocate on behalf historically marginalized learners, including those with disabilities
- Understand the intrinsic value of diversity for the well-being of communities, schools, and individuals
- Understand that teaching involves empowering learners to overcome barriers to access InSTEAM disciplinary knowledge and practices and to transform InSTEAM disciplinary knowledge and practices

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Approved by GSC 5-1-2023

- Understand that educational policies and practices, explicitly or implicitly, create opportunities or constraints on learners and educators

Professionalization and Leadership: Students will meet ethical, collegial, and professional expectations in research, teaching, collaboration, and other professional endeavors.

- Practice criticality about the academy, institution, about ourselves as institutional beings
- Develop strong skills in writing and communicating results and implications of research
- Become involved in local and national professional organizations
- Develop skills of presenting one's work to diverse audiences
- Collaborate and network with colleagues on research, publishing, professional development, community outreach
- Understand the leadership responsibilities of PhDs to the field and broader community

Research design and methods: Students will understand how to design, conduct, and evaluate research that makes theoretical and practical contributions to educational research and beyond.

- Understand how knowledge construction in education draws on methodological approaches from various disciplines, and recognize the strengths and limitations of these approaches
- Identify an area of high priority for research in education
- Design and implement rigorous research using methodologies that are strongly aligned with the research purposes and theoretical framework
- Develop expertise in a specific research methodology
- Recognize ethical considerations in conducting education research, and engage in ethical practices in research

Teaching: Students will be able to effectively design and lead learning experiences about education (for example, courses and professional development) in the fields such as inclusion, art, science, mathematics, and teacher preparation.

Communication and engagement: Students will be able to effectively communicate educational research and ideas to different audiences and through different outlets.

- Develop skills in disseminating the findings of their research through presentations, publications, and across various venues.

c. InSTEAM Program of Study sheet

PhD in Teaching & Learning
Specialization Program Sheet: Inclusive Science, Technology, Engineering, Arts, and
Mathematics Education (InSTEAM)
(TCHLRN-PH-INSTEAM)

Core Requirements (18 hours)

Teaching & Learning PhD Core (9 credits)

EDUTL 8003 Logics of Inquiry in Educational Research	3
EDUTL 8015 Diversity & Equity in Education	3
EDUTL 8040 T&L Professional Seminar	3

Research Requirement (minimum 9 credits)

Students select a sequence of courses in consultation with their advisor.

Specialization Courses (24 hours)

Specialization Requirements (9 credits)

EDUTL 8721 Advanced Study of Thinking, Learning, and Assessment in STEAM Education (3)	3
EDUTL 8731 Teaching & Teacher Education in STEAM Education (3)	3
EDUTL 8751 Survey and Critical Analysis of Research in STEAM Education (3)	3

Scholarly Focus/Elective Courses (15 credits)

Students choose scholarly focus/elective courses in consultation with their advisor. Students' must take one designated department Spotlight Course. One course must be taken outside of the students' specialization.

Spotlight Course:	3
EDUTL 6892 Special Topics in Education (3)	
EDUTL 7075 Disabilities in Education (3)	
EDUTL 7701 Mathematics Teaching and Learning in Elementary (3)	
EDUTL 7705 Cognition and Socio-Cultural issues in School Mathematics (3)	
EDUTL 7719 Providing Professional Development in Mathematics Education (3)	
EDUTL 7715 Learning Progression in Mathematics Education (3)	
EDUTL 7723 Learning Progressions in Science Education (3)	
EDUTL 7725 The Nature of Science and Implications for Science Teaching (3)	
EDUTL 7731 Multimedia Tools for STEM Education (3)	
EDUTL 7741 Advanced Study of Learning and Cognition in STEM (3)	
EDUTL 7744 Problem Solving in STEM (3)	
EDUTL 7745 Classroom Discourse in STEM Learning (3)	
EDUTL 7749 History, Future, and Practical Applications of Concept Inventories in STEM Education (3)	

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EDUTL 8711 Current Issues and Trends in STEM Education (3)	
EDUTL 8741 History of Curriculum in STEM Education (3)	
EDUTL 8890 Advanced Seminar (Topics vary) (3)	
FABENG 7220 College Teaching in Engineering (3)	

Professional Experiences (minimum 6 hours)

EDUTL 8997 Doctoral Professional Experience (1-6)	6
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Candidacy Examination (minimum 3 hours)

Students must be registered for at least 3 graduate credits during the semester(s) in which the candidacy examination is being completed. These need not be additional, Individual Study hours.

EDUTL 7193 Individual Studies (1-3)	3
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Dissertation Research (minimum 6 hours)

EDUTL 8999 Dissertation Research (1-15)	6
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8. Proposed Specialization: LLL

The T&L faculty propose creating a new PhD specialization “Literacies, Literature, and Learning” (LLL). This specialization is a reconfiguration of three AOSs under the previous model (APCL, LCYA, and RELMC).

a. LLL Description

The Literacies, Literature, and Learning (LLL) specialization encompasses fields such as Reading and Writing Development, Children’s and Young Adult Literature, and English Education across early childhood, elementary, middle, and secondary contexts. Students will gain a broad understanding of literacy, literature, and English education while also developing a deep understanding in a specific area of scholarship. Potential focus areas include but are not limited to the following:

- Emergent literacy
- Reading and Writing Development
- Issues in Research on Literacy
- Reading Difficulties
- Digital and multimodal composing
- Media, information literacy and popular culture
- Children’s and young adult literature
- English education
- Adolescent literacies
- Literacy in out-of-school spaces
- Digital literacies
- Critical literacies

Students may also develop individualized foci in conjunction with their advisor and faculty committees. Students will explore and conduct research on these topics from a range of perspectives (e.g., cognitive, developmental, sociocultural, literary, critical) with faculty who are committed to advancing equity, diversity, and social justice for all readers and writers. Graduates are prepared to engage in scholarship as tenure-track faculty members and in roles outside the academy.

b. LLL Goals & Objectives

Students will:

1. Be exposed to diverse theoretical perspectives pertaining to literacies, literatures, and/or language arts (e.g., cognitive, developmental, sociocultural, literary, critical) and develop deep expertise in the theoretical perspective(s) most relevant to their scholarship.
2. Read, synthesize, and critically evaluate research related to literacies, literatures, and/or language arts, including the various methodologies related to those fields of study.
3. Write for a range of scholarly and public audiences with interests in and concern for issues related to literacies, literatures, and/or language arts.

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4. Understand reading and writing processes, readers, texts, and contexts (social, cultural, critical, political), as these create the conditions for meaning making via print and other media sources.
5. Understand and contribute to professional and scholarly discourse on a range of issues and concerns related to literacies, literatures, and/or language arts research, policy, and practice.
6. Have the skills and know-how to pursue grants and other funding opportunities to support teaching and scholarship activities.
7. Practice and be prepared to serve in a variety of academic roles, including creating, planning, and teaching college-level courses, engaging in research through apprenticeships and production of original research, and engaging in teacher education through supervision, curriculum development, and/or instruction.
8. Cultivate professional relationships within and across the department, the university, and the broader scholarly and professional communities related to literacies, literatures, and/or language arts.
9. Be prepared to engage in and assume leadership roles across professional organizations that devote attention to literacies, literatures, and/or language arts.
10. Understand how literacies, literatures, and/or language arts can be utilized to address issues related to equity, diversity, and inclusion, particularly for students who are marginalized or multiply marginalized.
11. Understand qualitative and quantitative methods to literacy research and be able to design and conduct research using one or more such methods.
12. Provide and receive critical and constructive feedback as a colleague, teacher, researcher, and reviewer.
13. Understand approaches to teaching, teacher education, and continuing teacher learning relative to literacies, literatures, and/or language arts.
14. Understand and evaluate a range of instructional pedagogies related to literacies, literatures, and/or language arts.

c. LLL Program of Study sheet

**PhD in Teaching & Learning
Specialization Program Sheet: Literacies, Literature, and Learning
(TCHLRN-PH-LLL)**

Core Requirements (18 hours)

Teaching & Learning PhD Core (9 credits)

EDUTL 8003 Logics of Inquiry in Educational Research (3)	3
EDUTL 8015 Diversity & Equity in Education (3)	3
EDUTL 8040 T&L Professional Seminar (3)	3

Research Requirement (minimum 9 credits)

Students select a sequence of courses in consultation with their advisor.

Specialization Courses (24 hours)

Specialization Requirements (9 credits)

EDUTL 7451 Understanding Literature for Children and Young Adults (3)	3
EDUTL 8301 Perspectives on Literacies and English Language Arts (3)	3
EDUTL 8425 Understanding Reading and Writing Development: From Novice to Conventional Processes (3)	3

Scholarly Focus/Elective Courses (12 credits)

Students choose scholarly focus/elective courses in consultation with their advisor. Students' must take one designated department Spotlight Course. One course must be taken outside of the students' specialization.

Spotlight Course:	3
EDUTL 6350 Graphic Novels and Social Justice	
EDUTL 7308 Literary Experience & Understanding: Readers, Texts & Contexts (3)	
EDUTL 7316 Language Arts in the Early and Middle Childhood Program (3)	
EDUTL 7322 Literature Across the Curriculum (3)	
EDUTL 7324 Literary Theory and Adolescent Literature (3)	
EDUTL 7341 Poetry for Children (3)	
EDUTL 7343 Literature in Middle Childhood Education (3)	
EDUTL 7356 Advanced Literature for Adolescents (3)	
EDUTL 7361 Literature in Early Childhood Education (3)	
EDUTL 7362 Roots of Fantasy (3)	
EDUTL 7370 The English Language Arts Curriculum: Past, Present, Future (3)	
EDUTL 7418 Synthesizing Research in Reading and Literacy (3)	
EDUTL 7428 Trends and Issues in Teaching Reading (3)	
EDUTL 7477 Leveraging Literacies and Technologies for Social Change (3)	
EDUTL 7464 Charlotte S. Huck Children's Literature Seminar (3)	

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EDUTL 8307 History of Children's and Young Adult Literature (3)	
EDUTL 8313 Research and Theory in Written Composition (3)	
EDUTL 8334 Research Methods for Children's and Young Adult Literature (3)	
EDUTL 8421 Guided Survey of Research in Reading (3)	
EDUTL 8426 Advanced Study in Reading Difficulties of Young Children (3)	
EDUTL 8427 Learning and Teaching Reading Comprehension (3)	
EDUTL 8890 Advanced Seminar (topics vary) (3)	

Professional Experiences (minimum 6 hours)

EDUTL 8997 Doctoral Professional Experience (1-6)	6
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Candidacy Examination (minimum 3 hours)

Students must be registered for at least 3 graduate credits during the semester(s) in which the candidacy examination is being completed. These need not be additional, Individual Study hours.

EDUTL 7193 Individual Studies (1-3)	3
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Dissertation Research (minimum 6 hours)

EDUTL 8999 Dissertation Research (1-15)	6
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9. Proposed Specialization: MLE

The T&L faculty propose creating a new PhD specialization “Multilingual Language Education” (MLE). This specialization is an updating of the previous FSMLE AOS.

a. MLE Description

Multilingual Language Education encompasses Teaching English to Speakers of Other Languages (TESOL), World Languages, and Bilingual Education. The PhD in MLE has a deep commitment to and vision of education that embraces linguistic justice, diversity, and equity across local, national, and international contexts. Through research, teaching, and outreach, our faculty collaborate with multilingual learners and their teachers in P-12 schools and other educational contexts in Ohio and various international settings. MLE students engage in research from multiple theoretical and methodological perspectives that addresses issues that affect multilingual students and language educators.

b. MLE Goals & Objectives

Critical Thinking: Students will be able to demonstrate strong critical thinking in all aspects of academic life.

- Recognize how language ideologies function to shape the field of multilingual language education
- Recognize the importance of practicing reflexivity and critical language awareness in educational linguistics research

Theory: Students will understand how educational/applied linguists use and have used theory to approach and explain problems in language education.

- Understand how additional language learning can be conceptualized, explained, and studied from multiple and transdisciplinary perspectives
- Understand that language educational practices, pedagogies, and policies can be framed and enacted through different theoretical lenses
- Understand that additional language learning is not a uniform phenomenon, but profoundly shaped by learners’ differences, identities and learning contexts
- Will understand the process of theory-building through praxis, and the contribution of their own research to the field of educational linguistics

Diversity/Social Justice: Students will be able to understand the broader implications of language education work from a lens of language diversity and linguistic justice.

- Able to use research in the field to advocate on behalf of language learners
- Understand the intrinsic value of multilingualism and linguistic diversity for the well-being of communities, schools, and individuals
- Understand that access to language resources, access to quality language instruction, and opportunities to learn both socially dominant and minoritized languages are an issue of linguistic human rights
- Understand that language policies and practices, explicitly or implicitly, create opportunities or constraints on language learners and educators

Approved by T&L Faculty 4-26-2023

Approved by GSC 5-1-2023

Professionalization and Leadership: Students will meet ethical, collegial, and professional expectations in research, teaching, collaboration, and other professional endeavors.

- Practice criticality about the academy, institution, about ourselves as institutional beings
- Develop strong skills in writing and communicating results and implications of research
- Become involved in local and national professional organizations
- Develop skills of presenting one's work to diverse audiences
- Collaborate and network with colleagues on research, publishing, professional development, community outreach
- Understand the leadership responsibilities of PhDs to the field and broader community

Research design and methods: Students will understand how to design, conduct, and evaluate research that makes theoretical and practical contributions to language education and beyond.

- Understand how knowledge construction in educational linguistics draws on methodological approaches from various disciplines
- Identify an area of high priority for research with multilingual learners
- Design and implement rigorous research using methodologies that are strongly aligned with the research purposes and theoretical framework
- Develop expertise in a specific research methodology
- Recognize ethical considerations in conducting language education research, and engage in ethical practices in research

Teaching: Students will be able to effectively design and teach courses in multilingual language education.

Communication and engagement: Students will be able to communicate effectively educational/applied linguistics research and ideas to different audiences and through different outlets.

- Develop skills in disseminating the findings of their research through presentations, publications, and across various venues.

c. MLE Program of Study sheet

**PhD in Teaching & Learning
Specialization Program Sheet: Multilingual Language Education
(TCHLRN-PH-MLE)**

Core Requirements (18 hours)

Teaching & Learning PhD Core (9 credits)

EDUTL 8003 Logics of Inquiry in Educational Research (3)	3
EDUTL 8015 Diversity & Equity in Education (3)	3
EDUTL 8040 Professional Seminar in Teaching & Learning (3)	3

Research Requirement (minimum 9 credits)

Students select a sequence of courses in consultation with their advisor.

Specialization Courses (24 hours)

Specialization Requirements (12 credits)

EDUTL 8380 Current Issues in Critical Transformative Education (3)	
EDUTL 8610 Second Language Acquisition (3)	
EDUTL 7645 Research & Policy in Language Assessment (3)	
EDUTL 8615 Research Methods for Educational Linguistics (3)	

Scholarly Focus/Elective Courses (12 credits)

Students choose scholarly focus/elective courses in consultation with their advisor. Students' must take one designated department Spotlight Course. One course must be taken outside of the students' specialization.

Spotlight Course:	
EDUTL 6600 Language as Resource (3)	
EDUTL 7306 Language Socialization (3)	
EDUTL 7344 Bilingualism & Biliteracy (3)	
EDUTL 7348 Linguistic Diversity & Literacy: Varieties of English & Educ (3)	
EDUTL 7620 English as International Language: Theory & Practice (3)	
EDUTL 7625 Technology in Language Learning & Teaching (3)	
EDUTL 8363 Sociolinguistics and Language Education (3)	
EDUTL 8617 Topics in Educational Linguistics (3)	
EDUTL 8620 Language Teacher Education (3)	
EDUTL 8635 Research on Second Language Reading and Writing (3)	
EDUTL 8890 Advanced Seminar (topics vary) (3)	

Professional Experiences (minimum 6 hours)

Students must complete a minimum of 6 credits in Doctoral Professional Experience. See the T&L PhD Handbook for an explanation of options, to be chosen in consultation with their advisor.

Approved by T&L Faculty 4-26-2023

Approved by GSC 5-1-2023

EDUTL 8997 Doctoral Professional Experience (1-6)	6
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Candidacy Examination (minimum 3 hours)

Students must be registered for at least 3 graduate credits during the semester(s) in which the candidacy examination is being completed. These need not be additional, Individual Study hours.

EDUTL 7193 Individual Studies (1-3)	3
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Dissertation Research (minimum 6 hours)

EDUTL 8999 Dissertation Research (1-15)	6
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10. Statement on Concurrence and OCIO

a. Concurrence statement

Concurrence issues were considered and discussed by the T&L GSC and EHE-CC. Some suggestions were offered to anticipate potential concurrence issues. One recommendation led to a substantial change: faculty changed the name of the specialization “Critical Studies in Race, Equity, and Justice” to “Critical Studies in Education: Race, Equity, and Justice”. Overall, since the program as whole is not changing, and most of the coursework remains the same, we do not anticipate that the reorganization of the PhD-T&L will impact any program outside EHE and have therefore not included any concurrence letters.

b. Statement about modality of program

The PhD-T&L program is a predominantly face-to-face program. While certain course offerings include online and hybrid modalities, the program will remain an essentially in-person one. Therefore, since less than 50% of the activities are occurring online, no MOU with OCIO (via ODEE) is required.

11. Letter of Support from T&L Graduate Studies Committee

Approved by T&L Faculty 4-26-2023
Approved by GSC 5-1-2023



May 1, 2023

Re: T&L PhD Revision – GSC Letter of Support

To Whom It May Concern,

At the May 1, 2023 meeting of The T&L Graduate Studies Committee, members voted unanimously to approve the “Proposal for Revision of the PhD in Teaching & Learning.”

As the proposal notes, the revision of the PhD program is the result of a deliberative department-wide process by T&L faculty to strengthen the program and bring it into alignment with the new structure of the department. The committee notes that the five new specializations seem clearer and more coherent from an external view than the 8 AOSs that they are replacing. Although two of the specializations include “literacies” in their titles, we recognize that literacy studies is a diverse field that encompasses various epistemological and methodological perspectives. This proposal seeks to reorganize the four Areas of Study that currently exist with our PhD, into two specializations that broadly capture the main approaches in the field.

We commend the faculty for their work on this revision, and we are excited with the direction the new proposal will take the program.

Sincerely,

Peter Sayer, PhD

Chair, Graduate Studies Committee

Department of Teaching & Learning, College of Education & Human Ecology

346A Arps Hall, 1945 N. High St., Columbus, OH 43210

T.614.292.4539 – sayer.32@osu.edu

12. Course Syllabus: New Courses and Course Changes

a. Summary of Course Requests

The following list summarizes the new course proposal and course change requests.

Core

New Courses

None

Course Changes

EDUTL 8003 Logics of Inquiry in Educational Research (3)

Change: Title change. Previous title was "Theorizing and Researching Teaching and Learning". Credits reduced from 4 to 3.

Rationale: Title better reflects the focus of the course as an introduction to the various logics of inquiry for educational researchers. Reduction of credits to 3 reflects course load/contact hours.

EDUTL 8015 Diversity and Equity in Education (3)

Change: Credits reduced from 4 to 3.

