

Fiscal Unit/Academic Org	Human & Community Resource Dev - D1118
Administering College/Academic Group	Food, Agric & Environ Science
Co-administering College/Academic Group	
Semester Conversion Designation	Re-envisioned with significant changes to program goals and/or curricular requirements (e.g., degree/major name changes, changes in program goals, changes in core requirements, structural changes to tracks/options/courses)
Current Program/Plan Name	Agricultural and Extension Education Minor
Proposed Program/Plan Name	Community Outreach Education Minor - COMOUTR-MN
Program/Plan Code Abbreviation	AGREDUC-MN
Current Degree Title	

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program		22	14.7	17	2.3
Required credit hours offered by the unit	Minimum	22	14.7	17	2.3
	Maximum	22	14.7	17	2.3
Required credit hours offered outside of the unit	Minimum	0	0.0	0	0.0
	Maximum	0	0.0	0	0.0
Required prerequisite credit hours not included above	Minimum	0	0.0	0	0.0
	Maximum	0	0.0	0	0.0

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

- Program Learning Goals**
- Understand and integrate the concepts of leadership, program development and evaluation, non formal education, communication and volunteer management.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? No

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- CCI Subcommittee Chair Letter FAESMinors.doc: CCI Subcommittee Chair Letter
(Other Supporting Documentation. Owner: Vankeerbergen, Bernadette Chantal)
- Program Proposal.pdf: Program Proposal
(Program Proposal. Owner: Trefz, Marilyn Kaye)
- FAES Minor Memo.pdf: ASC Comment Memo
(Other Supporting Documentation. Owner: Gustafson, Terry Lee)
- Transition Policy - Outreach Education.docx: Transition policy
(Transition Policy. Owner: Trefz, Marilyn Kaye)
- CCI questions on Community Outreach Education Minor.docx: CCI Questions and Responses
(Other Supporting Documentation. Owner: Trefz, Marilyn Kaye)
- Revised Program Proposal 082911.pdf: Revised Program Proposal
(Program Proposal. Owner: Trefz, Marilyn Kaye)

Comments

- Revision Requested (name change, addition of transition plan) per Asst. Dean Jill Pfister. *(by Soave, Melissa A on 08/23/2011 11:52 AM)*
- A. This minor is a revised version of the AEE minor. It is designed for students who wish to become effective developers and implementers of non-formal educational programs in community settings; settings not limited to agricultural audiences and settings.

It will be useful for students interested in working with governmental, public and/or private organizations that provide outreach education related to youth development, human wellness, social sciences, food, agriculture, environment, and other life science.

B. The course AGRCOMM 5530 is offered in the same department as COMLDR, and is part of the unit.

C. A name change has been requested for the department in which this minor resides that better reflects the scope of the department; the name change in the minor more adequately reflects the new name of the department as well as the breadth of student needs and interests the minor is designed to meet. *(by Trefz, Marilyn Kaye on 05/24/2011 04:02 PM)*

