Dear Lakshmi,

Attached is a proposal for the creation of both a Graduate Minor (for students outside of Education) and a Graduate Specialization (for students in the three schools in the College of Education and Human Ecology) in Educational Technology that has now been approved by our curriculum review processes. I have a couple of earlier e-mails regarding this proposal that I will send you momentarily to complete the file. (Just a few, honest—not like last time!)

Rick Voithofer is your contact on this proposal in Education. He would appreciate any information that you might be able to give him about the prospective calendar for processing this proposal through CAA.

Best,
elliott

2/27/2008
GRADUATE SPECIALIZATION IN EDUCATIONAL TECHNOLOGY AND
GRADUATE MINOR IN EDUCATIONAL TECHNOLOGY

Rationale:

Educational Technology is a field of study that impacts many disciplines taught at OSU, both within and outside the College of Education and Human Ecology (EHE). For example, anyone preparing for a career in higher education as a faculty member or administrator will need to possess some experience in how information and communication technologies and media can be used to teach and inform. Also, students pursuing many programs in professional colleges will find themselves in positions that involve sharing technology generated and electronically communicated information and ideas with personnel, clients or board members. Because of the complex matrix of learning technologies and teaching contexts, sustained study across multiple courses is necessary to receive sufficient training in the effective use of educational technologies.

Currently the Educational Technology program in the School of Educational Policy and Leadership (EPL) offers an informal graduate cognate to students interested in educational technology. There are approximately ten active graduate students, mostly in the Schools of Teaching and Learning (T&L) and Physical Activity and Educational Services (PAES) pursuing this cognate while nine have completed the specified coursework in the past two academic years. Many of these current and past students have asked about a specific acknowledgement on their transcripts indicating that they have completed a structured set of courses in educational technology. Offering the specialization in our program (i.e., the Schools in the College of Education and Human Ecology) and the graduate minor for students outside the Schools in our College, including the three departments in the College (Human Development and Family Science, Human Nutrition, and Consumer Sciences) will allow transcript recognition for students preparing for careers that require teaching, knowledge and credentials in the area of educational technology.

Thus, we are seeking approval for both a Graduate Specialization in Educational Technology and a Graduate Minor in Educational technology. The rationale for this specialization / minor proposal is due to the fact that the Graduate School considers the graduate programs offered in EPL, T&L, and PAES in the College of Education and Human Ecology to be one graduate program. The graduate minor designation is for students outside of a graduate program, therefore students in EPL, T&L and PAES could not pursue a minor in Educational Technology. The graduate specialization will be for students in the three Schools in the College of Education and Human Ecology and the Minor will be for students outside the three Schools in the college. The curriculum for the minor and specialization will be the same.

In the past three years, the educational technology program in the School of Educational Policy and Leadership has added three tenure track faculty members and is in a position now to serve a broader range of graduate students from across the university.
Purpose:

This educational technology specialization/minor focuses on intersections of learning, technology, and culture in formal and informal education and in society at large. It allows Masters and PhD students from departments across the university to enhance and complement their graduate programs and professional careers. The specialization/minor will provide students with the ability to integrate theoretical and practical studies of learning technologies and media through pedagogical, social, cultural, economic, historical and political study and critique. Each student will have multiple opportunities to explore the theoretical foundations of educational technology through the design and production of educational media and cultural artifacts. Settings that are addressed within coursework in the specialization and minor include: K-12 settings, Distance Education, E-learning, Online Education, Higher Education, Urban Education, Non-profit organizations, Museums, Private sector organizations and Community-based organizations and programs.