Rationale: Reduction of credits to 3 reflects course load/contact hours.

EDUTL 8040 Professional Seminar for Doctoral Students in Teaching & Learning (3)

Change: Course # changed from 8420 to 8040.

Rationale: Was previously an elective course for a specialization. New number reflects change to core course for all doctoral students in PhD-T&L.

Professional Experiences

New Courses

EDUTL 8997 Doctoral Professional Experience (1-6)

Rationale: Replaces current EDUTL 8998 Research Apprenticeship in Teaching & Learning. Creation of a broad range of professional experiences emphasizes holistic competencies for preparing students for the job market and is more closely aligned with the newly articulated PhD-T&L program goals.

CSERJE

New Courses

EDUTL 7030 Transnational Issues and Approaches to Education (3)

Rationale: Reactivate a previously deactivated/archived course. The previous title was "Multicultural Influences in Education." The new title is updated to better reflect the current focus and terminology.

EDUTL 8380 Current Issues in Critical Transformative Education (3)

Rationale: A required course shared across CSERJE, IALL, and MLE specializations that provide students with a foundation understanding of issues and approaches in critical education studies.

EDUTL 8811 Critical & Decolonizing Research Methods in Education (3)

Rationale: New course focusing on understanding decolonial epistemologies and developing decolonial research methods.

Course Changes

Approved by T&L Faculty 4-26-2023

Approved by GSC 5-1-2023

EDUTL 6808 Critical and Cultural Perspectives in Teaching and Learning (3)
Change: Title change. Previous title was “Multicultural and Global Perspectives in Teaching and Learning”.

Rationale: Title updated to better reflects the current focus and terminology.

EDUTL 7014 Epistemologies & Theories of Race, Justice & Equity in Educ (3)
Title change. Previous title was “Epistemologies and Theories in Multicultural and Equity Studies”.

Rationale: Title updated to align with the name of the new specialization.

EDUTL 7015 Curricular Approaches to Studies of Race, Justice & Equity in Education (3)
Title change. Previous title was “Curricular Approaches to Multicultural and Equity Studies in Education”.

Rationale: Title updated to align with the name of the new specialization.

EDUTL 7025 Culturally Relevant and Sustaining Pedagogies (3)

Change: Title change. Previous title was “Culturally Relevant Pedagogy”.

Rationale: Title updated to better reflects the current focus and terminology.

EDUTL 7035 Teaching and Research for Social Justice (3)

Change: Title change. Previous title was “Teaching for Social Justice”.

Rationale: Title updated to better reflect focus of doctoral-level course on researching social justice teaching.

IALL

New Courses

EDUTL 8380 Current Issues in Critical Transformative Education (3)* [in CSERJE]

See above CSERJE.

Course Changes

None

InSTEAM

New Courses

None

Course Changes

EDUTL 8721 Advanced Study of Thinking, Learning, and Assessment in STEAM Education (3)

Change: Title change. Previous title was “Advanced Study of Thinking, Learning, & Assessment in Science & Mathematics Education.”

Rationale: Updating to reflect the new specialization name “InSTEAM Education.”

EDUTL 8731 Teaching & Teacher Education in STEAM Education (3)

Change: Title change. Previous title was “Teaching and Teacher Education in STEM Education.”

Rationale: Updating to reflect the new specialization name “InSTEAM Education.”

EDUTL 8751 Survey and Critical Analysis of Research in STEAM Education (3)

Change: Title change. Previous title was “Survey and Critical Analysis of Research in STEM Education.”

Rationale: Updating to reflect the new specialization name “InSTEAM Education.”

Approved by T&L Faculty 4-26-2023

Approved by GSC 5-1-2023

LLL

New Courses

EDUTL 7451 Understanding Literature for Children and Young Adults (3)

Rationale: New course focusing on children and young adult literature.

EDUTL 7447 Leveraging Literacies and Technologies for Social Change (3)

Rationale: New course investigates research, curriculum, and policy as it relates to literacy and technology.

EDUTL 7464 Charlotte S. Huck Children's Literature Seminar (3)

Rationale: New course focuses on the history and development of African American children's development and the contributions of Charlotte S. Huck to the field of children's literature.

Course Changes

EDUTL 8301 Perspectives on Literacies and English Language Arts (3)

Change: Title change. Previous title was "Research and Theory on Adolescent, Post-Secondary, and Community Literacies".

Rationale: Title updated to better capture the broader focus on literacies beyond adolescence and to reflect an intentional focus on different theoretical perspectives on literacy, different contexts for literacy learning, and specific connections between literacies and English language arts teaching and learning.

EDUTL 8425 Understanding Reading and Writing Development: From Novice to Conventional Processes (3)

Change: Title change. Previous title was "Understanding the Reading Process".

Rationale: Title updated to better current focus, including (1) Better highlight writing in the process of becoming literate and (2) to incorporate some content from the existing course EDUTL 8311 Research in Emergent Literacy which focused on novice reading and writing. 8311 will no longer exist.

MLE

New Courses

EDUTL 8380 Current Issues in Critical Transformative Education (3)* [*in CSERJE]

See above CSERJE.

Course Changes

EDUTL 8615 Research Methods for Educational Linguistics (3)

Change: Title change. Previous title was "Classroom-Oriented Second Language Research".

Rationale: Title updated to better reflects the current focus of the course, which includes out-of-school contexts.

EDUTL 8617 Topics in Educational Linguistics (3)

Change: Title change. Previous title was "Issues in Second Language Learning".

Rationale: Title updated to better reflects the current focus of the course, which includes topics beyond learning related to pedagogy, curriculum, and policy.

Appendix A: Syllabi for New Courses

The Ohio State University
School of Teaching and Learning
EDUTL 7030
Transnational Issues and Approaches to Education
(3 CREDIT HOURS – DOCTORAL LEVEL)
Spring Semester, 2013
Mondays, 10am-12:18am

Professor Binaya Subedi, Ph.D.

subedi.1@osu.edu

office hours: 354 Arps by appointment (email professor)

Course Description

The course will address transnational issues and approaches to education and what theories, practices, and processes are made visible when we center non-Western non-US perspectives. To help us understand the topic of “transnational,” the course will examine various research/theories in education and other disciplines. It will address topics on indigenous, critical race, critical globalization, critical ethnic studies, etc as it pertains to the US, however, as often people and communities exist as “outsiders within”. This course will focus on issues of pedagogy, societal influence on education, school culture and the kind of curriculum that addresses issues of social justice in transnational and global contexts and how .

Required Texts

hooks, b. (1994). *Teaching to transgress*. New York: Routledge.

Sone, M. (2002). *Nisei Daughter*. Washington: University of Washington Press.

Sunaina M. & Elisabeth S. (2004). (Eds.) *Youthscapes: The popular, the national, the global*. Philadelphia, PA: University of Pennsylvania.

Sylvain, Tamerat, & Cerate, *Education Across Borders: Immigration, Race, and Identity in the Classroom*. Beacon Press

Additional book(s) and chapters/article(s) will be assigned in the course.

About the course: The emphasis of this course is on serious and responsible study of “transnational” theoretical or analytic frameworks. In other words, our individual and collective responsibility is to assist one another in understanding and extending what we know about multicultural, sociocultural and critical

theories and pedagogies in teaching and learning, and the ways our particular understandings and perceptions of equity and diversity influence our work and inquiry with others. **Close reading is a critical component of this course.**

I see my role as three-fold in our work together: (1) as a facilitator/researcher who assists in providing resources that can help you answer your questions (2) as a professional who engages in a dialogue with you about some potential "answers" to your questions, and (3) as a teacher who may be able to help you shape your inquiry in ways that are meaningful to you at this point in your academic career.

Thematic Outline of the Course

Each week, students will be assigned to read specific theories/research where (and how) various scholars have used the theoretical approach as the basis for their research/perspectives. The objective is for students to critically examine how theories, thought, and texts are marshaled for particular political, social and cultural purposes in the research endeavor. In other words, the past and the **present** and the future matter in examining educational/social issues.

SESSION OUTLINE

- | | |
|-------------|--|
| 1/8 | Introduction and overview of course |
| 1/15 | Multicultural/Citizenship/Decolonization Theories

Lewis "There is no 'race' in the schoolyard"
Smith, "Colonial knowledge"
El-haj "I was born here" |
| 1/22 | Oppression, cultural symbols and border

Montezemolo "Tijuana"
Pewewardy "Playing Indian at half-time"
Taylor "Indian in the cupboard"
<u>Optional</u> : Dorsey & Diaz-Barriga "Beyond surveillance" |
| 1/29 | Social Justice/Oppression

Brayboy "American Indian students in Ivy League"
Young "Five faces of oppression" |
| 2/5 | Gender/Sexuality |

Cervantez-Soon, Juarez Girls Rising

2/12 Teaching & Culture

Film, *Schooling the World*
Suarez-Orozco and et. "Growing up in the shadows"

2/19 Family & Community

Collins "Just another American family"
Dyrness, Mothers United

2/26 Pedagogy I

hooks, *Teaching to Transgress* (intro-chapter 6)

3/5 Pedagogy II

hooks, *Teaching to Transgress* (chapter 7-14)

3/12 Spring break (OSU closed)

3/19 Migration/Race & Auto-biography

Sone, *Nisei Daughter*
TBA

3/26 Cultural Capital, Neo-liberalism, Educating Elites

Giroux, "Neo-liberalism, corporate culture"
Yasso "Whose culture has capital"
Gaztambide-Fernandez & DiAquoi "A part and apart"

4/2 Cultural Identities

Forman "Straight outta of Mogadishu"*
Lee, "The road to college"
Maira, "The intimate and the imperial"*
Optional: Cantum "Well founded fear"

4/9 Religious/Spirit

- Niyozov & Plum, "Teachers' perspectives on the education of

Muslim student”
-Ong, “The ambivalence of salvation”
-Taylor, R. J “Black Americans’ perceptions”

4/16

Final Presentation

TBD

GENERAL COURSE INFORMATION

1. Classroom participation (20%)

All students are responsible for reading all of the assigned texts for the course. You should concentrate on all readings that will help you articulate your understandings of where you stand within/against particular multicultural, social and critical theories. Discussion is a key component of the course.

2. Writing for each session (20 %)

For each class, write 10 or more ideas (one or two pages total; with bullets). Put page number for each idea and separate by readings or themes or ideas. Grade: satisfactory or unsatisfactory.

3. Discussion leader (10%)

Each student will be responsible for leading the class discussion once during the course.
Leading discussion means:

- (1) Emphasizing important concepts or ideas in a text
- (2) Raising questions per reading (particular page number or line)
- (3) Facilitating to what your colleagues are arguing
- (4) Continuing discussion in the class

Create one or two page handout (highlighting key issues and questions).

4. Discourse Analysis (20%)

In a 3-5 page paper, analyze a “multicultural” issue in a given “text.” I encourage you to use visuals to claim your arguments (photos, etc.). “Decolonization” is one approach to discourse analysis. You can analyze specific themes such as issues of gender, race, local-global connections, etc. Address the following issues in your talk/paper: what is the issue/discourse, who produced it, why was it produced, who benefits from the production

and how, how is it inclusionary or not-inclusionary, what specific discourses does it follow (economic, political, etc.), what kind of citizenship discourse does it mobilize, why does it follow certain narrative (consumerism, etc.), what does the “text” speak about power, how can people counter such discourses; what other themes are addressed in the “text.” How do the class readings connect to your argument?

Due: The week of your presentation 10-15 min each.

5. Final project (30%)

1. Thematic analysis of themes discussed during class readings. For instance, you can analyze 3 or 4 themes by providing (sub)headings. Some of the readings may be infused from other classes but a majority should be from this class. You can address how gender and race shape discussions on multicultural curriculum. Or what is the relationship between poverty and citizenship. Other themes can include: global citizenship, national identity, laws, etc. Or how indigenous issues ought to be part of global curriculum. I am interested in looking at how you interpret the class readings.

8-12 pages.

Due: April 24, 2013 by noon.

Course Grading Scale: Assignments will be graded by the university point scale:

A 94 - 100%	B 85-87%	C 76-78%	D 67-69%
A- 91-93%	B- 82-84%	C- 73-75%	D- 65-66%
B+ 88-90%	C+ 79-81%	D+ 70-72%	F - < 65.

Disability Services: If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying the need for accommodation and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so.

Cell Phones: So as not to disrupt our class, please put your cell phone on vibrate or silent option, or turn the phone off during class time. I expect that any calls received during class not be answered, but be returned during break or after class. Only in the case of emergency will it be appropriate to answer calls during class and I would appreciate knowing ahead of time, if possible, that an important call may be coming through.

For 2/19

Meet with your assigned small group during the week of the class. There is no morning class that day. 2/19: you will share/discuss your (selected) article. Bring a useful page of the article to class on 2/26 (make 11 copies of the one page)



EDUTL 7447

Leveraging Literacies and Technologies for Social Change

SP 2024, 3 GRADUATE CREDIT HOURS

Modality: Distance Learning (synchronous & asynchronous)
Day of week: Wednesday
Time: 4:30pm-6:50pm

Instructor: Detra Price-Dennis
Email address: price-dennis.1@osu.edu
Office hours: Wednesday 2:00pm-3:00pm

COURSE OVERVIEW

Description/Rationale

In recent years our understanding of literacy and technology has been challenged and revised to account for practices that occur in multiple contexts across diverse communities. As policy makers, researchers, Ed tech companies, data analysts, students, and educators' express interest, hopes, and concerns about teaching and learning with digital tools, we will use this course as a space to investigate research, curriculum, and policy as it relates to literacy and technology.

With a clear recognition that literacy and technology are multifaceted phenomena, we will explore the following questions:

- What does the term digital literacies mean in the context of K-12 education?
- What methodologies do researchers use to learn about digital literacies in and out-of-school contexts?
- What is the relationship among literacy, technology, pedagogy, curriculum development, and policy?
- What are the affordances of engaging in digital literacy practices?
- What should a research, curriculum, or instructional design agenda include to promote equity within literacy and technology?

Relation to other courses

This course is an elective for the Teaching and Learning Ed.D. or Ph.D. programs.

Prerequisite knowledge requirements

Admission to the Ed.D or Ph.D program in the Department of Teaching and Learning or instructor permission.



How this course works

Mode of delivery: This course will be taught synchronous online with two asynchronous modules. This means the course will meet online using synchronous and asynchronous format. The synchronous sessions that are online will require you to be logged in to Carmen at the scheduled time of the course.

COURSE LEARNING OUTCOMES

By the end of this course, you will learn and be able to:

1. Articulate how literacy, learning, and pedagogical approaches are changing because of technological innovations;
2. Compare and contrast the affordances of digital tools to promote inquiry, collaboration, accessibility, multimodal production, and the curation of student learning;
3. Explain various ways teaching practices can foster democratic values through digital and civic participation;
4. Analyze literacy and technology from a broad, holistic perspective to define or redefine your philosophy as it relates to digital literacies;
5. Select a trend or issue that relates to literacy and technology and be able to articulate research contributions that relate to the issue, form your own synthesis, and establish conclusions drawn from your application of this issue in the field;
6. Compare and critically evaluate different approaches, conceptualizations, theories, methods, and sources that relate to the study and understanding of literacy and technology in its many contexts.

COURSE MATERIALS AND TECHNOLOGIES

Required Textbooks

Mills, K.A., Unsworth, L., & Scholes, L. (2022). Literacy for Digital Futures: Mind, Body, Text (1st ed.). Routledge. <https://doi.org/10.4324/9781003137368>

** There will be media, literature, blogs, and other research articles assigned each week **

Course technology

An explicit objective of this course is to engage pre-service teachers with technology for the purposes of supporting students in the production of learning strategies, assessments, school publications, video production etc. The pre-service teachers will explore the uses of computer technology for doing so often during the course. This will include the use of new, advanced software for editing and producing, and developing their own documentary and developing techniques for teaching students how to engage in multimodal composition.

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help



- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu **TDD:** 614-688-8743

Baseline technical skills for online courses

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

Required Technology skills specific to this course

- [CarmenZoom virtual meetings](#)
- [Recording a slide presentation with audio narration](#)
- [Recording, editing, and uploading video](#) and audio

Required equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

Required software

- [Microsoft Office 365](#): All Ohio State students are eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).
- [Adobe](#): All Ohio State students are eligible for free Adobe cloud software. Full instructions for downloading and installation can be found <https://it.osu.edu/adobe>.

Digital Platforms

- Flipgrid: How to use; [Data Policy](#)

Join class account: <https://flip.com/75d7c8a8>

- Thinklink: [How to use](#); [Data Policy](#)
- Padlet: [How to use](#); [Data Policy](#)
- Voicethread: [How to use](#); [Data Policy](#)
- Powtoon or Toontastic: [How to use](#); [Data Policy](#)
- Spatial: [How to use](#); [Data Policy](#)

Carmen access

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you can always connect to Carmen, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.



COURSE ASSIGNMENTS

Attendance and participation requirements: This course is online. Synchronous class sessions will take place on Zoom and can be accessed via Carmen. Asynchronous modules can be accessed on Carmen. Below are the attendance and participation expectations:

- Synchronous class sessions on Carmen: You will also be expected to log into the course in Carmen for each synchronous session. Active participation includes using the chat, digital tools, working in small groups, and sharing ideas in whole group discussions.
- Asynchronous class modules can be accessed on Carmen. Participation includes accessing each module and completing each learning experience.

Dates for asynchronous modules on Carmen: Date, Date

Participation (10%)

Class Participation: During class you will participate in whole class dialogue, small-group discussions of readings, group response projects, and individual work time. Because this participation is important to your learning in this course, your presence, positive participation, and professional disposition will count toward your grade. The following will be considered in this category:

A significant portion of this course will depend on active participation from all course participants. Students are expected to:

- On-time, regular attendance to class meetings;
- Read course texts;
- Contribute comments, questions, and feedback on apps/platforms or discussion boards as assigned;
- Work in small groups to discuss theory and impact on practice;
- Thoughtful and regular contributions to class discussions on Zoom (unmute and talk or use the chat) and asynchronous modules;
- Preparation for class, including having all materials prepared before class, completing readings, submitting assignments on time, and preparing for group projects.

Media Making (10%)

Each week in class you will engage in media making related to the topic of study. Post your artifact to the class Padlet by 7pm each Wednesday.

Link to Padlet:

Connection to objectives: 2, 4, 6

Podcast (20%)

For this assignment you will create a 10-minute podcast about an issue related to equity and social change. Below are the specific requirements for the assignment:

- Length: 10 minutes
- Promotion clip: You will also need to create a 1-minute promo clip
- Reflection: Write a 1-page reflection that connects the readings for class to what you learned about the process of making a podcast.
- Optional: Share at Podfest Showcase (date and time TBA)
- Obtain permission from the person/people you interview using the release form on Carmen
- Upload podcast and 1minute promo clip to Carmen

Connection to objectives: 1,3,5,6



Worldbuilding: The Future is Now (25%)

In June Jordan's poem, *Calling on All Silent Minorities* she writes:

HEY
C'MON
COME OUT
WHEREVER YOU ARE
WE NEED TO HAVE THIS MEETING
AT THIS TREE
AIN' EVEN BEEN
PLANTED
YET

This assignment was inspired by this poem and designed to help you imagine what meetings we need to plan around trees that “ain’ even been planted yet” to make our world a more equitable place to live. In this assignment you will engage in worldbuilding for the purpose of addressing an issue connected to identity, equity, and social change. Using the book *Slay* as a mentor text, you will have the opportunity to create a world, just like Kiera did, that centers aspects of culture, equity, identity, and social change that matters to you.