PROGRAM REQUEST
Community Outreach Education Minor -
COMOUTR-MN

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Trefz,Marilyn Kaye	09/22/2010 11:29 AM	Submitted for Approval
Approved	Whittington,Melena Sue	09/23/2010 07:11 AM	Unit Approval
Revision Requested	Stokoe,Laurie Anne	11/08/2010 09:25 AM	College Approval
Submitted	Trefz,Marilyn Kaye	11/17/2010 12:15 PM	Submitted for Approval
Revision Requested	Stokoe,Laurie Anne	11/23/2010 09:06 AM	Unit Approval
Submitted	Trefz,Marilyn Kaye	12/13/2010 09:00 AM	Submitted for Approval
Approved	Cano,Jamie M	12/13/2010 10:28 AM	Unit Approval
Approved	Pfister,Jill Ann	01/14/2011 05:36 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/25/2011 09:26 AM	ASCCAO Approval
Submitted	Trefz,Marilyn Kaye	02/07/2011 09:31 AM	Submitted for Approval
Approved	Cano,Jamie M	02/07/2011 12:26 PM	Unit Approval
Revision Requested	Pfister,Jill Ann	03/01/2011 09:23 PM	College Approval
Submitted	Trefz,Marilyn Kaye	03/02/2011 07:48 AM	Submitted for Approval
Approved	Cano,Jamie M	03/02/2011 07:48 AM	Unit Approval
Approved	Pfister,Jill Ann	03/03/2011 07:35 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/03/2011 11:28 AM	ASCCAO Approval
Submitted	Trefz,Marilyn Kaye	03/03/2011 12:33 PM	Submitted for Approval
Approved	Pfister,Jill Ann	03/03/2011 01:29 PM	Unit Approval
Approved	Pfister,Jill Ann	05/05/2011 08:26 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	05/23/2011 09:19 AM	ASCCAO Approval
Submitted	Trefz,Marilyn Kaye	05/24/2011 04:03 PM	Submitted for Approval
Approved	Cano,Jamie M	05/25/2011 07:14 AM	Unit Approval
Approved	Pfister,Jill Ann	05/26/2011 05:46 PM	College Approval
Approved	Vankeerbergen,Bernadette Chantal	06/13/2011 03:15 PM	ASCCAO Approval
Approved	Gustafson,Terry Lee	07/01/2011 01:22 PM	ASC Approval
Revision Requested	Soave,Melissa A	08/23/2011 11:52 AM	CAA Approval
Submitted	Trefz,Marilyn Kaye	08/29/2011 10:00 AM	Submitted for Approval
Approved	Cano,Jamie M	08/29/2011 12:13 PM	Unit Approval
Approved	Pfister,Jill Ann	08/29/2011 07:51 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Meyers,Catherine Anne Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay	08/29/2011 07:51 PM	ASCCAO Approval

Outreach Education Undergraduate Minor

Proposed title of undergraduate minor: Community Outreach Education

1. As you may know, A&S CCI rejected this minor proposal on the grounds that the name did not adequately reflect the content. They felt, in particular, that the minor should be renamed “Agricultural Outreach Education.” Do you have an objection to this suggestion? If so, why?

Thank you for the feedback and giving us this initial opportunity to address the concerns raised by A&S CCI. In terms of naming the minor “Agricultural Outreach Education,” we believe that name only describes one area of outreach education in communities. The coursework prepares students for other outreach education settings that not only includes agriculture, but after-school programs, youth organizations, non-profits, governmental agencies, and other community areas.

Based on this recommendation to more adequately describe the minor, we believe that Community Outreach Education would more accurately identify this minor. This minor is currently labeled as Agricultural and Extension Education (AEE). The AEE minor was named a number of years ago to match the AEE major. The AEE major has three specializations (Teacher Education, Extension Education, and Leadership). For semesters, the AEE major will become two majors: Agriscience Education and Community Leadership (with two specializations - Community and Extension Education and Leadership). The proposed Community Outreach Education minor would correspond nicely with the new Community and Extension Education specialization.

2. What is the rationale for “outreach” vs “agricultural outreach?” Can you explain a bit more about the course content, or perhaps how this minor fits into a larger discipline that can help us understand your rationale?

The coursework for the proposed “community outreach education” minor does not have a focus on agriculture. It helps students develop non-formal education skills appropriate across various community settings as described in the previous question/answer. Community outreach education is best described as the dissemination of information and non-formal education in communities and the public.

The required courses emphasize program planning and evaluation, non-formal teaching methods, leadership, volunteer management, and communication technology. Recent studies have indicated that these skills or competencies are important for outreach and/or extension education (Scheer, Cochran, Harder, & Place, 2010; Harder, Mashburn, & Bengel, 2009).

The learning goal of this minor is to understand and integrate concepts of leadership, program development/evaluation, non-formal education, communication, and volunteer management for effective community outreach education.