Curriculum (See Appendix A for course descriptions):

Graduate students in the minor or specialization must take at least 18 credit hours but no more than 23 credit hours distributed across the following three categories:

1) Required (6 credit hours)

Edu P&L 678 - Instructional Systems Development
Edu P&L 823 - The Functions of the Computer in the Classroom

Take 12 credit hours in the following two categories with at least 3 credits in each category

2) Theories and Concepts

Qualifying courses include:

Edu P&L 677 - Educational Telecommunications
PAES 701 - Fundamentals of Teaching Adults Online
Edu P&L 778 - Formative Evaluation of Instructional Systems
Edu P&L 789 – Urban Communities, Technology, and Education
Edu P&L 816 - Contemporary Research and Issues in Teacher Thinking, Curriculum, and Educational Technology
Edu P&L 825 - Visualizing the Curriculum
Edu P&L 829 - Technology, Society, and Schools
Edu P&L 853 - Women, Technology, and Education
Edu P&L 895 – Fundamentals of Instructional Materials and Media
Edu P&L 925.46 – Topical seminars in Educational Technology (e.g., International Issues and Practices in Educational Technology; Cognition and Technology, Video Games: Social and Cultural Issues)
3) Practices

Qualifying courses include:

Edu P&L 671 - Computer Applications in Education and Training
Edu P&L 681 - Introduction to Developing Educational Web Sites
Edu P&L 680 - Educational Videography
PAES 796 – Developing accessible web content
Edu P&L 897 - Designing Multimedia for Instruction

Administrative Arrangements:
The Educational Technology Specialization consists of graduate-level course work available to students who are enrolled in the College of Education and Human Ecology while the Minor is available to students outside of the College. Students in either the specialization or minor will follow the same curriculum that is outlined above.

The procedure for pursuing the Specialization or Minor will be similar. Students seeking the Specialization or Minor in Educational Technology should follow the procedures outlined below.

1. A student, in conjunction with her/his advisor, should determine the appropriateness of pursuing a Graduate Specialization or Minor in Educational Technology and how best to incorporate it into the student’s program of study.

2. The student completes the Educational Technology Specialization / Minor Program form, including obtaining her/his advisor’s signature, which serves as an application to enroll in the Educational Technology Specialization /Minor. This form will list the required and/or elective courses the student must complete in order to obtain the Educational Technology transcript designation.

3. Copies of the completed form are given to the Graduate School (for the minor) and the Graduate Studies Chair from the student’s home graduate program. The School of Educational Policy and Leadership will keep the original copy on file. A letter indicating why the student desires an Educational Technology Specialization or Minor, and a copy of the most recent student advising report should accompany the completed Educational Technology Minor form. Educational Technology Program forms are available in the School of Educational Policy and Leadership office, 29 W. Woodruff Ave, rm 122. Completed forms may be submitted during the first two weeks of each quarter.

4. Upon receipt of the completed Educational Technology Specialization / Minor Program form, the Educational Technology Minor Committee will review the application and send the student an acknowledgment indicating whether or not the request is approved (such approval is based SOLELY on the availability of space within the maximum limit of forty students), with a copy being sent to the Graduate School and the student’s home Graduate Studies Committee.

5. Upon receipt of the acknowledgment from the Educational Technology Specialization / Minor Committee, the Graduate School will send the student an acknowledgment letter.
6. The student must adhere to the curriculum for the Educational Technology Specialization / Minor as indicated on the approved Educational Technology Minor Program form. If changes in the approved curriculum are necessary, the student must complete a new Educational Technology Specialization / Minor Program form and once again obtain approval via steps described above.

7. Upon application to graduate, the student must complete the Educational Technology Graduate Specialization / Minor Transcript Designation form.

The Graduate School will match the courses completed with those in the approved Educational Technology graduate Specialization / Minor. Departures from the approved Educational Technology Graduate Specialization / Minor could lead to a loss of transcript designation.

**Plans to enroll students:**
We plan to enroll the current ten students that are in the cognate into the specialization. In addition, based on spaces available in current classes, we will initially be able to accommodate up to 40 students across the minor and specialization.
APPENDIX A – COURSE DESCRIPTIONS

Core:

**Edu P&L 678 – (Instructional Systems Development)** This course will address the systematic development of instructional activities and approaches involving the use of technology. Relationships among learning theories and the design of instruction are examined through readings, design activities, critiques of instructional products and presentations by persons who work in the field of instructional design. Learning is considered in a variety of contexts, as are the interrelationships of learners, setting, content, technology, media, strategies, assessments, and other factors.