During each asynchronous module, you will work on different aspects of this assignment that is due on Date XX. Below are the requirements:

- Narrative for your game
- List of characters, attributes/powers, and any special role they play in the game
- Visual representation of the characters
- Rules, scoring system, and purpose of the game
- Reflection that examines the literacy and technology practices you relied on to create this assignment and implications for teaching and learning

You will have an opportunity to present your work in class on Date XX We will discuss the details of this presentation in class. Upload this assignment to Carmen.

Connection to objectives: 1,2,3,5,6

Multimodal Response Notebook and Reflection

As part of the course, you will create **4 multimodal responses to the readings** you did for class and a **final reflection**. Your responses should reflect your engagement with the readings for our class meeting (so do not use the space to summarize what you read). Your responses will also function in several important ways:

- Serve as a record of a particular foci you have brought to this class.
- Chronicle issues that come up for you during the readings and class meetings.
- Capture the answers that evolve for you out of this inquiry.
- Trace the development of your thinking during this course.

Below are questions to consider when shaping your responses:

- What theoretical lens or methodological approach is the researcher using to examine a phenomenon in literacy and technology?
- What assumptions does the researcher have about children's language and literacy practices as related to technology?
- How do these assumptions position students as learners?
- What does this mean to me as a teacher, researcher, instructional designer, or administrator?

Below are questions to consider when shaping your final reflection:

- What genres did you choose to compose in for your responses and why?



- What did you learn about your digital literacy skills and practices from creating this multimodal response notebook?
- What modes seem to offer you the most effective way to communicate important ideas and how will this shape your future writing/composing practices?

Connection to objectives: 1-6

Metaverse Showcase

Description: We will host an event in the metaverse to showcase the artifacts you created in this course that focus on new media for social impact. This is an opportunity for you to document your media making journey through a variety of multimodal creations. Your curated exhibit will have at least 4 assignments that you created this semester.

The following 2 artifacts are required for everyone:

1. QR code for your Podcast
2. Infographic

You may complete any of the media making projects we work on in class or create new multimodal work for your remaining two assignments.

I will review the platform with you in class and you will have time to create your avatar and begin exploring options for your “room”. Your final space should include the following elements:

1. Four artifacts (QR code for podcast; Infographic; your choice; your choice)
2. Portal (to return to main gallery space). You will need to provide me with access to your portal (we will discuss in class).
3. When people visit your space, you will take on the role as docent. This means you will need to think about how you want people to interact in your space and how you will introduce them to your artifacts.

** Please note, for all multimodal elements you use in any class project, you can use original or Creative Commons (CC) licensed material only. Give credit as required via the CC license for the piece/s you use in your work. OSU’s Digital Union will also be a resource we will utilize <https://odee.osu.edu/digital-union>.

Connection to objectives: 1, 2, 3, 5

Conference Proposal

Write a 750-word proposal connected to literacies and technologies that you plan to submit for review. Your proposal should include the following:

1. Objectives or purposes
2. Perspective(s) or theoretical framework
3. Methods, techniques, or modes of inquiry
4. Data sources, evidence, objects, or materials
5. Results and/or substantiated conclusions or warrants for arguments/point of view



6. Scientific or scholarly significance of the study or work

Connection to objectives: 4, 5, 6



SUMMARY COURSE EVALUATION AND GRADES

Assignment / Category	Points
Class participation	10
Media Making	10
Podcast	20
Worldbuilding	20
Metaverse Showcase	15
Conference Proposal	15
Multimodal Response Notebook and Reflection	10
TOTAL	100 points

GRADING

Participants will receive a letter grade (A, A-, B+, etc.). Grades will be assigned based on the instructor’s judgment as to whether the student has satisfied the stated objectives of the course in the following manner:

A = 93-100%	B+ = 87-89.9%	C+ = 77-79.9%	D+ = 67-69.9%
A- = 90-92.9%	B = 83-86.9%	C = 73-76.9%	D = 60-66.9%
	B- = 80-82.9%	C- = 70-72.9%	E = <60%

It should be noted that grades of A and A- are only used where the work is of an excellent standard. The Ohio State University Bulletin states guidelines for marking (grading) that indicate the above quality determinations are based on a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor’s personal expectations relative to the stated objectives of the course, based on the instructor’s experience and expertise.

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For weekly assignments, you can generally expect feedback within **7 days**. For major assignments, you can generally expect feedback within **10-14 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**. Be sure to put the course number and topic in the subject line of your email.



COURSE POLICIES

DISCUSSION AND COMMUNICATION GUIDELINES

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** We will explore a variety of modalities for communicating in this course. Your job is to demonstrate an understanding of the criteria for that genre through your composition style.
- **Tone and civility:** Let's maintain a supportive learning community where everyone can share ideas and disagree amicably.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts and reflections in Word, where you can save your work, and then copying the written work into the Carmen discussion.

ACADEMIC INTEGRITY POLICY

Policies for this Hybrid course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.



Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Grievances

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by **speaking first with the instructor or professor**. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.

Diversity, Equity and Inclusion at The Ohio State University

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth



and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach their own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, ethnicity, religion, sex, sexual orientation, or veteran status, is prohibited.

The Ohio State University acknowledges that the land on which its campuses reside have long served as sites of meeting and exchange for Indigenous peoples, including those in historical times known as the Shawnee, Miami, Wyandotte, and Delaware; the People of Fort Ancient, Hopewell, and Adena cultures, also known as the earthworks builders; as well as other tribal nations of the region. The Ohio State University honors and respects the diverse indigenous peoples connected to this land on which we gather.

The Ohio State University seeks the active involvement of students, faculty, and staff in open and honest communication. While we strive to be the best in everything that we do, we continuously evaluate our performance and welcome constructive assessment and suggestions for improvement. As a community, we treat each student complaint and concern with respect and review each one seriously. If you should have a complaint or concern, please utilize the following list to notify the appropriate contact: <https://newark.osu.edu/students/complaint-and-concern.html>.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin, and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellness_app.



ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [CarmenCanvas accessibility](#)
- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools

Weather of Short-Term Closing of OSU Campus Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. I will share any updates via Announcement on CarmenCanvas



COURSE SCHEDULE

Schedule of topics, readings, and due dates

Date	Topics	Readings	Assignments Due
January 11	What is literacy? What are new literacies? What are digital literacies?	Street, 2003 (PDF) Podcast: Digital Literacy Universe LTDA (Mills, 2015): Ch. 2 (Optional)	Click here to post “game-changer” literacy and technology artifact
January 18	MLK Holiday No Class		
January 25	Online Module: Digital literacies in teacher education	Hutchison & Reinking, 2011 (PDF) Seglem & Garcia, 2015 (PDF) Slay Chapter 1-5	Multimodal Notebook Response Entry
February 1	Exploring multimodality in community contexts	NLR: Ch. 6 LTDA (Mills, 2015): Ch. 4 Wargo, 2017 (PDF)	Multimodal Notebook Response Entry - Infographic
February 8	Digital literacies in elementary classrooms NPR- Podcast workshop	NCTE Definition of Literacy in the Digital Age Montgomery, 2014 (PDF) Price-Dennis, Holmes, & Smith, 2015 (PDF)	Multimodal Notebook Response Entry
February 15	Gaming Literacies	Garcia, 2020 (PDF) NLR: Ch. 13 (optional) Slay Chapters 6-10	
February 22	Learning from culturally and linguistically diverse learners	Price-Dennis, 2016 (PDF) Garcia et al, 2015 (PDF)	Multimodal Notebook Response Entry - Thinglink



March 1	Spring Break No Class		
March 8	Technologies, Literacies, and Transmediation Guest Speaker: Israel Rey	NLR: Ch. 1 Batchelor, 2015 (PDF)	Podcast
March 15 Asynchronous	Topic: Posthumanist Perspectives on Literacies and Technologies Readings: Kuby & Rowsell, 2017 (PDF) Wargo, 2017 (PDF) <i>Slay</i> Chapters 8-12		
March 22	Lab Week		
March 29	Disciplinary literacies	Castek, J., & Beach, R. (2013) (PDF) <u>Podcast: Internet Literacies and Middle School Science</u>	Worldbuilding - The Future is Now
April 5 Asynchronous	Topic: Assessing New Literacies Readings: NLR: Ch. 11 & 16 (skim) Leu, Kinzer, Castek, et. al, 2017 <i>Slay</i> Chapters 11-16		
April 12	Equity, literacy, and technology	Mirra, Filipiak, & Garcia, 2015 (PDF) Price-Dennis & Carrion, 2017 (PDF)	Conference Proposal
April 19	What's next in literacy and technology: Implications for Policy	Nichols & Stornaiuolo, 2019 (PDF) Manderino & Castek, 2015 (PDF) Hafner, Chik, & Jones, 2015 (PDF)	Multimodal Reflection



April 26	Metaverse Showcase
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Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.



EDUTL 7451 Understanding Children's and Young Adult Literature
TERM 20XX, 3, Graduate

Instructor:

Email:

Phone: (if desired)

Office Hours:

Course Information

Course times and location: Days and times will vary

Mode of delivery: In-Person

Course Overview

Description/Rationale

This course is intended to introduce all students in the Literacies, Literature, and English Education program to children's and young adult literature across various genres and formats (e.g., graphic novels, picturebooks, etc.) with attention to using these books in K-12 classroom settings for literacy instruction while also analyzing and appreciating them as literary works of art.

Relation to Other Courses

This is one of three core courses for the Ph.D. with a specialization in Literacies, Literature, and English Education and an elective for any graduate student.

Learning Objectives

By the end of this course, students will be able to:

1. Articulate the definitions of the various genres and formats in literature for children and young adults, including picturebooks, graphic novels, middle grade, and young adult literature
2. Analyze, interpret, and evaluate literature for children and young adults.
3. Develop and apply informed selection and evaluation criteria to literature for children and young adults
4. Explore cultural diversity in literature for children and young adults
5. Understand historical contexts and influences, as well seminal authors, texts, and theories in the field.

Course Materials

Kiefer, B., & Tyson, C. (2023). *Charlotte Huck's children's literature: A brief guide*. (4th ed.). McGraw Hill.

Additional articles and readings on Carmen

Supplemental / Optional

[same as above – it's important to distinguish between required and optional materials to reduce cognitive load and assist in differentiation]

Course Requirements/Evaluation

Grades

Assignment / Category	Points / %
Class Participation	25
Author/Illustrator Presentation	25
Book-Talk	25
Textual Analysis	25
TOTAL	Points/100%

See below for assignment descriptions and due dates.

Late Assignments

[fill in late assignment policy here for assignments and exams]

Grading Scale

93–100: A	87–89.9: B+	77–79.9: C+	67–69.9: D+
90–92.9: A-	83–86.9: B	73–76.9: C	60–66.9: D
	80–82.9: B-	70–72.9: C-	Below 60: E

Assignment Descriptions

Class Participation

Class participation is very important and entails much more than just being physically present. Students who do not participate appropriately throughout the semester will receive a low or failing class participation grade. More information about class participation will be provided on the first day of class. Please note that I will be assigning class participation grades **based on my observations and written documentation. Bringing high-quality children's books to class when required is also considered an important part of class participation.**

Author/Illustrator Presentation

Students will present information on a notable author or illustrator of children's and young adult literature (e.g., Jason Reynolds, Ed Young, Kadir Nelson, Nikki Grimes, Mo Willems, Yuyi Morales, Douglas Florian, Steve Jenkins, etc.) A handout (with a photograph) of the author/illustrator should be prepared and shared with classmates. More information will be provided in class.

Book-Talk

Students will individually present a brief book talk. Please note the article on Canvas which provides tips on how to conduct a book-talk.

Textual Analysis

For this assignment, you will select a children's book/comic and provide a 2–4-page analysis examining such features as its theme, structure, etc.

Course Policies

Student Conduct and Participation

Attendance

Attendance is extremely critical in this course because our knowledge will be socially constructed. If you must miss a class, please notify me as soon as possible. Attendance is a large portion of your grade.

Participation

The success of any learning community depends on the active participation of its members. Everyone is expected to engage in meaningful conversations. It is crucial that each of us takes full responsibility for creating a safe learning environment in which open and respectful dialogue can occur. This includes demonstrating a positive and respectful attitude toward others' ideas and experiences.

Communication

The university's official mode of communication is via university email. Students should use their buckeyemail when emailing their professor, and faculty will use their OSU email when emailing students.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Response Times: I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** or use 8help@osu.edu at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines: [adjust the following guidelines to your personal preferences. Multiple netiquette policies exist online for your guidance.]

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.
- Avoid font styles, colors like yellow and green, and sizes that are difficult to read for accessibility reasons.
- Address the ideas, not the person, when responding to messages or discussions.

- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

Course Assignments and Academic Integrity

[Add your course-specific policies here. For examples, see suggested [syllabus language for academic integrity of coursework](#), including quizzes, written assignments, group work, and more.]

In addition to Ohio State's academic integrity policy, listed below, please review our course-specific policies:

Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TTY:** 614-688-8743

Baseline technical skills necessary for online/hybrid courses: [adjust the following to align with your course expectations]

- Basic computer and web-browsing skills
- Navigating Carmen (Canvas)

Technology necessary for this course:

- [insert tech skills required for this course, such as recording and uploading a video, using discussion board, using CarmenConnect or video chat, creating a slide presentation, etc. and any software/hardware necessary]

Student Resources

Technology:

[EHE Tech Help](#)

[OSU Tech Support](#)

Academics:

[EHE Homepage](#)

[OSU Advising](#)

[Dennis Learning Center](#)

[OSU Office of Research](#)

[EHE Advising](#)

[OSU Library](#)

[EHE Office of Research](#)

Student Life:

[OSU Student Health Services](#)

[OSU Student Life](#)

[OSU Student Financial Aid](#)

[OSU Career Counseling and Support Services](#)

[EHE Office of Diversity, Inclusion, and Community](#)

[Engagement](#)

[EHE Undergraduate Student Services](#)

[OSU Student Advocacy Center](#)

[EHE Career Services](#)

[OSU Office of Diversity and Inclusion](#)

Course Schedule

WEEK/ UNIT	DATE(S)	TOPIC(S)	LEARNING OBJECTIVE(S)	READING(S) & ACTIVITIES	ASSIGNMENTS & ASSESSMENTS
1		Class Introduction	[List LO #(s) from p.1]		
2		ALA/Youth Media Awards			
3		Response to Literature			
4		Response to Literature			
5		Books for Beginning Readers (e.g., alphabet, concept, predictable, wordless)			
6		Picturebooks			
7		Picturebooks			
8		Poetry			
9		Nonfiction			
10		Author/Illustrator Presentations			
11		Realistic Fiction			
12		Realistic Fiction			
13		Fantasy/Science Fiction			
14		Graphic Novels			

The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen (or in class).

Institutional Policies

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

[Adjust the following statement to align with your inclusion of course-specific academic integrity policies listed under the *Course Policies* header above] See **Course Assignments and Academic Integrity**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

Accessibility Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology: This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. [Carmen \(Canvas\) accessibility documentation](#).

Grievances

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.”

Off-Campus Field Experiences

[If applicable, describe the nature of and provisions made for off-campus field experience in terms of the following: (1) Collaboration between OSU and school partners; (2) Evidence of attainment of field experience objectives]

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording:** Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. **You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.**

[optional] Trigger Warning: Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Diversity Statement

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different, as discrimination on the basis of age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

Statement on Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the "Child Care Access Means Parents in School" (CCAMPIS) Program at 614-247-7092/ lewis.40@osu or visit odi.osu.edu/ccampis

Appendix

[Any applicable standards specific to the course/program go here, such as [NCATE](#), [ISLLC](#), or other]



EDUTL 7464 - Charlotte S. Huck Children's Literature Seminar

Spring 20XX, 3, GRADUATE

(The plan is to offer this course each spring semester.)

Class Location

Mondays, 4:10-6:50 (days and times may vary)

Instructor: Dr. Jonda C. McNair

Office: 257 Arps Hall

Email: mcnair.7@osu.edu

Phone: (614) 247-5052

Office Hours: By appointment

Course Overview

Description/Rationale

Dr. Charlotte S. Huck built a nationally respected program in children's literature over the course of her approximately 30-year career as a professor at The Ohio State University. This course honors her work and legacy while also introducing students to varying topics in children's literature. The course topics (e.g., children's book awards, picturebooks as art objects, history and development of African American children's literature, etc.) will rotate annually based on student interest. New topics (e.g., nonfiction) will occasionally be introduced into the rotation.

Relation to Other Courses

The Literature for Children and Young Adults program at The Ohio State University is considered one of the strongest in the nation. For that reason, students in this program should be knowledgeable about various aspects of children's literature such as prestigious book awards, picturebooks as art objects, the history and development of African American children's literature, etc. The Charlotte S. Huck Seminar is a course that would be of interest to students across various disciplines such as art education, art history, English, and history.

Prerequisites: N/A

Prerequisite Knowledge: General knowledge of children's literature

Learning Objectives

These will vary depending on the topics (see the attached syllabi for the Huck Seminar as special topics courses in spring 2021, spring 2022, and spring 2023)

- 1.
- 2.
- 3.
- 4.
- 5.

By the end of this course, students will be able to:

This will vary depending on the topics (see the attached syllabi for the Huck Seminar as a special topics, spring 2021, spring 2022, and spring 2023)

Field Experience Procedures and Expectations [This section should only be included for field experience courses.]

[If applicable, describe the nature of and provisions made for off-campus field experience in terms of the following: (1) Collaboration between OSU and school partners; (2) Evidence of attainment of field experience objectives]

Background Checks

To engage in this field experience, you will be required to complete a background check. Please see additional information about this process at the following website: <https://ehe.osu.edu/educator-preparation/background-checks>.

When in your field experience placements, remember that you are representing the university and are expected to act professionally. This includes the way you dress, the language you use, and your behavior. Please review the university's code of student conduct at the following website: <https://trustees.osu.edu/rules/code-of-student-conduct/3335-23-04.html>.

Course Materials

Required

This will vary depending on the topics (For examples of course materials, see the attached syllabi for the Huck Seminar as special topics courses in spring 2021, spring 2022, and spring 2023.)

Supplemental/Optional

[Same as above]

Course Requirements/Evaluation

This will vary depending on the topics (For examples of course requirements/assignments, see the attached syllabi for the Huck Seminar as special topics courses in spring 2021, spring 2022, and spring 2023.)

Grades

Assignment / Category	Points/%
TOTAL	Points/100%

See below for assignment descriptions and due dates.

Late Assignments (Optional)

[Fill in late assignment policy here for assignments and exams]

Policies for Missed Exams and Quizzes (Optional)

[Fill in policies regarding missed exams and quizzes, e.g., make-up options, acceptable reasons, notification of absence, etc.]