The overall learning goal of this minor has three learning outcomes in conjunction with the required courses. The learning goals are as follows:

Learning Outcome #1: Demonstrate capacity to lead, communicate, and create community outreach education programs. This learning outcome is primarily achieved through the completion of the Community Leadership courses of 3330 (Program Planning & Evaluation), 3530 (Foundations of Personal and Professional Leadership), and Ag. Comm. 5530 (Integrated Media in the Life Sciences). Some of the course content/activities involves students writing an outreach education program plan (COMLDR 3330), gaining knowledge to function as effective leaders (COMLDR 3530), and utilizing educational media and technologies (Ag. Comm. 5530). As a result, students will be able to explain, lead, communicate, and practice positive community outreach education.

Learning Outcome #2: Demonstrate ability to implement community outreach education programs and volunteer management strategies. This learning outcome is reached through the completion of the Community Leadership courses of 5330 (Methods of Teaching in Non-Formal Learning Environments) and 5335 (Volunteer and HR Management). Some of the course content/activities involves students implementing an outreach education plan (COMLDR 5330) and volunteer management strategies (COMLDR 5335). Students will be able to implement community outreach programs and volunteer management strategies.

Learning Outcome #3: Exhibit skills to explain and conduct community outreach education evaluation and volunteer management. This learning outcome is obtained through the completion of the Community Leadership courses of 3330 (Program Planning & Evaluation), 5330 (Methods of Teaching in Non-Formal Learning Environments), and 5335 (Volunteer and Human Resource Management). Some of the course content/activities includes completing an outreach education evaluation plan with need assessments (COMLDR 3330), and developing outreach education evaluation tools (COMLDR 3330 & 5330) and volunteer management strategies (COMLDR 5335). Students will be able to effectively develop and carry out community outreach education volunteer management and evaluation strategies.

3. Have you consulted with other units who might like to collaborate on this minor such as Allied Medicine, EHE, or Social Work?

We have received support from EHE (Letter from Dean Achterberg) with the name change for the new major (Community Leadership)/specialization (Community and Extension Education (CEE) - formerly Extension Education), also from the Fisher College of Business and Communication within A&S. The proposed minor "Community Outreach Education" would align well with the Community and Extension Education specialization based on course work, but also in communicating the purpose and content of the minor to prospective students.

Since this is not a new minor, but rather a name change with some courses from the previous minor and new courses that were developed for the CEE specialization, we have not sought

collaborators as we normally would. We hope in the future that the minor can be improved with input from the colleges/schools mentioned above and others throughout OSU.

4. It would seem that service learning courses would be relevant to this minor and they are not listed or required—can you explain why?

We agree. When the proposal was developed service learning courses were not identified. However, some of the courses do have service learning components as part of the course work. For example, in COMLDR 5330 (Methods of Teaching in Non-Formal Learning Environments) students engage directly with audiences in non-formal educational settings by conducting science-based learning activities and in COMLDR 3330 (Program Development and Evaluation) students engage with community educators in a county Extension office to learn about planning, implementing, and evaluating programs.

With this proposed change of the minor title from “Outreach Education” to “Community Outreach Education” and for the first time addressing these issues raised by A&S CCI, we are requesting that A&S CCI review this minor again. We believe it would be beneficial for their students who in particular have an interest in community outreach education.

COMMUNITY OUTREACH EDUCATION MINOR

College of Food, Agricultural, and
Environmental Sciences
The Ohio State University

Scott Scheer, Coordinating Advisor
204 Ag. Administration Building
2120 Fyffe Road
614-292-6321
scheer.9@osu.edu

The minor in Outreach Education is for students who wish to become effective developers and implementers of non-formal educational programs in community settings. This minor would be especially helpful for students who wish to understand and integrate the concepts of leadership; program development and evaluation; non-formal education; communication and volunteer management. It will be useful for students interested in working with governmental, public and/or private organizations that provide outreach education related to youth development, human wellness, social sciences, food, agriculture, environment and other life sciences.