**Edu P&L 823 - (The Functions of the Computer in the Classroom)** This course examines a series of important issues arising from the use of Information and Computer Technologies in educational settings. In the first half of the course we consider the “big picture.” We begin by looking at predictions (by theorists, educators, and technologists) and mandates (by state and federal governments, NCATE, etc) for how technology will or should affect education. Informed by these, we examine some studies of how technology is (and isn’t) used in various 21st century classrooms. Issues of equity and diversity intersect our considerations. The second half of the course focuses on timely topics such as on-line schools and degrees, how software shapes knowledge development, and the use of technology in plagiarism and cheating.

Theories and Concepts:

**Edu P&L 677 (Educational Telecommunications)** - This course explores the ways in which telecommunications has impacted the culture of learning and teaching in K-12 schools and Higher Education. Educational Telecommunications -Participants will gain some level of fluency with various interactive multimedia (e.g., educational podcasts, videoconferencing, threaded discussions, multi-user virtual environments and handhelds).

**PAES 701 (Fundamentals of Teaching Adults Online)** - The course focuses on developing, delivering, and facilitating online learning experiences to adults in formal and non-formal learning environments. Participants will discuss current issues in distance learning theories, pedagogy, and online course management strategies. At the conclusion of the course, participants will be able to create and facilitate an online course for adult learners. In this class Participants will apply the concepts of teaching presence, social presence, and cognitive presence to the design and implementation of an online course. This course is conducted online.

**Edu P&L 778 (Formative Evaluation of Instructional Systems)** - The educational literature shows that formative evaluation systems are highly conducive to integration of technology in learning and teaching. Formative evaluation systems provide a methodical approach to collect data to make informed decisions about the design and integration of technology and media. The course will prepare students to follow a systematic approach for
evaluating media and technologies such as educational software, educational games and educational websites. Discussions will focus on topics such as usability and design. Students will develop an instructional module and conduct a formative evaluation.

**Edu P&L 789 (Urban Communities, Technology, and Education)** - This course uses Critical Race Theory (CRT) to study the pedagogical, political, and historical factors that frame and impact the integration of educational technologies in urban schools. The course will approach the broad issues raised by this course, by considering, among other things, the discursive practices urban students employ as they build upon local, situated, and cultural knowledge in decoding dominant narratives when using media and technology in their lives. The examination of these discursive practices will assume the socially constructed and power-infused nature of technology, schools and curriculum. In addition to becoming familiar with the issues, texts, arguments, and approaches that CRT scholars have engaged over the last three decades, each student will explore the relationships between CRT and its applications to technology in urban contexts, and enter these debates themselves, while arriving at their own answers to questions about the persistence of educational, economic, and social inequalities in many urban schools and communities.

**Edu P&L 816 (Contemporary Research and Issues in Teacher Thinking, Curriculum, and Educational Technology)** - Surveys research about teacher thinking, curriculum, and educational technology and explores issues related to it and its implications.

**Edu P&L 825 (Visualizing the Curriculum)** - Visual images conveyed through television, film, books, CD-ROMs, DVDs, web sites, video games, cell phones, billboards, newspapers, and magazines have profound effects on the ways that individuals learn. Using readings and interacting with different visual technologies, this course will help educators to answer the following questions: How can I integrate visual literacy into a broad range of subject areas? How can I develop different lenses through which to understand and teach using visuals? How can I utilize images to help students understand their learning, their lives, and their identifies through the complex interplay of visual culture and curriculum? How can I develop and teach with visuals in ways that are equitable in relation to the representation of culture, gender, class, race, sexuality, region, and ability.

**Edu P&L 829 (Technology, Society, and Schools)** - This course examines the theories and history of the interactions between society and technology with implications for instructional technology and schooling. The course provides resources for constructing personal definitions of technology.