Grading Scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Expectations for Graduate Students

[If a U/G course, state differences in expectations for undergraduate and graduate students.]

Assignment Descriptions

[Assignments should be described in detail so that students have a good idea of how they will be assessed. In this section, it should also be clear which learning objectives are being assessed in each assignment. See the following example.]

This will vary depending on the topics (For examples of assignment descriptions, see the attached syllabi for the Huck Seminar as special topics courses in spring 2021, spring 2022, and spring 2023.)

Course Policies

Student Conduct and Participation (Optional)

[Provide clear information about attendance, class and group participation, and other aspects of conduct that impact on individual student's and class members' learning and professional development.]

Communication (Optional)

The university's official mode of communication is via university email. Students should use their BuckeyeMail when emailing their professor, and faculty will use their OSU email when emailing students. [Adjust the following sample guidelines to your personal preferences]

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Response Times: I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** or use 8help@osu.edu at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**.
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As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines: [adjust the following sample guidelines to your personal preferences. Multiple netiquette policies exist online for your guidance.]

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
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- Avoid colors like red and green for accessibility reasons; avoid font styles, colors, and sizes that are difficult to read.
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- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

Technology (Optional)

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Baseline technical skills necessary for online/hybrid courses: [adjust the following to align with your course expectations]

- Basic computer and web-browsing skills
- Navigating Carmen (Canvas)

Technology necessary for this course:

- [insert tech skills required for this course, such as recording and uploading a video, using discussion board, using CarmenConnect or video chat, creating a slide presentation, etc. and any software/hardware necessary]

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fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Course Schedule

The schedule will vary depending on the seminar topics. For examples of course schedules, see the attached syllabi for the Huck Seminar as special topics courses in spring 2021, spring 2022, and spring 2023. These syllabi have course schedules related to the seminar topic.

WEEK/ UNIT	DATE(S)	TOPIC(S)	LEARNING OBJECTIVE(S)	READING(S) & ACTIVITIES	ASSIGNMENTS & ASSESSMENTS
1			[List LO #(s) from p.1]		
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					

The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen (or in class).

Appendix (Optional)—This content can be included as an optional appendix or can be included in the body of the syllabus.

Learning Objectives and Program Goals

Objective	Program Goal or Standard	Course Assessment
Following successful completion of this course, the student will be able to....	Program Standard or Goal 1	Lesson plan assignment
Following successful completion of this course, the student will be able to....	Program Standard or Goal 5	Midterm and final examination

Other Applicable Standards

[Any applicable standards specific to the course/program go here, such as [NCATE](#), [ISLLC](#), or other]

Role of Technology

[Required for **Teacher Licensure and/or Council for the Accreditation of Educator Preparation (CAEP)**—Describe the role of technology in the proposed course. For educator licensure courses, promote the possible use of products from the course in students' electronic portfolios.]



EDUTL 8380
Current Issues in Critical Transformative Education
The Department of Teaching and Learning

Instructor Name: TBA

Office: TBA

Email: TBA

Office Hour:

Course times and locations:

3 credits

(7- weeks course)

Course Overview

Description

In-depth examination of major trends and issues related to the graduate specializations within the area of Critical Transformative Education (CTE). This course will use an interdisciplinary and intersectional lens to explore current topics in the field of education in areas such as, literacy, race, justice, equity, multilingual language education, the arts, and languaging. The course will foreground research as well as examine how current issues translate into the lived experiences of everyday people in schools and communities. The course will also require a critical transformative experience. The CTE experience is an opportunity for students to build community and work closely in coordination with a CTE faculty and/or community member to apply their knowledge and engage in a hands-on experience (e.g., summit or conference planning, research project, course development, school partnership project, publication preparation). A list of opportunities will be provided by course instructor.

Course Objectives

The specific learning objectives are as follows:

- Analyze and discuss current issues and trends in CTE.
- Identify and explore innovative practice and research on current issues and trends.
- Reflect on personal beliefs and professional practice on current issues and trends.
- Synthesize and apply knowledge from the course in a CTE engagement experience.

Relation to Other Courses:

Course Materials

All required readings will be available through Carmen.

MODE OF DELIVERY: This course can be taught in person, and may include some hybrid components.

Course Requirements and Evaluations

Grades

Assignment / Category	Points
Video Introduction	10 points
CTE Portfolio	
• Journal Entries	5 points each @11
• CTE in the news	5 points each
• Annotated bibliography	50 points
• CTE Experience	50 points
• Reflection & Whole Group Sharing end of semester	5 points
• CTE Community Poster Session	75 points
TOTAL	250 points

ASSIGNMENTS

Portfolio (250 points): Students in the CTE course will submit a final portfolio which will include the following:

- **Journal Entries (5 points each):** Throughout the course students will be asked to reflect on various topics and discussions.
- **CTE in the news (5 points each):** Students will be placed in groups. A different group will be responsible for sharing a weekly topic related to CTE in the news. How often the groups will rotate will depend on the size of the class. Group must be prepared to present and lead a 10–15-minute discussion and share resources and sources.
- **Annotated Bibliography (50 points):** Student will be required to create an annotated bibliography of at least 10 sources (e.g., articles, films, websites) on or related to topics explored from the CTE course. APA format should be utilized.
- **CTE Experience (50 points):** The CTE experience is a learning experience that will occur in the CTE course. Graduate students enrolled in the course will be asked to engage a minimum of 10 hours working with faculty on research,

community engagement, or scholarly projects. This experience will help familiarize graduate students with how faculty translate topics from the course on the ground and in meaningful collaborations with schools and communities (e.g., community engagement projects, articles, hosting and developing conferences and summits). The CTE experience will help students build community and acclimate to CTE and T&L research community. It will also begin apprenticing students to the profession. At the end of the semester, students will showcase their learning from the course and the CTE experience in a T&L poster session.

- **CTE Community Poster & Presentation (75 points):** This is a culmination of learning for the course. Students will present a poster session reflecting on their learning and experiences from the course. (Handout will be provided)

Course requirements

Course requirements are designed to facilitate and document participants' development with respect to course objectives.

Course Policies

Student Conduct and Participation

Participation: Regular and participation is expected.

Unless otherwise instructed, written assignments should follow the style/format indicated in the most recent APA manual and should be carefully copy edited to eliminate spelling/grammatical mistakes, typos, and other errors.

Assignments must be submitted as Word documents or PDFs through Carmen Canvas. Documents submitted as .pages or other formats will not be accepted.

Grading and Policy for Missed Work

Grades are assigned based on students' accumulated points for each requirement/assignment. There is no grading on the curve, nor is extra credit available. Late assignments are generally not accepted. In case of extraordinary circumstances where participants wish to be granted extra time for an assignment, they must contact the instructor before the due date. In extreme cases of absence/missed work, the participant may wish to contact the Student Advocacy Center in the Office of Student Life.

Final Grading Scale

A = 94-100%	A- = 90-93%	B+ = 87-89%	B = 83-86%
B- = 80-82%	C+ = 77-79%	C = 73-76%	C- = 70-72%
D+ = 67-69%	D = 60-66%	E = < 60%	

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Course Schedule

[Note: The course is organized around current topics and debates in CTE. Therefore, the specific course schedule will vary according to which topics are most timely and relevant. Below is an example of a course schedule with placeholder topics.]

The schedule below is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen (or in class).

WEEK/ UNIT	DATE(S)	TOPIC(S)	ASSIGNMENTS & ASSESSMENTS
1		Introductions & Overview Framing the Course:	Introduction Letters Video

2		What it means to be a Critically Transformative Educator? CTE Experience: Orientation, Expectations, and Choosing your site	Journal entry #1
3		Ideologies, Current Legislation, and their impact on Today's School & Communities	Journal entry #2
4		Reading Wars: Literacy, social justice, and the politicization of learning to read	Journal Entry #3`
5		Exploring liberatory research practices	Readings TBA Journal entry #4
6		Banning Books? Banning Lives?: Navigating Censorship in Today's Schools and Communities	Readings TBA Journal entry #5
7		Don't Say Gay: Sexuality, intersectionality, and identity politics in schools	Readings TBA/ Video Kaleidoscope Guests Journal entry #6
8		"We need more family engagement": Researching school-community connections	Readings TBA Journal entry 7
9		Linguistic Justice & The Languages of our Students Lives: Raciolinguistics, Translanguaging, Bilingualism, English & Hip Hop Language	Readings TBA Journal entry #8
10		Superdiversity in Ohio: Serving refugees and immigrant students	Readings TBA Journal entry #9
11		To be or not to Be Subjective? Objective?: Activism, Engagement, and Research	Readings TBA/ Guest Speaker Journal entry #10
12		International comparative perspectives on CTE	Journal entry #11
13		Wrap Up: Final Reflection and Discussion	Final Reflection
14		CTE Poster Session	



EDUTL 8811

Critical & Decolonizing Research Methods in Education

SPRING 2023, 3 CREDIT HOURS

TBD

Class Location/Time: TBD

Office: TBD

Email: TBD

Phone: TBD

Office Hours: By appointment

Course Description

Many students enter graduate schools of education with the hope that training in research will equip them to better engage in practices that will aid in social justice. Yet without serious interrogation of “research,” we risk engaging in the very practices we hoped to challenge. This course creates space to trouble normative ideas of research, interrogate historical and contemporary approaches, and engage in designing critical and decolonial research projects. We will first engage with the violence(s) of research and how it has historically been used as a tool to colonize and oppress; then, we will pivot to a focus on theories and models of research that set out to challenge these paradigms. We will engage with diverse approaches to research including decolonial methodologies, critical qualitative/quantitative stances, community-based, participatory, feminist, etc. As such we will discuss the (im)possibilities of research in helping bring about social transformation. Issues of power and accountability will be discussed as well as approaches to ethics, reciprocity, institutional review boards, and publishing.

Learning Objectives

- Understand the history of research as conceptualized within the academy and its use as a tool for oppression. Readings and discussions will guide us toward understanding how power and accountability is made manifest through research projects.
- Appreciate resistances and refusals to oppressive research paradigms. We will accomplish this by tracing the way peoples and communities have and continue to navigate(d) the research relationship and what demands are made.
- Become familiar with critical and decolonial approaches to research. This will be accomplished through engagement with some of the key writings in critical and decolonizing methodologies.
- Engage with the possibilities and limitations of critical and decolonial research designs. This will be accomplished through workshopping of research project designs.

Required Texts:

Ashworth, S. (2021). Decolonizing research: Indigenous storywork as methodology: edited by Jo-ann Archibald Q'um Xiiem, Jenny Bol Jun Lee-Morgan and Jason De Santolo, London, UK, Zed Books.

Course Requirements/Evaluation

1. Class participation – 35%

- This class is a seminar. As such, you are expected to attend class, and to come having completed the readings and prepared to discuss them with your colleagues.
- Your participation grade will be based on your discussion facilitation. Twice this semester you will be expected to come to class prepared to lead the discussion. This means that you have read the material carefully and come to class with a prepared a set of questions or concerns that you would like your colleagues to focus on during discussion. This is your opportunity to have your interests and

experiences inform our understanding and interpretation of the readings. I encourage students to be as creative as possible in framing these sessions. You will sign up for this on the first day of class.

- During the last two weeks of the semester, each student will present their research proposal to the class. The quality of that presentation will also form part of the final participation grade.

2. Theory paper – 30%

- This paper will be 8-10 pages long and is not a literature review. Instead, it will consist of a synthesis and analysis of the different approaches to research we have discussed in the course. It is meant to show your mastery of the material, which is necessary before moving toward developing an actual research proposal. DUE: TBD

3. Research proposal – 35%

- You should design a 10-page research proposal. It should include a description of the question that needs to be answered, a discussion of the importance of that question vis-à-vis the extant literature, and a detailed description of how you will go about answering the question. This includes the evidence/data to be used, your methodological and epistemological approach, and a critical discussion of the strengths and weaknesses of that approach. Your proposal is **due** XXX.

Poor attendance, poor participation, and/or inadequate quality or timely completion of assignments are grounds for a designation of “E” in this course.

Grading Scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

Course Expectations and Policies

- Students must read all assigned readings.
- Students must attend all class meetings, unless physically unable or due to an emergency or illness. A zoom link will be made available for those that are ill, but feel well enough to attend virtually. However, students must let professor know they are taking this option by 4pm day of class.
- Written assignments are submitted on the due dates.
- Any student needing special accommodations, please see the instructor.

Class structure:

Class sessions will be co-conducted by both the instructor and students in a Socratic seminar

style. “A Seminar is a question-focused, student-led, and teacher-facilitated discussion, based on appropriate texts. Sometimes we call this activity a ‘Socratic Seminar’—after Socrates, well known for his open-ended dialogues. Sometimes we call it a ‘class discussion’ to signal that the class will discuss, with the teacher playing a moderator role. Whatever we call it, a seminar is different from a talk/recitation/ lecture-with-discussion. The goal is not the acquisition of knowledge via the expert; the aim is student understanding via active thinking out loud and probing of ideas by all students.” (via <https://www.teachthought.com>)

Students in the class have a **social responsibility** for the running of the class. You are encouraged to think of broader social systems and forces as you read and discuss the texts. Facilitators of class sessions are encouraged to use diverse methods of teaching, including lectures, critical discussions, group work, critical debates and as such, class materials might include additional forms of “reading”: e.g., books, articles, book chapters, and video, audio, and/or art as text. Students will be expected to engage each medium critically.

The Learning Community

Together we will construct a learning space where all are encouraged to voice their ideas and questions. It is extremely important that we all enter any learning community in good faith, ready and willing to be pushed to learn new things. I ask that we all come to the space as active participants that engage in active listening and collaboration, who make selective thoughtful analytic comments, and raise questions in whole group and small group discussions along with a general demonstrated willingness to join in and extend our on-going dialogue.

Required Texts

Please have a copy of the readings that we will be discussing (during each workshop session).



Submission of Work

Please submit all work to the Carmen/Canvas by the date and time the assignment is due. Please take advantage of email, phone, and office hours to communicate any anticipated difficulties prior to an assignment due date. If an assignment will be late, please extend a professional courtesy and inform me.

Community Norms

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication—in and outside of our classroom space. Although the following were developed for online communication, they apply to in-person communication as well:

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Address the ideas, not the person, when responding to messages or discussions.

Technology

Laptops, tablets, etc. are welcome in our classroom space. There are times when you will use them for activities, however, please be mindful of when their use is appropriate and respectful of peers and instructor and suspend use if they become a distraction.

Institutional Policies

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Accessibility Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology: This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. [Carmen \(Canvas\) accessibility documentation](#).

Grievances

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union."

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording:** Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life's Counseling and Consultation Service (CCS)** by visiting ccs.osu.edu or calling 614-292-5766. **CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.**

Trigger Warning: Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Diversity Statement

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Course Schedule

TBD

EDUTL 8997 – Doctoral Professional Experience

CREDIT HOURS 1-6, Grad

Course Overview

Doctoral students in the Department of Teaching and Learning will complete a minimum of 6 credit hours of professional experiences across the duration of their program of study. Typically, students will enroll in at least 1 credit hour of professional experiences for both autumn and spring semesters for their first three years of the program (e.g., enrolled in professional experiences credit for 2 semesters per year); students in conjunction with their advisors may elect to complete credit hours in summer and/or to enroll in more than the 6 credit hour minimum. Credit hours may be taken with the student's advisor or with other faculty members. All credit hours are graded as satisfactory, unsatisfactory, or incomplete. Note that graduate research/teaching associateships (e.g., paid positions) and activities completed for course credit cannot also earn professional experiences credit hours, although these are certainly professional experiences and can be included in the annual professional experiences plan.

The goals of the professional experiences component include (1) meeting PhD program goals, including milestones of poster and spoken presentations, (2) explicitly communicating the expectation that students will engage in research, teaching, and other professional activities outside of coursework, (3) better preparing students for their intended careers (e.g., research focused, teaching focused, outside of academia), (4) meeting individual students' professional goals and learning needs, and (5) supporting equity in opportunities and advising.

The professional experiences component will be integrated with the doctoral student annual review process. As part of the annual review, students will reflect on their professional, career, and learning goals; discuss these and a professional experiences yearly plan that helps meet these goals with their advisor and/or committee; and document past professional experiences as well as the agreed-upon plan in annual review materials. Students and advisors (or the faculty member with whom the student is enrolled in professional experiences credit) will check in at least once a semester, such that the faculty member is able to determine satisfactory/unsatisfactory performance. Yearly professional experience plans are works in progress, such that the student and advisor/faculty member may adjust plans as needed during the semester; adjustments should be documented by the student in their annual plans. Faculty are encouraged to use incomplete grades if the student has not met expectations for a satisfactory performance in a given semester; the student will be expected to address outstanding issues in the following semester for a grade of satisfactory.

The list below provides ideas as to what might constitute professional experiences across a variety of categories. This list is not exhaustive; with approval of their advisor, students may engage in and document other types of experiences to satisfy the professional experiences component. Students are encouraged to take advantage of workshops, events, and other opportunities offered by sections, specializations, the department, the college, the university, the broader community, and professional/external organizations for meeting their professional experience goals. Students are *strongly encouraged* to engage in research projects as part of their professional experiences, particularly given the need to craft conference presentations ahead of candidacy.

Rationale/Background

Students must complete 6 credits of EDUTL 8997 during their PhD program. EDUTL 8997 functions as an independent study; full time students will likely enroll in 1 credit of EDUTL 8997 during their first 6 semesters in the program.

Doctoral Professional Experience replaces the current 6 credits of Research Apprenticeship with a set of Professional Experiences. This proposal is based on a careful consideration of data and feedback from students and faculty. While some faculty expressed their satisfaction with current Research Apprenticeship, overall, we found that students' experiences with the Research Apprenticeship were mixed and its value in their academic socialization was inconsistent. Note that the new Professional Experiences approach does not preclude advisors from having students do a research apprenticeship (enrolling either as Professional Experience or Independent Studies credits), since involvement in a collaborative research project can generate experiences and products that fulfill many of the activities from the list of professional experiences.

Objectives

By moving to a Professional Experiences model, we are aiming to:

1. Provide a common reference for students and advisors for what professional activities students should be engaged in through and beyond coursework. The list is meant to be inclusive of the range of experiences that can be formative for a research-intensive PhD program while still recognizing that different groups of students (domestic, international, and students seeking various types of positions post-graduation) will prioritize the list differently.
2. Provide advisors with a reference for evaluating students' progress through the program during the annual review, and a map of milestones to orient students to expectations, especially for full-time GAship-funded students who are aiming to complete the degree in four years.
3. Build in two keystone professional activities – the research poster and research talk – that create common experiences across the cohorts and open up spaces to foster our T&L intellectual community amongst students and faculty.

Relation to Other Courses

The Doctoral Professional Experiences is directly related to the core courses in the PhD-T&L program: EDUTL 8003, EDUTL 8015, and EDUTL 8040, and is meant to compliment and extend all other coursework completed in the doctoral program.