A minor in Outreach Education consists of 17 hours chosen as follows:

COURSES		Credit Hours
COMLDR 2530	Introduction to Ag. Comm., Education, & Leadership	2
COMLDR 3530*	Foundations of Personal and Professional Leadership	3
COMLDR 3330	Program Development and Evaluation	3
COMLDR 5330	Methods of Teaching in Non-Formal Learning Environments	3
COMLDR 5335	Volunteer and Human Resource Management	3
AGRCOMM 5530	Advanced Agricultural Communication Technology	3

RESTRICTIONS AND GENERAL INFORMATION

1. This minor is not available to students majoring in Agricultural Communication, Agriscience Education, or Community Leadership.
2. At least six credit hours must be at the 3000 level or above.
3. A minimum overall GPA for courses comprising the minor shall be 2.00.
4. A minor should be declared at the time a student accumulates 60 hours.
5. A maximum of one course may overlap between the minor and the GE (Writing and Communication, Foreign Language, Literature, Visual and Performing Arts, Culture and Ideas, Historical Study, Quantitative Reasoning, Data Analysis, Natural Science, Social Science, Cross-Disciplinary Seminar, Service-Learning, Education Abroad).
6. Courses taken on a pass/non pass basis may not be applied to the minor.

*This course is also offered as an honors embedded course, COMLDR 3530E.

QUARTERS

AGRICULTURAL AND EXTENSION EDUCATION MINOR

College of Food, Agricultural,
and Environmental Sciences
The Ohio State University

Jamie Cano, Coordinating Adviser
208 Ag Administration Bldg
2120 Fyffe Road
292-6321
cano.1@osu.edu

The minor in Agricultural Education is for students who are interested in preparing for educating audiences in non-formal settings. This minor would be especially helpful for students seeking to become Extension educators in the areas of agriculture, natural resources, family and consumer science, youth development, or community development.

Students interested in working in educational endeavors with business/industry or other governmental agencies would also benefit. The minor is designed to teach the student program development methodologies, teaching methods, and interpersonal skills which will enable them to effectively transfer their technical subject matter to others. This minor is appropriate for students in all agricultural departments, College of Human Ecology, and the College of Arts and Sciences.

A minor in Agricultural and Extension Education consists of 22 hours chosen as follows:

Required Courses:

AEE 230	Introduction to Agricultural and Extension Education	3
AEE 342	Fundamentals of Leadership	5
AEE 420	Program Development in Extension	3
AEE 530.01	Methods of Teaching in Non-Formal Learning Environments	5
AEE 532	Instructional Media in Teaching	3
AEE 622	Continuing Education in Agriculture	3

Restrictions and General Information

1. This minor is not available to students majoring in Agricultural Communication or Agricultural and Extension Education.
2. A minimum overall CGPA for courses comprising the minor shall be 2.0.
3. A minor should be declared at the time a student accumulates 90 hours.
4. A maximum of five credit hours may overlap between the minor and the GEC (foundations, natural sciences, arts and humanities, and social sciences).
5. Courses taken on a pass/non-pass basis may not be applied to the minor.

02/02/2011



December 7, 2010

Phone (614) 292-6321
Fax (614) 292-7007

Dr. Jill Pfister
Assistant Dean, Academic Affairs
College of Food, Agricultural, and Environmental Sciences
100 Agricultural Administration Building
2120 Fyffe Road
Columbus, OH 43210

Dear Jill:

This letter is to lend departmental administrative support to the efforts made by the Human and Community Resource Development faculty as they planned the undergraduate curriculum transition from a quarter to a semester academic calendar. The planning process has been thorough and extensively involved all faculty in the department.

Undergraduate Curriculum. The work of the faculty has resulted in three undergraduate majors I believe will serve our students well in the future:

- Agricultural Communication
- Agriscience Education
- Community Leadership, which is comprised of two specializations:
 - Community and Extension Education
 - Leadership

They have also developed four departmental minors that will meet the needs of not only students within the College of Food, Agricultural, and Environmental Sciences, but also the needs of students throughout the University.