**Edu P&L 853 (Women, Technology, and Education)** - This course examines critically the effects of technology on everyday lives of girls and women, focusing particularly (but not exclusively) on the lives and social meanings within the U.S. The interactions of gender, race, class, culture, and other factors are considered. Using feminist and other social and cultural theories and research as resources, the course covers a broad spectrum of technologies, examining in each case the relationships of diverse women to technological development, and querying the complex relationships of these to knowledge, understanding and education. The course begins and ends with the observation that gender is deeply embedded in our
technologies and technology is deeply embedded in our constructions of gender -- the goal is to understand more fully and in this understanding to find guidance for addressing educational issues.

**Edu P&L 895 (Fundamentals of Instructional Materials and Media – Focus on Games)** This course addresses theory in educational media applied to the process of instructional development of media and materials. The current offering focuses on computer and video based educational games. Education and games is a topic of much current attention; theory, research, and design practices involved in the educational design or use of games are examined.

**Practices:**

**Edu P&L 671 (Computer Applications in Education and Training)** - This online course is designed for professional educators to develop their understanding of and skills for using computing technology to enhance teaching and training at a variety of educational settings. It focuses on some of the common uses of technology in today’s educational settings including email, synchronous chat, asynchronous discussions, multimedia-enhanced PowerPoint presentations, and development of web pages and webquests. Edu P&L 681 (Introduction to Developing Educational Web Sites) - Developing educational web design skills requires competency in applying sound pedagogical, visual, and technical principles. Applying these principles educational web designers must possess an understanding of the learning possibilities and pitfalls of web sites, the visual design capacity to develop usable, accessible, and aesthetically pleasing web pages, and the technical know-how to apply the previous two. In this introductory course students will develop these three areas while designing and creating their own educational web site.

**Edu P&L 680 (Educational Videography)** - In this course students will have the opportunity to learn the basics of educational video production, including camerawork, lighting, audio production and mixing, editing, captioning, production planning and problem solving. Students will have access to video production equipment including digital cameras, microphones, lights, and editing equipment. In this course “educational video” will be broadly defined. It not only includes the use of video in K-12, professional training and higher education classroom settings, but can include other contexts like museums, galleries, communities, public spaces, and the world wide web.

**PAES 796 (Constructing accessible web content)** - persons wishing to use the web to communicate with the broadest possible audience will only be able to achieve this goal by creating accessible content. at the end of this course, students will be able to create web-based content that adheres to current accessibility standards, such as section 508 of the rehabilitation act and the web accessibility initiative. Accessible pages will incorporate alternative visual media, using style sheets, and a logical navigation structure. Students will also be able to evaluate the pages of other authors for accessibility and design methods. These objectives will be achieved through in-class exercises that demonstrate Web design principles that increase accessibility. Students will apply these principles by creating an accessible Web site.
Edu P&L 897 (Designing Multimedia for Instruction) - Educational multimedia, sometimes called elearning, is the integration of text, sound, video, graphics, and/or animation into a cohesive educational experience. The potential to create compelling, enlivening educational experiences with multimedia is as great as the possibility to create dull, confusing and superficial instruction. In this course students will actively participate in the design and production of educational multimedia.

Topical Seminars (These would count in the Theories and Concepts category):

EDPL925N46 (Essential Readings on Educational Computing -1957-2007) - In this seminar students will read from and discuss some of the “classical” and current writings linking computers and education. The course readings are a sampling of the most important, lasting, widely-cited and influential writing in the field of educational computing.

EDPL 925N46 (International Issues and Practices in Educational Technology) - This seminar exposes doctoral students interested in international/comparative topics and/or educational technology to scholarly work on a variety of aspects of educational technology including curriculum and pedagogy, policies surrounding the Internet, distance education, psychological responses to technology, equality in technology use, and international collaboration. The goal is to understand various approaches to, issues with, and practices of technology in education in different countries/regions, pursuing a discussion of the social, cultural, and political contexts in which these aspects are embedded, consequently deriving lessons for local settings.