Professional Experiences Activities & Portfolio

Key Required Experiences

Key Required Experiences

- Research Poster Presentation
- Research Talk

Other Components of the Professional Experiences Portfolio

Research

- Engaging in an existing or new research project with faculty
- Completing human subjects and research ethics training (webinar, workshops, events, CITI and Responsible Conduct of Research)

- Co-authoring manuscripts with faculty or colleagues
- Completing training in grant writing (e.g., webinar, workshops)
- Participating in grant writing or applying for research funding (e.g., Presidential Fellowship, AGGRS)
- Participating in research or methodological training and events (e.g., as offered through QualLab, QMC, Research Commons)
- Preparing and submitting scholarly conference proposals
- Presenting scholarship at local (e.g., EHE Research Forum, Hayes Graduate Research Forum), state/regional (e.g., MWERA, OAEYC, OCTELA), national (e.g., AERA, LRA, NCTE, ALA), or international (e.g., IBBY World Congress, ISLS) conferences
- Attending local, state/regional, national, or international conferences
- Completing a literature search/review with faculty or colleagues
- Conducting pilot studies
- GRA experiences (although not credit earning)
- Completing training on the publication process
- Designing a new study and submitting the IRB
- Completing training in data management
- Completing training in Open Science practices
- Completing training in using research software (e.g., NVivo, SPSS)
-

Teaching and Mentoring in Higher Education

- Completing training in higher education course design, teaching, advising, and/or mentoring (e.g., webinar, workshops, GTA learning community, curriculum design training such as offered through the Drake Institute)
- Apprenticing a course that the student may teach in the future
- Applying to GATA
- Mentoring masters or undergraduate students (e.g., student group, student thesis or presentation)
- Completing teaching certificates or endorsements (e.g., Drake)
- Applying for teaching fellowships
- GTA and supervision experiences (although not credit earning)
- Preparing and submitting a practitioner or general audience article
- Completing Drake Graduate Teaching Orientation
- Completing the Future Faculty program via the OSU Graduate School
- Preparing and delivering a guest lecture
-

Professional Service

- Serving on a professional committee at the local, state/regional, national, or international level
- Reviewing manuscripts, research proposals (e.g., conference proposals, grants), or other scholarly materials with faculty or independently
- Completing training on scholarly/peer review (e.g., workshops, webinars)
- Engaging in community service/outreach, including public presentations, related to scholarly focus
- Completing a teaching evaluation in conjunction with faculty or the Drake Institute

- Volunteering to assist with the EHE Research Forum, Denman Undergraduate Research Forum, or other such forums
-

Career Planning

- Preparing teaching statement and/or portfolio
- Preparing equity and diversity statement
- Revising and updating CV and research statement (first created in ProSEM)
- Attending job talks
- Preparing and practicing job talk
- Shadowing or interviewing others about the job search or their current careers
- Compiling teaching portfolio
- Exploring alt-ac positions (e.g., A2i program through the Graduate School)
-

Other

- Completing or contributing to diversity, equity, and inclusion training (e.g., OSU Office of Diversity and Inclusion workshops)
- Learning about and setting up reference citation software
- Completing training in literature searching or synthesizing (e.g., via University Libraries)
- Applying for funds to defray PhD program costs
- Applying for travel grants
- Participating in a writing group, accountability group, or other support group related to scholarship
- Preparing and distributing scholarship to diverse audiences such as writing a brief, white paper, or op-ed; participating in podcasts and webinars; meeting with schools and educators; offering workshops
- Engaging in wellness training and activities (e.g., OSU Office of Student Life)
- Completing training on collaboration, communication, and community building
- Completing training on time management
- Completing training on project management
- Attending scholarly talks
-

Portfolio of Professional Experiences

As students are nearing completion of their coursework, they should consult with their advisor about convening their candidacy committee to begin working on their Candidacy Examination. In preparation for their initial meeting with the candidacy committee, the students should compile a portfolio of their Professional Experiences, detailing their completed activities from the above list. The Professional Experiences Portfolio should include:

1. The two [three?] required Professional Experiences: Research Poster and Research Talk
2. Activities from the list that align with the each of the [T&L program goals](#):
 - a. Critical Thinking
 - b. Theory
 - c. Diversity and Social Justice
 - d. Professionalization
 - e. Research Design and Methods
 - f. Teaching

g. Communication and Engagement

In the initial candidacy planning meeting, the student will present their portfolio to the committee. Upon successfully presenting their Professional Experiences portfolio to the committee, they will be green-lighted to begin their Candidacy Examination.

.....

Suggested Teaching and Learning Milestones Map

Milestone	Suggested completion	Notes
ProSem core course	AU semester, Year 1	
8015 core course	AU semester, Year 1	
Professional experience	AU semester, Year 1	
Additional research/scholarly focus/spotlight course	AU semester, Year 1	
Annual review/goal setting	AU semester, Year 1	
Draft CV	AU semester, Year 1	8040
Draft initial research statement	AU semester, Year 1	8040
Identify relevant professional organizations/conferences	AU semester, Year 1	8040
Draft equity and diversity statement?	AU semester, Year 1	8015
Begin determining scholarly focus	AU semester, Year 1	
Logics of Inquiry core course	SP semester, Year 1	8003
Professional experience	SP semester, Year 1	
Additional research/scholarly focus/spotlight courses	SP semester, Year 1	
Complete CITI, eCOI, and other required human subjects/ethics training/forms	SP semester, Year 1	8003
Begin determining research focus and coursework	SP semester, Year 1	8003
Engage in research project	Year 1 and/or Year 2	
Attend professional conference	Year 1 and/or Year 2	
Prepare research poster	Year 1	Research posters discussed in 8040
Professional experience	AU semester, Year 2	
Additional research/scholarly focus/spotlight courses	AU semester, Year 2	
Annual review/goal setting	AU semester, Year 2	
*Research poster presentation	Submit AU semester, Year 2	
Professional experience	SP semester, Year 2	
Additional research/scholarly focus/spotlight courses	SP semester, Year 2	

Review manuscript/conference proposals	Year 2	Reviewing discussed in Prosem
Prepare research talk	Year 2	
Formulate advisory committee	Year 2	
Give research talk	Year 2 – Year 3	
Engage in professional service	Year 2 – Year 3	Service discussed in ProSem
Submit a manuscript for publication	Year 2 – Year 3	Authorship, manu prep, and process discussed in Prosem
Professional experience	AU semester, Year 3	
Annual review/goal setting	AU semester, Year 3	
Draft teaching statement?	AU semester, Year 3	
Professional experience	SP semester, Year 3	
Additional research/scholarly focus/spotlight courses	Year 3	
Candidacy Exam	Year 3	
Form dissertation committee	Year 3 – Year 4	
Defend dissertation proposal	Year 3 – Year 4	
Apply for dissertation fellowships/funding	Year 3 – Year 4	
Annual review/goal setting	AU semester, Year 4	
Dissertation research	Year 4 – Year 5	
Prepare for job search (talk, materials, interviews)	Year 4 – Year 5	Job search process discussed in ProSEM
Annual review/goal setting	AU semester, Year 5	

Appendix B: Report from Year 1 of Redesign Team

PhD ReDesign Ad Hoc Committee Activities and Recommendations

Final Report
May 18, 2022

I. Executive Summary

The PhD ReDesign committee was convened in mid-October, 2021 to address the need to redesign the Teaching and Learning (T&L) doctoral program to better align with the restructured department, updated vision and mission, and student needs. The committee met regularly, every other week while on duty, from October 18, 2021 through April 8, 2022.

As documented below, the committee engaged in substantial information and data gathering to determine the scope of and stakeholders' (faculty, past and current students, staff) perspectives on aspects of the PhD program that ought to be considered during revision. The committee also consulted with various people and offices at OSU relevant to PhD programming and identified issues. This included faculty/staff in other departments who had recently engaged in PhD program revision.

The information and data gathering revealed several strengths of the current PhD program. These included the national reputation of the program, dedication of faculty and staff, and rigorous coursework including the professional seminar. The information and data gathered also identified areas for improvement and led the committee to realize the following:

- A. Areas for improvement were not limited to those pertaining to curriculum but also pertained to supports for students
- B. There are several areas for which change is imperative for the sake of our students' wellness, job prospects, and program viability
- C. The components of the PhD program (e.g., recruitment, funding, coursework, candidacy exams, dissertation, advising) are *interconnected* and require comprehensive consideration
- D. A redesign of the PhD program is broader in scope than initially anticipated and will require more than 1.5 semesters to address
- E. In a research-oriented PhD program, many students need more than 4 years to develop their intellectual research skills. Allowing for a 4- to 5- year program affords students the necessary experience and reflection to properly engage in this work, develop their own research identities and trajectories, and be competitive on the academic job market.

In all, the committee agreed that the PhD redesign was an opportunity to realize a larger vision for the T&L doctoral program and better support student learning and success. Rather than engage in temporary or piecemeal fixes, we propose capitalizing on the

opportunity to redesign and reinvigorate our PhD program to engage in a comprehensive and cohesive revision. To initiate this process, we have determined a number of short- and long-term goals for the faculty and department to consider, which are listed below. We believe that a key component of the revision involves identifying the purpose of our PhD program, along with what we expect students to know and be able to do, such that a cornerstone of our recommendations is engaging in the Drake Institute for Teaching and Learning's programmatic course design institute to backward-design the PhD curriculum. Based on our information and data gathering, revising the curriculum includes not only attending to coursework but also attending to professional experience and key milestones (e.g., candidacy exams and dissertation). In addition to this, we see aligned – and necessary – opportunities to engage in redesigning other facets of the PhD program (i.e., community; advising, assessment, and annual reviews; recruitment and admissions; funding and other student supports) given how these affect student experiences, learning, and success. While we present short- and long-term recommendations for each of these components, we stress the interrelatedness of all components in a healthy, thriving PhD program.

II. Charge

To examine the current PhD and update and revise where necessary to be in line with the restructured department, the vision and mission, and curriculum. Please note, particular attention should be given to having more required than elective classes and degree completion in four years.

As indicated, as the committee embarked on this endeavor, we found that the curriculum revision process typically takes multiple years and considerable input from faculty and students. Any revisions also require formal approval by the faculty. Thus, the committee has not made revisions to the current PhD program but rather (a) documented information that provides direction for these revisions and (b) provided short- and long-term recommendations for moving forward with these revisions.

III. Committee Members

Tim San Pedro
 Alexander Pittman
 Ashlyn Pierson
 Shayne Piasta (co-Chair)
 Leslie C. Moore
 Jonda C. McNair
 Michiko Hikida
 Maura Eze
 Pat Enciso
 Theodore Chao (co-Chair)

IV. Information and Data Gathering Activities and Findings

A. T&L Materials Review

The committee reviewed existing T&L documents pertaining to the PhD program. We reviewed each of the eight current PhD program sheets and the T&L Graduate Student Handbook. We noted that the program sheets indicated wide variation in the number of required courses and differences in whether specific methodology courses were required. The number of credit hours to complete the programs also varied. We noted minimal options for research courses, particularly advanced courses. In the T&L Graduate Student Handbook, we noted that there was little guidance concerning advising/mentoring and the sequence or timeline for achieving milestones. The Handbook mentions expectations for research and professional experiences, but these expectations are not clear in the Handbook or program sheets (or in the annual doctoral student review documents). In general, the Handbook needs to be more student-centered. It was also not clear how students' voices and feedback could be communicated to the Department.

Based on the materials review, the committee documented the current student experience in the PhD program. This, along with the challenges it presents (as informed by committee information and data gathering activities outlined in this report) is provided in Appendix A.

The committee also reviewed the work from the SU21 T&L “Envisioning Our Future” (EOF) committee. This included the summary statement and a proposal to change the PhD program sheet. The EOF committee recommended 1-2 departmental core courses (to include a professional seminar), a departmental or section core course on equity and justice, introductions to both qualitative and quantitative methodologies, advanced research design/methodological training, research apprenticeship, and “spotlight” courses to highlight faculty expertise. We noted the emphasis on breadth and depth of methodological training and student research experiences and discussed these as areas for improvement. We also discussed theory and methodology courses as perhaps needing to be tied more closely to students' specific areas/disciplines.

B. Memo re EDUTL 7431/2 Ethnography of Language & Literacy

The committee received and reviewed a memo asking that we not change the format or offering of the course EDUTL 7431/7432 (Ethnography of Language and Literacy). Given that we are making broad recommendations, and that continued work will be necessary on curriculum as the PhD ReDesign continues, we took this under advisement for the time being.

C. Connected with QualLab and Quantitative Methodology Center

The committee reviewed documents produced by QualLab and the Quantitative Methodology Center (QMC) that lay out their efforts to create greater intra-college awareness and coordination of methodology courses. QualLab provided their most recent

list of qualitative methodology courses, including course description, instructors, and frequency. QMC provided the ESQUAL report and slideshow on their course sequences and their distinctions. This information informed committee proposals concerning the organization of departmental requirements for research methodology training.

D. Conducted surveys of T&L current students, former students, and faculty

The committee solicited feedback from T&L faculty as well as current and past doctoral students about the program. Thirty-two current students responded as did 32 former students. Eleven faculty members responded to the survey. Survey data provided the committee with some qualitative feedback to guide its recommendations for program revision. Several faculty members requested making the professional seminar (ProSem) a core course and that all faculty should have a chance to present and interact with students. For example, one faculty member wrote, “I think Shayne’s pro-sem course should become a department-wide requirement.” Several students mentioned learning about how to navigate academia and the “hidden curriculum” and how a ProSem course would provide support in this regard. One current student wrote, “First, there is not a consistent method to support incoming PhD students when it comes to basic information about the “rules” of academia and our program. Dr. Shayne Piasta’s ProSeminar should be a requirement for all first-year PhD students.” Faculty also mentioned the importance of offering required courses on a consistent basis so that students will know when they are offered. Some concerns were raised around research methodology courses such as the need for students to understand quantitative and qualitative research—while others mentioned *having* a strong sense of methodology in one area to support students’ ability to conduct research.

Major issues cited by students focused on funding, with 5 years of support being a key point. Nine out of the 32 current students (28.12%) and 7 out of the 32 former students (21.88%) mentioned issues related to years of funding. Students commented on needing 5 years to complete their programs and, correspondingly, needing funding for that final year. One student wrote, “A PhD in Teaching and Learning, especially with ethnographic data, requires 5 years. The Department really MUST find a way to fund students for 5 years.” Another student wrote, “Please please do not put the issue of funding phd students in their fifth year behind your ears. This is brought up in every orientation, gatherings, meetings, etc. and then everyone forget about it without coming to a resolution. I hope one day we will get an email that says t&l will fund its 5th year students and that day will be a big day for us to celebrate!!” A former student shared, “A clearer process on teaching assignments and guaranteed financial funding for up to 5 years. Finances were always something hanging over our head and knowing we would have courses to teach would provide a level of certainty that I didn’t always experience during my program.” One faculty member mentioned making the design of the program align with the years of funding provided to students.

In addition, students raised concerns about transparency related to GTA assignments and support in teaching college classes. Another major issue among students was opportunities to publish with professors and opportunities being provided to all students to do this. Issues around advising (e.g., amount of contact and support) were noted by students as well. Many of the students mentioned the importance of building a sense of

community and mental health struggles during their doctoral programs. One former student, when asked about suggestions for revising the program, recommended “A cohort model that targets creating a community of PhD students to support and engage with throughout the T&L program.”

E. Discussion with Jackson Stotlar, Outreach & Curricula Senior Specialist, Interim Academic Program Coordinator for Women's, Gender & Sexuality Studies

On November 15, 2021, the committee met with Jackson Stotlar, Outreach & Curricula Senior Specialist, Interim Academic Program Coordinator for Women's, Gender & Sexuality Studies. Mr. Stotlar shared some of the lessons and advice learned from WGSS's redesign. Their redesigned program is designed to be completed in five years (or six if a student is also earning a master's) and includes five years of funding. The question that guided their redesign work was “how do we know that the program is doing what we want it to do without overly burdensome assessment?” Using this question, they removed things that no longer served their programmatic goals, revised the core and elective offerings, and revised the exam process. They cut their core requirements without sacrificing foundational knowledge. They planned to offer electives that aligned with faculty expertise. However, this presented a challenge when students wanted to specialize in something specific, but there were no electives offered on that topic during their coursework. Course work currently takes two years to complete. Students are required to maintain a 3.0 GPA and must receive a B or higher in a course for it to count toward degree completion.

They also revised the exam process, which typically occurs in year three. They moved from an exclusively sit-down exam in which the questions were unknown to the student beforehand to an exam more focused on research and writing experiences. The current exam requires three responses totaling approximately 60 pages of writing. Responses can take the form of either timed exams or research articles (3 timed exams, 2 timed exams and 1 article, 1 timed exam and 2 articles, or 3 articles). While there were no changes to the dissertation process, Mr. Stotlar mentioned that a post-candidacy writing group or ProSem would benefit their students, because he noted that post-candidacy, some students do fine while others have a much harder time.

Mr. Stotlar recommended we begin our redesign with the end in mind: *What do we want our PhD students to know and be able to do at the end of their program?* He also recognized that WGSS is a much smaller program than ours and noted that our size makes this project more challenging. He noted that because of the size of our program, we needed consistent and high quality advising across the board. Mr. Stotlar emphasized the importance of regularly checking-in with students about their progress and their mental health, so we might be able to intervene with additional support early. He wondered if and how we might do more collaborative advising so students have more touchpoints than a single advisor. The committee noted that this might also benefit our students regarding letters of recommendation. The committee noted that this idea of collaborative advising is one that requires further deliberation.

F. Discussion with Dr. Sarah Childers, Director of Strategic Diversity Planning, Training, and Assessment, Office of Diversity & Inclusion

On November 12, 2021, Dr. Sarah Childers, OSU Director of Strategic Diversity, Planning, Training, and Assessment, met with Dr. Theodore Chao to discuss ways that ODI might be a helpful resource within this process. In this meeting, Dr. Childers shared about the prior experience that ODI has had with helping the PhD revision processing in the College of Nursing and College of Engineering. She shared that during this process, having clear short-term and long-term goals, an understanding of how deep this revision process would be, and that analysis of the admissions process and revision thereof, particularly regarding first generation graduate students or graduate students who are family caregivers, would be key suggestions our committee must make. Dr. Childers also shared that ODI would be able to help with training for faculty advisors as pertaining to equity within the student/advisor relationship. Particularly, she mentioned that ODI has trainings for faculty around microaggressions, discrimination, anti-racism, and equitable recruitment.

Then, on November 29, Dr. Childers met with the entire committee to speak about resources that might be of interest to the committee. Dr. Childers oversees the new Diversity, Equity, and Inclusion Education program within ODI. One example of a resource Dr. Childers highlighted was a series of 90-minute sessions designed by Sophia Antoun (an educational program specialist) that focus on a range of topics such as microaggressions students might experience from faculty and/or other students. One member of our committee noted that sometimes faculty of color are subjected to microaggressions from white students and asked if there is support for them as well. Dr. Childers indicated that these sessions can be customized. Other examples of support that Dr. Childers mentioned included support and consultation on excellence in diversity and inclusion, goal setting and planning, as well as support for faculty in the form of networking (e.g., Black Women Faculty Group housed within The Women's Place) and events.