EDPL 925D46 (Technology and Cognition) - In this online course, we will focus on current leading-edge research in cognition and educational technology. This course emphasizes theory, instructional design, and assessment strategies underlying the development and application of new interactive educational tools, applications, media, and infrastructures.

EDPL 925N46 (Video Games: Social and Cultural Issues). This seminar will consider issues of gender, race, violence, xenophobia and other social and cultural phenomena as they are represented and operationalized in videogames. Recent development of “serious games” to address social and inter-cultural problems will be examined. Research on what is learned from such games will also be studied.
November 20, 2007

Rick Vounthaler, Ph.D.
Associate Professor
The Ohio State University
College of Education and Human Ecology
School of Educational Policy and Leadership
104 Ramseyer Hall
29 West Woodruff Avenue
Columbus, OH 43210-1177

Dear Professor Vounthaler,

I would like to express support for your proposal for a Graduate Interdisciplinary Specialization/Minor in Educational Technology. As we discussed last week, I believe that the program that you are suggesting would offer an interesting and valuable complement to the Graduate Interdisciplinary Specialization in College and University Teaching that Faculty & TA Development co-administers with the School of Educational Policy and Leadership.

I believe that this program will greatly enhance Ohio State’s educational mission by broadening our efforts to prepare the next generation of faculty, and I would like to lend my enthusiastic support to this effort.

Sincerely,

Alan Kalooh
Director, Faculty & TA Development
November 15, 2007

Dr. Eliot Slotnick  
Associate Dean  
Graduate School  
2500 University Hall  
230 North Oval Mall  
Campus  

Dear Dr. Slotnick:

This letter represents the School of Physical Activity and Educational Services support of the proposed Graduate Specialization in Educational Technology and Graduate Minor in Educational Technology.

The proposed graduate specialization and graduate minor provide an exciting opportunity for our faculty to be involved in scholarly collaboration and inquiry. Our Graduate Studies Committee supports the graduate specialization and graduate minor. Per the faculty, we have agreed and are committed to include the following two courses: 1) EHE PAES 701 – Fundamentals of Teaching Adults Online and 2) EHE PAES 796 – Developing Accessible Web Content.

As Director of the School of Physical Activity and Educational Services, I offer full support for the proposed Graduate Specialization in Educational Technology and Graduate Minor in Educational Technology.

Sincerely,

Donna L. Pastore, Ph.D.  
Professor  

CC: Dr. Phil Ward, Graduate Studies Committee Chair  
   Professors Joe Wheaton and Rick Voithofer
November 21, 2007

School of Educational Policy and Leadership
Graduate Studies Committee
29 W. Woorduff Ave
Columbus, OH 43210

Dear Colleagues,

The Educational Technology program in the School is interested in offering a graduate minor and specialization in Educational Technology. The specialization would be available to students within EHE's three schools: whereas the minor would be for students outside the three schools. The details of the included proposal will explain the justification for seeking both a minor and a specialization. I have been working with Elliot Slotnick, Associate Dean of the Graduate School, on this minor specialization and he believes that the included proposal is consistent with all graduate school rules and guidelines.

Dr. Slotnick suggested that I obtain concurrence from Alan Kalish who coordinates the Graduate Interdisciplinary Specialization in College and University Teaching because there will be a slight overlap in the students who would be interested in both specializations. I have provided Alan with a copy of the proposal and he is supportive of the minor specialization. I have attached his letter of concurrence. In addition the minor specialization will include two courses from PAES (701 & 796). Attached, you will also find the letter of concurrence from Donna Pastore, PAES School Director, indicating PAES's willingness to include these two courses in the minor/specialization and the support of PAES's graduate studies committee.

Please let me know if you have any questions about the proposal.

Sincerely,

[Signature]

Rick Vothalter
Dear Rick,

At our meeting earlier this week the Curriculum Review Committee of the Graduate School approved your proposal(s) to offer a Graduate Specialization in Educational Technology for Education students and a Graduate Minor in Educational Technology for students pursuing this curriculum option who are not enrolled in any of the three schools within the College of Education and Human Ecology. Both of these approaches to pursuing this curriculum will result in “Educational Technology” notations on the transcripts of these students.

Prior to sending this proposal on for further (and final) processing and review to Randy Smith and the Council on Academic Affairs, with your permission and approval, as per the Curriculum Committee’s request, on page 2 of the proposal under Curriculum I will change the language to, “Graduate students in the minor or specialization must take…” As soon as you have given me the okay on this we will be forwarding your proposal on to CAA for its final processing.

Best,

elliot
-----Original Message-----
From: Elliot Slotnick
Sent: Monday, November 05, 2007 3:44 PM
To: Rick Voithofer
Subject: RE: Ed tech minor/specialization

Good catch, Rick. The specialization will be for all students in the Education graduate program--that is, T&L, P&L and PAES. The Human Ecology students would be eligible to enroll in the Minor. Thus, your next to last last line below should be altered.

Best,
elliot

-----Original Message-----
From: Rick Voithofer [mailto:rvoithofer@hec.osu.edu]
Sent: Monday, November 05, 2007 3:14 PM
To: Elliot Slotnick
Subject: Ed tech minor/specialization

Hi Elliot,

I have a quick question that I need to address before sending this on to our grad studies committee. One thing that I don't address in the proposal are the departments that are now in the college (Human Development and Family Service, Human Nutrition, etc.). Are they also considered in the same single graduate program as the three schools? I would like to mention the three departments since they are part of the college, but I'm not certain if student in them would earn the minor or the specialization. I have included the relevant paragraphs from the proposal below to remind you of the current language.

Thanks, Rick

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Currently the Educational Technology program in the School of Educational Policy and Leadership (EPL) offers an informal graduate cognate to students interested in educational technology. There are approximately ten active graduate students, mostly in the Schools of Teaching and Learning (T&L) and Physical Activity and Educational Services (PAES) pursuing this cognate while nine have completed it in the past two academic years. Many of these current and past students have asked about a specific acknowledgement on their transcripts indicating that they have completed a structured set of courses in educational technology. Offering the specialization in our program (i.e., the College of Education and Human Ecology) and the graduate minor for students outside our college will allow transcript recognition for students preparing for careers that require teaching, knowledge and credentials in the area of educational technology.

Thus, we are seeking approval for both a Graduate Specialization in Educational Technology and a Graduate Minor in Educational Technology.

The rationale for this specialization / minor proposal is due to the fact that the Graduate School considers the graduate programs offered in EPL, T&L, and PAES in the College of Education and Human Ecology to be one graduate program. The graduate minor designation is for students outside of a graduate program, therefore students in T&L and PAES could not pursue a minor in Educational Technology. The graduate specialization will be for students in the College of Education and Human Ecology and the Minor will be for students outside the college. The curriculum for the minor and specialization will be the same.
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1
Hi Rick,

Sorry for the delayed response. I was out on Friday and have been doing e-mail triage all day today.

Education is such a bizarre situation because of your school set-up and the reality that, "formally," you have a single degree program. Since the Minor would be exclusively "in Education," I tend to agree that we want to avoid this being an Interdisciplinary Graduate Specialization (agreed, Kathy?) On the other hand, use of any courses in PAES or TEL would require a "simple" letter of concurrence from their GSC Chairs just stating that they have no objection to students enrolling in the courses at issue. I don't know what internal procedures would be required for them to write such a letter but, hopefully, it would not be as arduous as you suggest.

On your second question they should not be needed unless the Curriculum Committee decides to request them. Offering sufficient description of the courses in your proposal should preclude such a request. And to #3 below that ought to be fine pending, of course, the Curriculum Committee's pleasure.