A session customized for our committee might examine how our program revisions will impact the recruitment and retention of culturally diverse students with a focus on issues such as program policies, advising, candidacy exam structures, benchmarks/milestones, policies for families, timelines connected to funding, etc. The committee notes that ODI is a strong resource for the PhD revision process and can particularly offer training for faculty advisors as well as advice on revising the admissions process.

G. Discussion with Natasha Slesnick, Kim Lightle, and ORIC

On December 9, 2021, Dr. Natasha Slesnick and Dr. Kim Lightle met with Dr. Theodore Chao to discuss the role of ORIC, the Qual Lab, and the Quant Lab in the research component of the PhD program experience. Dr. Slesnick reiterated that ORIC's role is to support faculty research as opposed to the research opportunities for graduate students. However, the Qual Lab and Quant Lab have opened up spaces for informal learning and consultation around research methods that are highly targeted for PhD students.

In the conversation, Dr. Slesnick and Dr. Lightle raised concerns about the research training that PhD students AND faculty in T&L have undertaken. In the conversation, several ideas came forward about ways that a revised PhD program could better prepare PhD students as educational researchers. These ideas include: creating a course specifically about writing research proposal grants, creating stackable research methods mini-courses so students could learn about specific advanced methodologies (e.g., HLM, youth participatory action research) without having to devote an entire semester to one research methodology, requiring each T&L faculty member to teach a methodology course to ensure that each T&L faculty member is directly connected to current research methods, requiring PhD students to rotate for a semester in one of the research centers to help PhD students engage with other EHE students around research methodologies, and introducing more research courses in T&L for PhD students to take.

H. Materials review and discussion with Drs. Mark Hubbe & Mark Moritz, Department of Anthropology

The committee met with Drs. Mark Hubbe and Mark Moritz from the Department of Anthropology on 13 December 2021 to hear from them about their department's experience of redesigning their doctoral program. In preparation for the meeting, committee members reviewed documents provided by the Drs. Hubbe and Moritz, a 99-page report and a slideshow summary thereof (please see Appendix B: Anthropology Graduate Program Redesign Slideshow). In this meeting, Drs. Hubbe and Moritz described the goals of the redesign, the individuals and entities on campus who supported their work, and the challenges and successes they experienced. They reported that the redesign was motivated by deficiencies in the program, including lack of focus on department strengths, uneven experiences among students, lack of recognition and responsiveness to changes in student needs and interests, and outdated curriculum in relation to changes in the discipline. The committee took a backward design approach: they started by defining the goals of the re-design, then they mapped the goals to a new curriculum (with broad mapping and specific mapping phases), and they integrated comprehensive assessment tools for the different components of the program.

The goals of the new program mostly focused on adjusting coursework to better prepare students for meaningful and productive professional careers inside and outside academia. An additional goal was to streamline student progress to align with shorter commitments of financial support from the university. The goals were as follows:

1. Curriculum will build up on the department's strengths (Human Evolutionary History, Society and Environment, Biocultural Perspectives on Health).
2. Curriculum will focus more on training in research methods.
3. Curriculum will prepare students for professional careers inside and outside academia.
4. Program will reduce time to graduation, while recognizing the MA and PhD students spend substantial time in the field. [The revised program aims to fund 100% of the graduate students for at least 5 years, through GA appointments.]
5. Program will meet NAS graduate STEM education recommendations.

6. All students will be financially supported through fellowships and TA positions.
7. Cohorts will be smaller in order to financially support all students (and follow the right-sizing guidelines of the college).

The curricular revisions were based on a *detailed* assessment plan that was structured around the curricular goals, learning outcomes, and proficiency levels that were used to guide the design and revision of coursework and activities in the new program. For more details, please see Appendix C: Anthropology Curriculum Map.

Drs. Hubbe and Moritz stressed that the process was necessarily a long one (3 years of design and faculty input, plus an additional year to receive necessary approvals at all levels) and that regular communication with the faculty as a whole was important. During their process, they consulted with staff at the Drake Institute of Teaching and Learning, who were helpful in helping them develop a cohesive curriculum that aligned with desired learning outcomes. The first cohort of students in the new program will arrive in Autumn 2022.

I. Discussion with Dr. Larry Hurtubise, Drake Institute for Teaching and Learning

On November 18, Dr. Larry Hurtubise, curriculum and instructional specialist for the Drake Institute for Teaching and Learning, and Dr. Theodore Chao met to discuss ways that the Drake Institute for Teaching and Learning could help with the PhD Revision process. In this conversation, Dr. Hurtubise shared that the newly constituted Drake Institute for Teaching and Learning has two programs: The Course Redesign Institute and the Curriculum Revision program that would fit the needs of this process. They also talked about trends happening in other programs across the OSU campus, particularly the popularity of interdisciplinary and cross-departmental certificates. Dr. Hurtubise shared some insights about aspects of successful PhD programs, such as mechanisms for students to self-evaluate their progress, mechanisms for students to also drive and customize their learning, opportunities for students to “try on” different professional identities, and making sure to design the PhD program around aspects of justice. Dr. Hurtubise also shared about the Curriculum Redesign process within the Drake Institute for Teaching and Learning that uses a backward-design approach to help map out and design a curriculum based upon curriculum goals, identity formation, expected learning outcomes, and program evaluation. Dr. Hurtubise also shared about the current popularity of stackable programs for students, which allow more personal customization for students, and progressive assessment certificates, which allow students to engage in small and iterative assessment of their own progress.

Dr. Hurtubise ended with several recommendations. First, that the committee engage in targeted focus groups with current students, alumni, potential employers, and representatives from other peer institutions as to what is working and what is not working in our PhD program. Second, that the PhD program should be built for rapid changes, so that curriculum design updates can be implemented immediately, and flexibility for the various graduate students and faculty members to engage in the PhD program in the ways they want. Finally, Dr. Hurtubise shared with the committee several resources: 1) Faculty directly involved in instructional or curriculum design will get compensation from OSU

for this design work, 2) The ways the Drake Institute can help with programmatic assessment of the PhD program, 3) The Educating the Professors resources to better help faculty members learn about how to support their doctoral students, and 4) The use of [fishbone diagram](#) to organize and analyze the causes of problems within the PhD program. Dr. Chao then invited Dr. Hurtubise to speak directly to the committee on January 14.

At this January 14th meeting, Dr. Hurtubise presented more of what the Drake Institute for Teaching and Learning could do to support this T&L PhD Redesign process, answering questions about the Drake Institute's role in curriculum and program design across the university. Dr. Hurtubise shared about the Drake Institute's Curriculum and Instruction redesign resources, including the Programmatic Course Design Institute, which was in revision itself. Dr. Hurtubise shared that, once this resource is finalized in the Spring of 2022, it can serve as a step-by-step guide to help redesign the PhD program. Dr. Hurtubise also shared that a true curriculum redesign process takes 2 to 3 years of work, suggesting that the focus for this committee might be generating a program sheet, with subcommittees formed in the second year to work on other aspects. Finally, Dr. Hurtubise shared about how stackable certificates/badges/modules are popular among students because they allow students to gain expertise around specific foci, student autonomy, and modularity within a single PhD program. The meeting between Dr. Hurtubise and the committee ended with discussions questioning how certificates might or might not be helpful for graduating students on the job market, how certificates at OSU need to be 12 credit hours, and possible certificates might focus on specializations such as qualitative research or teacher education.

J. Meetings with ODEE about Design Research Focus Groups for External Data Gathering

On December 15, Scott Sheeler, Jessica Phillips, and Cory Tressler of ODEE met with Dr. Theodore Chao to discuss how the new ODEE Design Lab could help with gathering information about the PhD program from a student design perspective. Various resources that ODEE could provide were mentioned, including an instructional designer to help with online instruction. The conversation covered multiple aspects of the PhD program and coalesced around an idea of design-centered focus groups involving the various stakeholders of the PhD program, namely current, past, and non-graduated students.

In a follow up meeting on January 14, 2022, Scott Sheeler and Jessica Phillips from the ODEE Design Lab spoke at length about resources available to support the PhD redesign process at no cost. These resources include the ODEE Design Lab, a physical space located in the COhatch coworking space on North High Street across from the Barnes & Noble bookstore. The ODEE Design Lab offered to support or facilitate a design thinking and collaboration focus group that might work towards a deliverable (e.g., PhD program sheet) involving 5-8 people. The ODEE process starts with a big question to guide design and engaging in an immersive design experience (e.g., 1 full day or 2 half days). This focus group could help us focus on the ideal student experience for our program by including current or former students in the redesign process. After this meeting, Dr. Chao

presented this information to the committee, who decided to pursue these focus groups by ODEE.

In April, the committee solicited several current, former, and non-graduated PhD students and staff members representing multiple identities (e.g., first generation student, member of an oppressed group, family or elder caretaker). On April 26 and April 29, the ODEE Digital Lab engaged with a group of 5 people for a student-centered design experience, to not just learn about how they think about, position, and understand the role of the PhD program, but also how they would engage in designing a PhD program based on their own experiences.

After these meetings on April 26 and 29, Jessica Philips and Scott Sheeler shared that the major feedback for designing a T&L PhD program included the following 3 points. The full report is listed in Appendix E:

- The program can be better at supporting/preparing students.
- The program can improve on making sure all students know what is expected of them and their pathway.
- The program can better emphasize empathy from all faculty and staff for students going through this challenging journey.

K. Input from the T&L Diversity and Equity Committee

On February 11, 2022, the committee met with Dr. Arnulfo Perez, chair of the Diversity and Equity Committee (DECo), to review suggestions that committee had for revisioning the PhD. Dr. Perez shared that DECo has advocated for a space for BIPOC students to gather and collaborate. DECo views the importance of such a space for our BIPOC students to feel welcomed and supported and aligns with the “retaining” portion of its mission. To retain faculty, students, and staff, DECo feels strongly that there be a space devoted to helping students feel supported and sustained in our department. Study/writing hours, guest speakers, listening sessions, and other events centering BIPOC student experiences would have a space to gather. This request, initially approved by the T&L administration, was denied and has further galvanized the lack of support for students feeling disenfranchised by our structures. In addition, based on the feedback from the advising survey, first-generation college students need more supportive guidance while navigating their PhD, specifically assistance in navigating programming structures. Dr. Timothy San Pedro, who is a member on both the DECo and PhD Revisioning Committees, shared the importance of creating opportunities for students further along in their programming to share their experiences in the different stages of their PhD journey.

L. Review of other PhD programs

Committee members collected and reviewed information about other PhD programs, both those at OSU and at other universities. From what was reviewed, most OSU PhD programs require a minimum of 5 years to complete. Programs typically require a *research-based* master's degree, include completing this degree enroute to the PhD, or have additional research requirements of those entering with a professional graduate

degree that does not include research preparation (e.g., see OSU Department of Speech and Hearing Science). The committee noted that many T&L PhD students enter with a pedagogically focused/professional master's degree that does not include strong research preparation. Other programs often included research and professional experiences beyond coursework, to prepare graduates for their future careers. These included but were not limited to:

- immersive research experiences throughout all years of the program,
- teaching and advising preparation (e.g., mentored university teaching experiences, workshops),
- manuscript preparation, presentation preparation and conference attendance,
- research ethics,
- grant and proposal preparation,
- reviewing,
- program brown bag/colloquia series participation.

Some programs have moved to portfolio- or performance-based candidacy examinations and 3-paper dissertations.

M. Review of EHE Student Experiences report

Committee members reviewed the EHE Student Experiences report. We noted four particular aspects of the report that connect to the committee's work. The first area concerned curriculum. We noted the recommendation to increase "high-impact experiences" including opportunities to present at conferences and engage in scholarly publication. We also noted the need to increase professional experiences that prepare students for their future careers and otherwise better connect the curriculum to desired learning and professional/career outcomes. Greater specificity and depth in coursework is also desirable, as are more opportunities for students to engage with faculty research and equitable opportunities around scholarly publication. T&L was indicated as having doctoral students with the highest credit hours; we believe this may be due, in part, to the heterogeneity of backgrounds and needs of our entering students (e.g., pedagogical/professional rather than research-based master's degree as noted above) as well as the types of methodologies in which students engage for their dissertations, which often require more than 2 semesters of dissertation hours. Second, we noted the attention needed to ensure that programs are meeting the needs of students of color and first-generation students; these groups of students are currently more likely to leave their programs or not graduate. T&L could also do a better job in recruiting, supporting, and retaining these students. Third, we noted the recommendations related to recruitment and enrollment in general. As indicated, efforts are needed to increase graduate enrollment. To address this, the college and department need to engage in recruitment activities and align recruitment, admissions, and matriculation efforts, which might also require attention to graduate student funding options and timeline.

N. Listening session with faculty, students, and staff

The committee shared a draft of this report and accompanying recommendations with faculty, students, and staff who attended a listening session on May 5, 2022. The listening

session involved three breakout groups: (1) students, (2) staff and faculty), and (3) faculty. The committee incorporated feedback from this session into the recommendations below. Additional points from each breakout group at the listening session included the following:

Breakout group 1

- Students want better transparency in how decisions are made, specifically in relation to the following: (1) How advisors and advisees are paired and (2) How GTA positions are filled (qualifications, requirements, etc.).
- Funding decisions feel delayed. A more expedited process for sharing funding decisions is needed. There was strong agreement on need for fifth year funding for students.
- Students want more access to and clarity about research opportunities. This includes clarification around requirements for these opportunities (e.g., research apprenticeships, such that these experiences are more consistent) and how decisions are made regarding research opportunities (connected to first bulleted point on transparency). Students also want more opportunity to work on projects not tied specifically to courses.
- There was strong support for Prosem as a required course and within the first year.
- Students want opportunities to work with qualitative research software (include in course design and outcome).
- Students commented on the need for community, in terms of more concerted efforts to create spaces for students to share and reflect upon their entry into academia (focused and guided reflexive sessions with strategies to thrive). Structured peer mentoring could provide opportunities to connect with colleagues who are at different stages of their academic trajectories.
- Additional support could be provided through structured advising with professors outside of students' department (i.e. "Auntie" or "Uncle" advising that provides perspectives outside of the department).
- Students do not feel safe in advocating for themselves and their needs for fear of retaliation from advisor and/or instructor. They would like support for student self-advocacy.

Breakout group 2

- One main theme concerned the marketability of graduates, different student profiles/supports. Our goal is to prepare students to be strong candidates for the jobs they want. This entails awareness of and responsiveness to variation across students in terms of professional goals and pre-program experiences. Students' goals may change over time (e.g. which type of job, which country). It may be helpful to think about there being different student profiles and correspondingly different supports during doctoral study. For example, some students come to us without US classroom teaching experience, which they may need to be eligible for many jobs. They need support in finding ways to get that experience. Additionally, some students come without prior research training and experience (e.g. students with pedagogically oriented Masters

degrees). They need more support as they develop familiarity and facility with research than do students with prior research experience. Some ideas for supporting K12 teaching experience were discussed:

- Developing a teaching certificate like <https://citl.illinois.edu/citl-101/teaching-learning/teaching-certificates>)
- Creating a FEEP-like course for PhD students
- A second main theme concerned students' preparation for educational research. The PhD is a research degree, so students need to be well trained and supported in research, regardless of their career plans. Students who plan to do school-based research may need support in building research relationships with schools and teachers. Students benefit when research methodology courses are taught by faculty with deep expertise and experience in the methodology/ies and in the teaching thereof. This should be our first consideration in allocating courses.
- A third main theme concerned program requirements that may foster community and professional development. The addition of the ProSem as a core course was universally supported and seen as an opportunity to foster a cohort as a supportive community. Reinstating the Residency (as an option, not a requirement) may help part-time students develop a research mindset.
- Academic Services is very keen to support these efforts, and they need help in the form of accurate information from faculty/programs (e.g. up to date curriculum sheets, calendar of course offerings over multiple years).
- We need a clear, public system for informing students of funding opportunities .
- Summer offerings are a good idea and often requested by in-service teachers and international students.

Breakout group 3

- As we think of what we want students to be able to do at the end of a program, how do we think about that across sections? Articulation of these goals is important in that it will inform the work we do.
- Articulating how we conceptualize the PhD, broadly, and how the program can serve this conceptualization may also be important.
- The difference between the EdD and PhD will need to be clear. Will these programs compete with one another?
- The EHE mission statement should inform our revisions to the PhD program (e.g., a core course that aligns with our focus on Equity and Diversity).
- Some of the experiences that we want students to have may be outside of coursework (e.g., teaching college courses, publishing with faculty).
- Faculty need support and ongoing professional development on how to be advisors.
- We should be transparent about providing 4 years of funding—even though the PhD could take 4-5 years.

V. Recommendations

A. Building Community

- [Short term] Create a T&L student association for doctoral students or graduate students more generally. Provide a physical space for this student association/for all students (including those who are part-time and non-traditional) to gather and engage in professional conversations.
- [Long term] Consult the T&L student association in departmental decision making.
- [Short term] Create a culture in which student accomplishments are highlighted and celebrated (e.g., events celebrating student accomplishments, public presentations at the start of dissertation defenses, announcing students who have achieved milestones or other accomplishments, practice job talks).
- [Long term] In conjunction with the T&L student organization, offer regular opportunities for students to connect and engage within the department. This might include social and wellness activities as well as professional activities (e.g., special workshops on topics of interest to students, funded guest speakers who focus on navigating the higher education process, writing groups, opportunities to hear from students who have recently completed candidacy exam/dissertation). Consider regularly hosting a beginning-of-semester/year welcome event and end-of-semester/year celebration.
- [Short term] Revise the T&L orientation to be more supportive of students. Involve the Grad Studies Committee, DECo, and (if created) T&L doctoral student organization in planning and executing the orientation as appropriate. Invite current students to share their experiences in the program during orientation for a more authentic and genuine question and answering session.
- [Long term] Leverage required coursework to build student cohorts and community. Sequence and offer core courses (T&L and/or section/specialization) such that students enroll with their cohort, including those who are part-time students.
- [Long term] Create funded and informed support structures for peer mentoring among doctoral students and outside mentoring of doctoral students (e.g., students, faculty outside the department).
- [Short term] Host or provide access to “onboarding” events or opportunities to help students, particularly those who are international or from out-of-state, learn about campus life and OSU culture (e.g., logistics about navigating campus, Columbus, and Ohio; U.S. K-12 culture)

B. Curriculum – Coursework

- [Short and long term] Designate a faculty group to work with the Drake Institute of Teaching and Learning in 2022-2023 to engage in their programmatic course design institute to identify key learning outcomes and redesign the curriculum, including coursework, curriculum sheets, and program sheets, accordingly. Consider candidacy exam options/expectations and desired professional experiences during this work (see specific recommendations below), to build a comprehensive curriculum for students. A potential program sheet that reflects

curriculum recommendations (coursework and professional experiences) is included in Appendix D.

- Discuss methodological issues as these apply to our department and how we can enhance methodological preparation
 - Include introductory coursework in both qualitative and quantitative methodologies (from logic to design and not just focusing on analyses), such as through a logic of inquiry core course
 - Provide suggestions of courses and a required minimum credit hours for in-depth methodological coursework but leave fulfillment of methodological requirements open to accommodate student interests and needs
 - Consider adding experience with relevant software/tools (e.g., Nvivo) to qualitative courses
- Revise T&L core courses to include (1) ProSem, (2) a course aligned with T&L's mission and focus on equity, diversity, and inclusion (similar to 8015), and (3) a logic of inquiry course that serves as an introduction to various qualitative and quantitative methods, epistemologies, and research paradigms
 - Consider how core courses can be used to develop skills/understandings that apply across specializations (knowledge of hidden curriculum, writing, literature search and synthesis, critical evaluation) and build towards the candidacy exam
- Cap the number of credit hours that can be required by sections/specializations for purposes of equity
- Consider offering spotlight courses that highlight faculty expertise and offer opportunities for students to build their cognates/specializations
 - Sections could offer these on a rotating basis (e.g., each section offers 1 per semester, rotating among faculty) to ensure enrollment
 - Enrollment draws from across sections (e.g., replace breadth requirement)
 - Could serve the function of elective courses
- Consider embedding theory coursework into section/specialization requirements to afford alignment between theory/scholarship
- Given that the purpose of a PhD program is to develop deep expertise, include opportunities for students to take coursework that deepens their knowledge relative to their scholarly and methodological foci
- Reevaluate 2-semester courses and how those do/do not serve our students
- Consider how the curriculum functions for those students who do and do not enter with a research-based master's degree
- [Short term] Create and publicly share a “roadmap” to degree completion within 4 or 5 years that indicates the milestones to be completed from program start through graduation. Include typical time markers but allow for flexibility in the timeline in which milestones are reached (e.g., some students will complete candidacy at the end of year 2, others may not complete coursework and thus candidacy until year 3).

- [Short term] Create and publicly share a master calendar indicating which courses are offered when across all sections plus courses in which T&L students commonly enroll (e.g., QREM, qual courses in other departments) to minimize overlap/conflicts
- [Short term] Revisit PhD course scheduling and enrollment
 - Consider whether to increase summer offerings of PhD courses and, if so, how to account for these within faculty course load
 - Consider alternative/innovative course schedules/arrangements (e.g., 4- and 8-week sessions) that may serve student and program needs.
 - Consider offering courses on an every-other year schedule to maximize enrollment/prevent cancellation and encourage cross-cohort community
 - Cap core course enrollment for PHD core courses such that these are not huge/students have individualized experiences
 - Offer all core courses (T&L and section core courses) within a 2-year period such that students can complete coursework within 2 years (and degree within 4 years) if they so choose
 - Revisit conversations around residency requirements and support/funding structures for a year of residency, particularly in positioning the PhD program differently from the EdD program
- [Long term] Consider opportunities for co-taught courses, perhaps with 2 faculty or a faculty member/graduate student. In doing so, revisit how courses were formerly co-taught and how this did or did not meet student and faculty needs.

C. Curriculum – Professional Experiences

- [Short-term] Introduce students to citation management software, literature searching, and other key skills systematically and early in the PhD program (e.g., these could be integrated into ProSem, offered through events/other opportunities).
- [Short term] Provide information, resources, and supports related the job search – for both jobs within and external to the academy. These can be integrated in ProSem and other coursework as appropriate and also supported through events/opportunities noted within the Building Community section.
- [Long term] Integrate expectations/options for professional experiences into an advising-goal setting-annual review process that features concrete annual goals related to professionalism and allows for individualization. Professional experiences might include those undertaken for course credit (e.g., research apprenticeship, grant writing course) as well as other experiences (e.g., teaching a course outside of OSU, professional development workshops, completing a certification). Expectations for professional experiences should align with curriculum redesign as noted above and be integrated as a specific section on the T&L program sheet (see Appendix D).
- [Long term] Embed research experiences into all years of the program such that all students have opportunities to learn about and engage in the research process prior to dissertation phase (e.g., see Appendix C for example).

- Clarify and advertise options for students to engage in these experiences (e.g., research apprenticeship, writing opportunities, independent research opportunities)
- Consider how to provide these essential experiences for students while also not adding substantial student cost and ensuring compliance with Graduate School policies around GA appointments. This may include revisiting how EHE currently interprets the “volunteer GA” rule and providing guidance as to how students can be involved in research experiences when not serving as a GRA. Offering research apprenticeships at 0 or 1 credit hours may also be an option.
- Consider how research experiences might be integrated into required coursework and support candidacy exam completion. For example, students might engage in a second-year research project and/or include an EHE Research Forum proposal/presentation as part of a portfolio candidacy exam.
- [Long term] Ensure that research, supervision, and teaching experiences are equitable and diversified among students (e.g., students have experiences across these areas and/or multiple courses and do not teach only 1 course throughout program)
 - Increase transparency in the GA assignment processes
 - Think about how GTA assignments align with students’ expertise/needs/interests/preparation
 - Consider how this might align with a cohort model (progressing through a series of classes to take/teach as they move through their program)
- [Long term] Improve GTA supports and training in university-level teaching (orientation, preparation to teach undergrads, opportunities to shadow or audit courses before teaching those courses, a course about teacher education, teaching apprenticeship option)

D. Curriculum – Candidacy Exams and Dissertation

- [Short term] Ensure that candidacy exam, dissertation proposal, and dissertation expectations and options are clear in appropriate documentation (e.g., T&L Graduate Student Handbook) such these can be applied equitably.
- [Short term] Consider ways for students to share (and celebrate) dissertation work with their peers (e.g., open dissertation presentation, practice job talks). This aligns with recommendations under Building Community.
- [Short-term] Consider strategies that can provide community and support to students who are in dissertation phase (e.g., dissertation writing group, coursework such as the SP22 8890 course – Advanced Qualitative Methods)
- [Short and long term] Consider the purpose and process of the candidacy exam in conjunction with curriculum redesign, in terms of how this can be better aligned with pre-candidacy requirements, coursework, and experiences and/or the latter can incorporate aspects that build towards successfully completing the exam.
- [Long term] Consider less traditional formats for these milestones that might more closely connect with students’ research and career goals.

- Consider portfolio/project-based exams that are student-centered and connected to students' research (e.g., evidence of research activity such as presentation, manuscript, proposal; literature synthesis that culminates in a research question that could be addressed in a dissertation)
- Consider both traditional and alternative (e.g., 3 paper) dissertation formats
- [Long-term] Reconsider structures that may mislead students' thinking about dissertation data and timeline and encourage students to think about course projects as pilot data towards dissertation (but not necessarily a full dissertation dataset)

E. Advising, Assessment, and Annual Reviews

- [Short term] Make sure advisors meet with advisees regularly and have conversations with students about their backgrounds/goals, shared expectations around advising relationship, potential timeline(s), and options for completing the PhD program.
- [Short term] Ensure that options for changing advisors is clear to students and faculty.
- [Long term] Ensure that department policies, procedures, timelines, and documentation are publicly posted for students, staff, and faculty so that information is consistent and equitably shared with advisors/advisees.
- [Long term] Create an annual review process that affords ongoing assessment, aligns with program expectations, and supports advising that provides individualized support to students.
 - Shift the annual review process to one of formative assessment with concrete goals that are set jointly by advisor and advisee to meet the individual student's program and career goals (ongoing advising-goal setting-annual review cycle, similar to how Individual Development Plans are used to identify students' areas of strength, areas for improvement, and short- and long-term goals)
 - Ensure that the annual review aligns with program requirements and expectations and includes progress in coursework and other professional experiences related to research, teaching, and service
 - Consider using the annual review as a way to help students prepare for the job search (e.g., submit CV and drafts of research statement, diversity statement, teaching statement/portfolio)
 - Consider how the goal setting-annual review process can be used to shape and support high-quality advising practices (e.g., requirements to engage in annual goal setting and coaching/review meetings with the student, examples of goals and/or professional experiences to consider, prompts to ask about career goals)
- [Long term] Create shared norms and expectations for advising that are supported by the department
 - Creating a shared norm about the relationality of advising, recognizing that advising requires multiple faculty members working in unison
 - Create benchmarks/minimum standards for advising

- Consider a handbook for advisors, or a section in a faculty handbook, with expectations, support materials, and information/links (how to write exam questions)
- Clarify how advising plays into faculty annual reviews
- Engage in advising best practices/training as a department (e.g., annually at a faculty meeting)
- Create a structure to quantify responsibilities & time connected to advising, so faculty are fairly compensated for the advising they do
- Foster culture of multi-mentoring so that faculty can learn from each other and so that students can hear multiple perspectives
- Create and support vertical and horizontal advising structures
- Think creatively about how to support faculty to be good advisors

F. Recruitment and Admissions

- [Short term] Generate a process and timeline for admissions that maximizes our ability to nominate for university and other fellowships and competitiveness to recruit top applicants.
- [Short term] Clarify the distinctions among the PhD (research doctoral degree), EdD (professional doctoral degree), and EdS (professional degree) programs in recruitment materials, department materials (e.g., Handbook), and website content to ensure that prospective students are aware of the expectations and apply to the program that best fits their goals.
- [Short term] Adjust PhD application to ask for information about applicants' research/scholarly interests and career goals.
- [Long term] Develop an active recruitment plan at the department level. Recruit at relevant conferences/professional meetings and from local communities. Consider how campus visit days (pre-application and/or post-acceptance) might increase recruitment and matriculation; these visits might include opportunities to interview with faculty.
- [Long term] Building relationship with website creators/managers to connect with department goals, faculty expertise, student experiences and testimonials, and department culture as the website is the first point of contact for recruitment and requires a "marketing" design approach. Faculty do not have time or expertise to update their profiles, recommend yearly check-ins initiated by EHE Distance Education and Learning Design to update these profiles

G. Funding and Other Student Supports

- [Short-term] Recognize that we serve multiple populations of students, including those who are continuing their full-time careers while pursuing their PhD, those who are funded via Fulbright Scholarships or other external fellowships, and those who are pursuing their PhD without income or other financial support, and gather data about these student populations, their credit hour and time to degree completion, and their funding needs
- [Short term] Increase transparency to students that the PhD Program is 4- to 5- (full time) years to completion, but T&L only has a 4-year funding guarantee

- [Short-term] Systematically promote opportunities outside of T&L that provide student funding (e.g., campus GAs, fellowships), especially for a 5th year
- [Short-term] Create a four-year funding plan for incoming students, similar to what funded students in Educational Studies encounter
- [Short-term] Offer funding packages to incoming students ahead of April 1, to increase recruitment efforts and competitiveness
- [Long-term] Offer multiyear funding packages upon admission that align with section/Department GTA/GRA availability, include an array of GTA and/or GRA experiences that align with students' expertise/scholarship, clearly communicates the number of years of guaranteed funding, and also notes the typical time to degree (which may vary for different student populations).
- [Long term] Offer single-year funding opportunities for those students who have not needed multiyear funding but wish to undertake a residency year.
- [Long term] Develop processes to support students in obtaining their own funding (e.g., fellowship and grant applications, external funding), with particular attention to supporting BIPOC students
- [Long term] Secure additional funding to specifically support BIPOC students
- [Long term] Review the T&L Graduate Student Handbook to be more student centered, reflect curriculum and other program changes, and ensure working hyperlinks. Consider having a handbook for PhD students separate from that of MA or EdS students.

VI. Timeline

Over the past 6.5 months, the committee focused on information and data gathering, listening, collating university resources, and developing recommendations for the short- and long-term. This report represents the culmination of these 2021-2022 activities.

Immediate next steps include identifying how to act upon recommendations. This includes identifying a faculty workgroup to engage in curriculum development with the Drake Institute and other standing or ad hoc committees to address other recommendations. The proposed timeline follows:

2021-2022: PhD ReDesign Committee engages in listening and information/data gathering, collating university resources, developing short- and long-term goals, and creates report.

2022-2023: Faculty workgroup engages with the Drake Institute in 2022-2023 to engage in their programmatic course design institute to redesign curriculum in accordance with the recommendations above. Deliverables include revised program and curriculum sheets along with completed paperwork for proposed revisions. Additionally, standing (e.g., Graduate Studies Committee, Diversity and Equity Committee) or ad hoc committees work towards implementing other key recommendations.

2023-2024: Put forward proposal and seek approvals of revised PhD program from T&L Faculty, T&L GSC, EHE's College Curriculum Council, Faculty Council ad hoc committee, and Academic Affairs.

Appendix A Current T&L PhD Student Experience

		Major activities	Programmatic things to do	Extracurricular things to do
	Year 1	AU semester Coursework (9-12 credit hrs)	<ul style="list-style-type: none"> Work with advisor to find research site(s) 	<ul style="list-style-type: none"> What are the major conferences and journals in your field?
		SP semester Coursework (9-12 credit hrs) Pilot study (could have IRB)	<ul style="list-style-type: none"> Submit an IRB for pilot study If possible, begin to collect pilot data 	<ul style="list-style-type: none"> When are the conference deadlines? Begin analysis of pilot data <p>Requires student to build research relationships, have research idea, and enough methodological understanding very first semester</p>
		SU		
	Year 2	AU semester Coursework (9-12 credit hrs) Pilot study (could have IRB)	<ul style="list-style-type: none"> Put together committee First committee meeting (goal: what courses are still needed?) 	<ul style="list-style-type: none"> Continue analysis of pilot data Submit proposals to conferences (from pilot data and course work)
		SP semester Coursework (9-12 credit hrs) Exam preparation IRB	<ul style="list-style-type: none"> Second committee meeting (goal: question domains) IRB for dissertation study 	<ul style="list-style-type: none"> Begin to attend conferences in your field <p>Students have generally only met a few faculty before needing to form committee and have a good sense of which faculty may fit with their intended scholarship/needs</p>
		SU Exams (3 credit hrs)	<ul style="list-style-type: none"> Write exams over summer 	<ul style="list-style-type: none"> Need enough substantive and methodological expertise to determine dissertation idea <p>IRB after 1.5 semesters in program</p>
	Year 3	AU semester Defend exams (3 credit hrs) Prospectus Data collection	<ul style="list-style-type: none"> Oral exams early in semester Prospectus Prospectus meeting (as early in the semester as possible) Begin collecting data 	<ul style="list-style-type: none"> Continue submitting conference proposals out of pilot data and course work Work to turn a course paper or paper from pilot data into a submitted manuscript
		SP semester Dissertation (3 credit hrs) Data collection Analysis	<ul style="list-style-type: none"> Finish data collection Analysis <p>Would need to apply for dissertation fellowships this semester but often need more time to fully develop proposal</p>	<ul style="list-style-type: none"> Summer: prepare job search materials <p>On job market and need to have research statement/talk but have just started data collection</p>
		SU Dissertation (3 credit hrs) Analysis and Writing	<ul style="list-style-type: none"> ANALYZE and begin drafting 	<p>Limited time/opportunities to engage in professional activities (e.g., writing manuscripts with mentors, improve university teaching, engage in mentored research)</p>
	Year 4	AU semester Dissertation (3 credit hrs) Writing up	<ul style="list-style-type: none"> Analysis and writing Chapter drafts for feedback 	<ul style="list-style-type: none"> Continue submitting conference proposals (perhaps now out of dissertation data)
		SP semester Campus visits Dissertation defense (3 credit hrs)	<ul style="list-style-type: none"> By mid-Jan- have full draft of diss to advisor By Mid Feb- have draft to committee 	<ul style="list-style-type: none"> Apply for jobs Compose job talk Interviews Campus visits

Minimal time for committee to influence

Courses not offered annually so cancellations affect ability to complete coursework

Limited time to gain in-depth methodological expertise or to explore the field before specializing

courses offered annually so cancellations affect ability to complete coursework

to gain in-depth methodological expertise or to explore the field before specializing

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			<ul style="list-style-type: none"> • By Mid-March- have dissertation defense • By Mid-April- complete revisions and submit to grad school 	<ul style="list-style-type: none"> • Find housing
		54-66 credit hrs total (min 50 + 30 transferred from master's)	Any delay in any of these steps (from students, faculty, external) throws off this schedule	

*In the spirit of starting the conversation about solutions, the committee began drafting an alternative PhD Student Experience chart. Given the need to identify program end-goals and backward-map the curriculum, it was challenging to identify specific components or visualize the new student experience. We can share the incomplete draft if that is helpful.

Appendix B
Anthropology Graduate Program Redesign Slideshow

This powerpoint deck provides overview of the process and products of the Anthropology Graduate Program Redesign:

<https://buckeyemailosu.sharepoint.com/:p:/s/PhDRevisionsAdHocCommittee/EXQyU7QyvNtMq97cskK35e8BUynn5BpBVISF8yq5z3vNAg?e=UuY2M7>

Appendix C Anthropology Curriculum Map

	A	B	C	U	V	W	X	Y	Z	AA	AB	AC	
				peer	Teaching faculty review	Annual report Y1	Annual report Y2	Annual report Y3	Annual report Y4	Annual report Y5	TOTAL "B"	TOTAL "I"	TOTAL "A"
1													
16		D2 Orally present anthropological contribution of their research to academic audience	B1, B2, I, A					A	A	A	2	1	4
17		D3 Explain anthropological contribution of their research to broader audience	B, I, A					A	A	A	1	1	4
18		E1 Teach with attention to inclusion of multiple perspectives and demographics.	B1, B2, I, A	I, A	B1, B2, I, A						8	4	4
19		E2 Incorporate scholarship of teaching and learning into practice of teaching.	B1, B2, I, A1, A2	A1, A2	B1, B2, I, A1, A2						8	4	8
20		E3 Develop a teaching portfolio.	B, I1, I2, A								2	2	2
21		F1 Plan a career	B, I1, I2, A			B, I1	B, I1	B, I1	B, I1	B, I1	5	16	11
22		F2 Develop a publication record	B, I, A1, A2					A1	A1	A1	1	1	4
23		F3 Develop a grant application record	B, I, A1, A2, A3					A2	A2		2	2	8
24		F4 Develop a teaching record	B, I, A1, A2	A2	B, I, A1						4	4	6
25		F5 Establish professional collaborations and networks	B, I, A			I, A	I, A	I, A	I, A	I, A	2	7	7
26			TOTAL "B"		5	1	1	1	1	1			
27			TOTAL "I"		3	2	2	2	2	2			
28			TOTAL "A"		4	1	1	6	6	5			
29											123	107	139

A more detailed curriculum map is provided via this link:

https://buckeyemailosu.sharepoint.com/:x:/s/PhDRevisionsAdHocCommittee/EX65xpBwFZPo_WFgSCuROsB147bxJc8zce9sWbqoS6A?e=cNqVg4

**Appendix D
Potential Program Sheet**

T&L Core (address T&L mission, competencies that apply across sections including candidacy exam preparation; 9 credit hrs)

Professional seminar (orientation to doctoral study, hidden curriculum)	3
Logics of inquiry (integrates research design, epistemology, survey of quant/qual methods)	3
T&L mission; equity & diversity (akin to current 8015)	3

Section/Specialization Core (integrates theory; 4 courses max, 1 per semester over 2 years; 12 credit hrs)

	3
	3
	3
	3

Methodology Specialization (courses to develop deep methodological expertise; 6 credit min – no max)

	3
	3

Scholarly Focus (spotlight and other courses to develop deep substantive expertise; may include ind study and courses outside T&L; 9 credit min)

	3
	3
	3

Professional Experiences (at least 1 professional experience per semester as aligned with individual program and career goals; min of 6 credit hrs of research apprenticeship; other experiences may or may not be for credit hours and can include but are not limited to GRA/GTA experiences, workshops, certifications, events, self-paced learning toward a specific skill)

Year 1		
Year 2		
Year 3		

Year 4		
Year 5		

Candidacy Exam

Candidacy	3
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Dissertation (6 credit hrs min – no max)

	3
	3

= 51 credits min; students likely to exceed this depending on need for coursework to develop substantive and methodological foci plus professional experiences

Appendix E

I. T&L PhD Design Lab Findings

Design Session Findings from the Design Lab of April 2022

The first part of this document synthesizes the themes of the responses from lab participants through an exercise called “A Day in the Life”. The participants openly shared their experiences based on questions from the Design Lab staff. The section on the Current State includes themes, main ideas, and testimonials about what the participants experienced. The section, Future State: Kraig’s Story, is a fictional story of what the experiences could be for future students.