Hope this helps...

eillot

-----Original Message-----
From: Rick Voithofer [mailto:rvoithofer@hec.osu.edu]
Sent: Friday, October 12, 2007 3:42 PM
To: Elliot Slotnick
Subject: Re: Graduate Minor in Educational Technology

Hi Elliot,

Three quick questions: 1) There are a few courses within the college, but not in our school, that would be a good part of the minor. Would including those two courses automatically make it an interdisciplinary minor and need to go through GSC where the other courses are located? I'm hoping to avoid that. 2) Will we need to have syllabi for every course in the minor? There are a couple of courses that haven't been offered for quite some time but we will be resurrecting with a new faculty member who is starting in January. Old syllabi for those courses, if they could be found, would be out of date. 3) Are there any problems with having a couple of 925 (special topics seminar courses) on the course requirements list?

Thanks, Rick

On 10/11/07 5:42 PM, "Elliot Slotnick" <slotnick.1@gradsch.ohio-state.edu> wrote:
> Perfect, Rick--until that time...
> e
> > ----Original Message-----
That's great. Thank you. I am waiting for feedback from a couple of our faculty. As soon as I have that I will send it to you.

Thanks, Rick

On 10/11/07 11:52 AM, "Elliot Slotnick"
<slotnick.1@gradsch.ohio-state.edu>
wrote:

> Of course, Rick. Send a draft along "whenever." I'm out this afternoon
> and tomorrow so it will likely be next week before I'm back to you in
> the ebent that you are ready to roll...

>> e

> -----Original Message-----
> From: Rick Voithofer [mailto:rvoithofer@hec.osu.edu]
> Sent: Thursday, October 11, 2007 11:43 AM
> To: Elliot Slotnick
> Subject: Graduate Minor in Educational Technology
>
> Hi Elliot,
>
> As I'm getting ready to start the minor through the approval process
> in
> the
> College I am wondering if it is appropriate for me to ask for feedback
> on
> the proposal from the graduate school before I start going through the
> local
> committees. I'm asking this because I want to make sure that I
> conceive
> and
> structure it in such a way that once it reaches the graduate school
> that
> everything is in order so that it can easily go on to the Council on
> Research and Graduate Studies. And more generally, I'm asking for your
> advise on anything that I should pay close attention to so that I can
> avoid common pitfalls that slow up the process.

>> Thanks, Rick
>> +-----------------------------+
> Rick Voithofer, Ph.D.
> Associate Professor
> Social and Cultural Foundations of Education Technologies of
> Instruction and Media The Ohio State University College of Education
> and Human Ecology School of Educational Policy and Leadership
> 104 Ramseyer Hall
> 29 West Woodruff Avenue
> Columbus, OH 43210-1177
> (614) 247-7945
> http://www.coe.ohio-state.edu/rvoithofer/

> +-----------------------------+
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-----Original Message-----
From: Elliot Slotnick
Sent: Thursday, September 27, 2007 10:45 AM
To: Rick Voithofer
Subject: RE: Faith Mowoe/ Graduate Minor in Educational Technology

Hi Rick,

....

On the Minor, the range of what you choose to propose is pretty wide open. There are examples (like a Research Methods Minor in one program and others) where the Minors offered are really sub-specialties, in effect, in a program and not the program itself...No problem here with Ed. Tech as a possibility...

Best,
elliott

-----Original Message-----
From: Rick Voithofer [mailto:rvoithofer@hec.osu.edu]
Sent: Thursday, September 27, 2007 10:15 AM
To: Elliot Slotnick
Subject: Faith Mowoe/ Graduate Minor in Educational Technology

Hi Elliot,

....

On another matter, I am thinking about developing a Graduate Minor in Educational Technology. All the courses are in place and being offered regularly and we are already doing something like a minor through an unofficial cognate. I was hoping to make it official so that it would appear on a student's transcript. I'm wondering if the minor is the right avenue to pursue. Deb Zabloudil seemed to think that only minor that we could offer in the School of Educational Policy and Leadership was a minor in Educational Policy and Leadership. The online documentation doesn't seem to say that, however, when I look at the listing of minors they seem pretty specific to programs. I'm not sure how the school structure with section division fits into the way the graduate minor is conceived. Thanks for any insight that you can provide.

Best, rich

Rick Voithofer, Ph.D.
Assistant Professor
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