The second part of this document further considers the “Design Implications” this Design Lab has shown through the openness of the lab participants. Included are sections of Strengths to Maintain, Opportunities to Enhance, Ideas to Pilot and Further Considerations, which could be helpful for those working on the redesign process.

A. Part 1: “A Day in the Life”

1. Current State: Common themes

After speaking to the lab participants about their experiences in the program, Design Lab staff organized common themes as well as main ideas and with participant testimonials.

1. Instructional Expectations and Experiences

- a. Gaps in preparedness and expectations for workload, research reading, writing at PhD level, courses paper that help developing work into formal publication opportunities
 - i. *At one point when I was struggling, I was told by professor, “We thought you could do this, guess you weren’t ready.” I was crushed. I’d always been successful before and I wasn’t prepared with how to be successful.*
 - ii. *The way to build academic writing skills is to be involved in the publication process. Even though the course explains how to publish writings, if you don’t do it, you won’t learn. I was fortunate to get to write into a publication process, and I learned so much.*
 - iii. *I didn’t gain my first publication or meaningful writing publication until I was collaborating with another student at another university.*

- b. Positive experiences were in courses that scaffolded a large project step by step
 - i. Ethnography series
 - ii. Discourse Analysis series
 - iii. Theorizing Teaching and Learning (Dr. Blackburn)
- c. Gaps in equal representation across PhD strands in core courses, creating disconnect in content and readings that felt irrelevant and lacking in meaning
 - i. Example: Core courses are heavily taught by linguistics professors, leaving little STEM representation. STEM students are therefore an after-thought and often it feels like the course and course readings are not intended for them and intermittently benefit their learning.
- d. Inconsistent instructional methods across the same course lead to very different experiences and inconsistent outcomes
- e. Time-wasters – “Rehashing”, heavy reading that is never discussed or addressed in the course, assignments where the “why” or connection to the program aren’t clear, no clear value to activity
 - i. *The most valuable assignments/activities are best if you understand the meaningfulness and there's a tangible connection. Anything that's not clearly connected to that path, feels like a waste of time.*
- f. Some readings were outdated
 - i. *Making the readings more meaningful in my life would help. In the History of Curriculum in STEM Education course, the readings only go up to 2009. There's no modern readings from 2010 to the present day. The readings aren't out-of-date, but the readings should be more modern.*
- g. Some instructors guided students with strategies for how to read research and immediately capture highlights that could be used in future writing and dissertation, “two birds with one stone”
 - i. *It was nice when a professor would be like here are all the conferences the people in your field present at, here are journals people in this field wrote, here's how to write your CV, here's where you find a good place to publish.*

2. Program Core Values & Outcomes

- a. Learning outcomes were not clear and often seemed to differ depending on the professor, even if it was the same course name and number
 - i. *Blackburn and San Pedro taught the core courses, and they were known to be the best. Other professors that teach those courses, students have a completely different experience.*
- b. Limited experience applying or seeing the connections between what’s being studied, researched, learned and the real impact in education

- i. *I wasn't offered a TA or GA spot for 2.5 years. I was assured I was going to get a position. That was a recurring theme across research ventures. At least 3 different times, I was about to quit.*
- ii. *I needed someone to teach me how to read/write intense articles/research in a PhD program. At least in 8003 or before that course. We should maximize courses that go toward specific goals of publishing.*
- c. Limited experience interacting with K-12. Some students don't have the valuable opportunity to teach and gain TA experience.
- d. No real clarity on what the program goals are, the meaningful impact, and how courses align toward those goals.

3. Administrative & Support

- a. Part-time students don't have a clear idea of their timeline to completion.
 - i. *There is a clear progression if you're full-time. I don't know how long it's going to take me to go part-time and would like to see a possible pathway for people going part-time.*
- b. Summer is the best time for practicing teachers to take courses and few are offered.
- c. Hybrid and online options being available has been helpful.
 - i. Build onto this if desiring to reach students outside of Columbus, evening courses worked for some, not all.
- d. Students don't know that Student Services are available.
 - i. *Having the relationship with student services would've helped me throughout my journey but I didn't know this resource existed.*
- e. Some resources, information, connections weren't made until long after it would have been most helpful, or information was shared too early (before they knew how meaningful it was).
 - i. *In the first semester, I met with two advisors before classes started and the questions they were asking, I didn't understand. They were asking me where I was going to publish, what conferences I was going to, and what I was here to do. It was overwhelming and I doubted myself. NOW, I understand why my advisors asked me those questions, but they were not helpful before I even started classes.*
 - ii. *I think the very first step what students need is their career path is. Starting with what career path (non-academia, academia, K12, college/industry) and provide a roadmap that happens early on during the onboarding experience to understand more deeply about the motivations goals and shape the path.*
- f. It feels lonely at times trying to find your way through the program, sometimes connections to peers on a similar track was very helpful but this happened often by accident and not by intention or plan

- i. *The STEM Ed program was a little bit lonely and there weren't a lot of people that looked like me. Recruitment invited some POC to this event I went to, but once in the program there was no diversity, I was the only one. It would have been nice if the group at the recruitment event continued to meet.*
- g. **Uncertainty around what actual career implications, career opportunities this program can have. What are people doing with this degree?**
 - i. *I've loved teaching, throughout this program was the first time I ever questioned if teaching is the right field for me. I always questioned "am I doing the right thing". People are graduating from this program not knowing what to do.*
 - ii. *I don't know jobs that are available after I graduate. What can you do with this degree?*
 - iii. *When we think about education, we think about K-12 education, but not everyone is interested in that. I came into this program interested in teaching at the collegiate level. There was never any advisement about educational studies programs, how ES can complement TL, and the classes the programs offer. TL can be limited in their offerings, and I wish I had a better awareness of other offerings.*
- h. **Lack of preparedness, gaps in experiences, missing student support resources all contributed to imposter syndrome**
 - i. *In my first semester courses, it was a lot of reading, but I wasn't prepared for the type/amount of reading. I don't know what I was prepared for. My second semester got really hard, and my professor made me feel like I couldn't do this. They told me, "Maybe you aren't ready for a Ph.D. program".*
 - ii. *I couldn't have been successful because I wasn't prepared. I didn't have the resources and support system to be prepared and to feel supported.*
- i. **GTA assignments could be more aligned with goals and experiences, or something meaningful. If they don't align, more time to prepare for that role.**
 - i. *Being assigned as a supervisor for students at schools was difficult. I didn't feel prepared for that role, and it wasn't a choice or option. It was hours away at times and it was assigned without much notice or preparation.*
- j. **Inconsistent orientation (partially due to COVID) and onboarding experiences**
 - i. *My orientation was more student-focused orientations for TAs and teaching undergrad classes, not preparing me for my PhD program.*
 - ii. *There wasn't an orientation experience when I started.*
 - iii. *I had an orientation on Zoom. I had little questions that made me feel stupid like, "How do I buy my books and know which books to buy? (the*

two numbers for books were confusing). “How do I navigate buying a parking pass?”, “How many hours am I going to be on campus, do I need to buy that?” “Which wireless Wi-Fi network do I log in to?” I felt silly asking these questions because it seemed like everyone else knew. I’m in a doctoral program, I should know how to do these things, I needed guidance for the small things.

- iv. The orientation that was recorded was a 2-hour Zoom. Weekly student newsletter e-mails from Teaching and Learning are extremely helpful with resources and spotlights on students.
- v. One student was told early on in onboarding that they would have TA assignments and be funded, only to not have that be the case. General confusion around funding altogether and missing opportunities to share funding packages earlier.
- k. Website was recently redesigned and now has no student testimonials, no Student Services, mainly focused on programs – could be so much more
 - i. *Student services is not on the website and prospective students don't know where to start. Student Services is the place to start instead of faculty/professors. Since I was already a part of the OSU community, I knew who to talk to. As an external/international student, you will not have that information.*
- l. At acceptance students weren’t sure how excited to feel – does everyone get in?
- m. International students are confused by the cultural norms in the U.S. for teaching/student engagement.

4. Research and Meaningful Experiences

- a. Faculty are overloaded with students and there are not enough research opportunities
 - i. *I'm only learning how to research from textbooks. There are research apprenticeships, but professors don't have projects that students can join.*
- b. Lack of connection to what the research will do, who it will serve, and how it will have meaningful impact in education
- c. Research seems more guided toward other academics and there is a lack of trickle down into actual K-12 practices
 - i. *As a K-12 teacher, I wasn't a fully informed teacher and then in this program, you do this research that's for other academics. When does this research trickle down for K-12? If we want to impact the people that are doing the work, and there's a disconnect between the journals that a Ph.D. would read vs. a teacher. I want to do work that can impact classrooms.*
 - ii. Example – research could be shared in more accessible ways, most K12 educators won’t read research articles

- d. Uncertainty about how to synthesize research into a format that could be more likely to have impact

2. Future State: Kraig's Story

The Digital Flagship team created a theoretical story that was based on the experiences of the participants that we talked to in the lab. This story is what students could experience in a future state.

Introduction

During Kraig's undergraduate experience at Cleveland State, he was encouraged by a professor of his to continue his education, and his professor saw his potential. Kraig was the first in his family to consider a pathway to a PhD program, but the encouragement of his professor made him do it. He had a strong desire to contribute to the field he was interested in and better himself as a lifelong learner.

Exploration and Application

Now living in Columbus with his family working full-time at Ohio State, Kraig knew he was interested in Ohio State's Science, Technology, Engineering and Mathematics Education Ph.D. program in the Teaching and Learning department. He found that it intersected with his course goals. He could see on the website that the program advertises core values centered around empathy, work/life balance, diversity and equity, and real-world impact. He could see himself being a part-time student in this program while working full-time at Ohio State. He also got to read through a student spotlight with video testimonials in the program and heard what they were doing, and what their outcomes were. Then, Kraig discovered there was a virtual meet-and-greet opportunity for prospective students, where he could interact with current students, Student Services, and advisors in the program. He signed up to take part. Kraig began the application process with the ability to provide top three choices for his GTA assignments, but had some questions about the application. He was glad he attended the meet-and-greet because he formed a point of contact from Student Services and reached out for assistance.

Acceptance and Onboarding

Because of the help Kraig received, he was able to submit his application and get accepted into the PhD program. Kraig was excited but also nervous. He received a congratulatory acceptance package e-mail with information about funding, assignment choices, and an opportunity to get together virtually with his assigned advisor and their advisees. At this meeting, his advisor told him there is a multiple modality 5-day orientation with some optional sessions throughout the day. Kraig signed up for "How to Be a Student at Ohio State", "Technical Questions/Logistics", "Managing Well-Being During a Ph.D. Program", and attended a social mixer of Ph.D. students from all disciplines. Kraig was able to form connections inside and outside of his discipline.

Start of Class

Kraig experienced a Welcome campaign, with frequent communication throughout Kraig's first year. A couple weeks before class starts, Kraig met with his assigned advisor. In his first class, people from Libraries, Career Services, Student Services, Counseling Services, and Tech Tutors

came in to provide resources and answer any questions students might still have. This initial course had representation from across Ph.D. strands and while the instructor was from linguistics, the course contained readings of professors focused on areas like STEM Education. The readings provided offered choices for students to follow a course study track that aligned with their area of focus.

Continuing Through Courses

After core courses, Kraig takes a course focused on preparing him for research. EDUTL 8003 Theorizing and Researching Teaching and Learning. He checked the syllabus and could clearly see the course goals alignment with overall program goals and the value of this course toward the future. This course is offered early in the program so that it can build Kraig's skills as the program commences. In the course, the instructor warmly welcomes the students with a pre-course video and demonstrated through course discussion and course flexibility the culture of learning and meaningful discourse. The syllabus highlights the ways that students can engage with the instructor via email and office hours, setting clear cultural expectations for that dynamic. In the course, Kraig realized that if he focused his work in a particular way, he could benefit more from the course in alignment with his longer-term goals. The instructor was flexible and let Kraig make choices about his work in the course as long as course goals were met. Additionally, the course scaffolded the students through the development of a research project step-by-step, culminating in a meaningful work that could lead to further expansion in another course, in dissertation, or publishing.

Research Experience

In Kraig's second year, he started considering whether his advisor was the right fit for him. Kraig talked to some peers in his classes about other advisors and learned another advisor's research matched his interests better. He met with his assigned advisor to discuss his options and they were extremely supportive and assisted him in the transition to the other advisor. Kraig met with his new advisor and started a research apprenticeship for the remainder of the semester. Kraig learned a lot from this hands-on experience regarding publication processes, preparing grants, and developing research methods. Kraig was able to continue to contribute to the research and assisted two different faculty members.

Ongoing Support

As a part-time student, Kraig plans for his next semester, he attends the optional monthly meetings where his advisor meets with all of their advisees and receives the specifics of the assignment he chose when he got accepted. Then, Kraig met with his advisor privately to map out his journey at Ohio State, his progress, and the timeline for completion. As Kraig goes into next semester, he begins to feel incredibly overwhelmed with coursework and family responsibilities and considers dropping out of the program. As he's looking at his course schedule in the Ohio State App, he sees an article in the For You section tailored to him that advertises Student Services and access to a Peer Coach for Ph.D. students. His Peer Coach was someone from his program and their GTAship was to be a peer coach. Kraig reaches out and receives the support from Student Services and the Peer Coach, begins regularly attending the group meetings with his advisor, and is enjoying the assignment he chose at the beginning of his journey. One of Kraig's friends who were going into their 5th year of Literature for Children and Young Adults, Doctor of Philosophy in Teaching and Learning reached out to him because they were having issues with funding in their final year. Although Kraig was a full-time employee at Ohio State and didn't need funding, Kraig learned from his advisor that Teaching and Learning is very accommodating with students and provides ample opportunities for extended funding for

students. Kraig pointed their friend in the direction of applying for dissertation fellowships and gave them contact information for Peer Coaches.

Continued Success

Kraig was able to be a TA two courses during his Ph.D. program. However, before he taught those courses, Kraig was able to audit the course to see how other professors taught the course and gain perspective of what he would do as an instructor. After many semesters of engaging classes, ample research opportunities with faculty, and valuable assignments from professors, Kraig was now in the final year of his Ph.D. program. Many of the students Kraig met in his introductory courses have already graduated, but Kraig knew he was on his own timeline and felt assured he was on track. Kraig has felt incredibly supported by his advisors, Student Services, Peer Coaches, and Career Services throughout the program. In fact, when meeting with his advisor to discuss career opportunities, his advisor presented multiple career paths for Kraig (e.g., K-12 Education, College-level instruction, research, and industry career paths outside of Ohio State). Kraig even ended up reconnecting with one the friends he met during the mixer event during orientation and found out she is also in her final year of her Ph.D. program in the College of Engineering. They navigate the final year of their respective programs together!

B. Part 2: Design Implications

After hearing the stories and experiences of the participants in the group, the Design Lab staff summarized the themes into four sections: Strengths to Maintain, Opportunities to Enhance, Ideas to Pilot and Future Considerations.

1. Strengths to Maintain

- Flexibility in assignment and study tracks, allow PhD students more opportunity to guide course discussion and activities
- Instructional approaches that scaffold student learning across the course
- Focus on course projects that can serve later in dissertation as building blocks
- Acceptance barriers at other institutions were an issue, appreciated the pathway was clearer at Ohio State
- Largely supportive instructor presence and clear investment in students by helping them make connections and see possibilities led to students enrolling and staying in the program
- Strong educational strategies in courses - students valuable to hear the thoughts of peers on readings, strategies that engage younger students in education could be applied to adults in PhD program as learners themselves

2. Opportunities to Enhance

- Students should be better prepared
 - Robust welcome campaign beginning at acceptance across (at minimum) first semester, ideally first year.

- Consistent week-long, multi-modality orientation that is offered every semester and offers sessions based on students' needs.
- Enhance program website that includes core values of the program, centers on empathy, provides spotlights of real students, and videos from faculty to help prospective learners determine if this program meets their needs.
- Consider a program-wide syllabus template that creates consistency in what information is shared to help build a consistent culture (program outcomes, cultural norms for instructor-student communication, support resources, etc.).
- Require/offer research design course in first year and use it to scaffold across program.
- Students should have a clearer timeline and choice in their pathway
 - Include road-mapping for part-time students who want to know what to expect as far as how long it will take them to complete their program and possible roadblocks they might encounter.
 - Introduce deadlines for funding confirmation in advance and align funding through a realistic timeline of program completion.
 - Having applicants rank top five desired assignments – TA, peer coaching, or supervising options - in their application that they might be assigned so they have some choice. Explanation of assignments should be transparent about transit and other expectations.
 - The flexibility of the hybrid course options, in person and online, that were presented in during the pandemic would continue in order to support current students and attract students who are not in the greater Columbus area.
- Offer STEM faculty to teach core courses or at least have a presence, input in core courses so that the content is more equal and relevant to all disciplines and STEM students don't feel underprepared vis a vis literacy.
- More opportunities for metacognition to see growth, progress, and be reminded of the purpose/why of this work.
- Plan to deepen integration of Equity and Diversity initiatives into program.

3. Ideas to Pilot

- Support
 - Offer third GTAship option to be a peer coach and help other grad students navigate the program.
 - Evenly distribute advisees for advisors (possibly cap on the amount of advisees too), so that each advisee feels they are supported and are being given the time and attention they need.
 - Introduce a graduate level version of First Education Experience Program (FEEP) and collaborate with Student Services to introduce new students to support.
 - Monthly or semi-regular advisor/advisee group sessions.

- Leverage the Ohio State app for graduate student communication and support (at minimum encourage its use).
- Strive to pilot real-world education impact by making research more accessible to educators
- Deeper Integrations
 - Establish core values, mission statement, and clear learning outcomes for the program, providing structure for how each course in the program aligns with overall outcomes and make this clear to students in each course
 - Find ways to include the “why” and real-world impact of research, teaching and making research more accessible to educators
 - Build more summer engagement and course opportunities

4. Further Consideration and Worth Noting

- All participants were based in Columbus. If there is a desire to grow the program with more flexibility in location, then more hybrid/online options would be desirable.
- The importance of one or two nurturing, supportive instructors/advisors and connections with peers throughout their journeys were very important for each lab participant.
- Four participants took part in the full design session, and five in the follow-up session. More student input and feedback throughout the steps of redesign would be valuable.