- Agricultural Communication
- Leadership Studies (Interdisciplinary)
- Youth Development (Interdisciplinary)
- Outreach Education (formerly Agricultural and Extension Education)
- Faculty met almost weekly from January, 2010-June, 2010 and then for several extended periods in autumn.

Graduate Curriculum. Subsequent to the work on the undergraduate curriculum, the faculty turned its attention to the graduate program. Five meetings were held from the end of August through early November. The faculty agreed to continue the following graduate programs, with minor adjustments:


- Agricultural and Extension Education – M.S.
- Agricultural and Extension Education – M.Ed.

- Agricultural and Extension Education – Ph.D.
- Research Methods minor

We had essentially 100% participation in the undergraduate and graduate program development. These changes were adopted by near unanimous consensus in every case.

Many thanks to you and the College Academic Affairs Committee for your efforts in this process.

Sincerely,

A handwritten signature in black ink, appearing to read 'L. H. Newcomb', written in a cursive style.

L. H. Newcomb
Interim Chair



July 2, 2010

Dr. Jill Pfister
c/o Academic Affairs
100 Ag Admin
2120 Fyffe Rd
Columbus, OH 43210

Dear Dr. Pfister:

In response to the request for a cover letter to accompany the Proposals for Programs and Courses, I am submitting this summary of department processes. The Department of Human and Community Resource Development began its Q2S program transition with a formal departmental meeting in November, 2009. We then participated in "Q2S Wednesdays" from January 6 to June 9. As a result, the HCRD Semester Program Proposal is being submitted on July 2, 2010. This letter captures the essence of the department's collective efforts.

During the department's strategic planning meetings held Autumn Quarter, 2009, our faculty members committed to "re-examine, reconfigure, and realign all course content to prepare for the conversation to semesters as well as to more effectively provide instruction via different methods of delivery". The departmental teaching committee drew upon processes advocated by the committee that wrote the 2002 departmental document, "A New Vision for Undergraduate Education", as a basis for leading the development of new program and learning outcomes that guided our semester program development. During this time, the undergraduate coordinator met individually with each incoming freshmen, the first class of students who will be affected by the semester conversion, to review their current programs and to assure them that we, as faculty, will work with them to minimize any difficulties that may occur in their programs due to the transition.

When the department held its first "Q2S Wednesday" in January, we began with collecting brainstormed thoughts to two questions: "**What words or phrases would you use to describe our ideal graduates of the future?**" and, "**What should our ideal curriculum provide future students that they cannot acquire elsewhere?**" The data collected were factored into categories: Cutting-edge and Technically Competent; Professionally Competent and Masterful at Designing and Implementing Educational Programming; Ability to Lead; Life-long Learners; Critical Thinkers; Globally Aware; Possess Socially-Relevant Skills; Contemporary, Visionary, and Innovative. These categories provided the basis for spending the next several weeks creating our new Program Outcomes, and subsequently using the Program Outcomes to create our Learning Outcomes. Using the Learning Outcomes, we leveled the skills and dispositions according to freshmen entry-level skill development versus senior exit-level skill development, and then packaged like-outcomes into potential new courses.(Cover letter- HCRD, continued).

In April we started preparing proposed program plans which led to proposing a new structure of majors and minors that focused our efforts toward working horizontally, rather than vertically across all disciplines in the department. The proposed majors are: Agricultural Communication, Agriscience Education, and Community Leadership, with Community Leadership having two specialties; one in Community and Extension Education, and one in Leadership. With the majors decided, teams of faculty began creating first drafts of new core courses that will be required for all majors in the department. Since student input is valuable, focus groups with current extension, agricultural communication, preservice teachers, and leadership option majors were conducted. Student input was used to alter some of the original proposal.

Following discussions by faculty, it was decided that the Mayterm will be used to meet early experiences in Extension offices and public schools, since schools will be in-session while OSU is out-of-session. The Mayterm will also be used to enrich student experiences through study abroad.

Discussions regarding internship experiences and capstone courses were healthy, and resulted in exciting changes that capture more authentic, contextual experiences for learners. Current issues in agriculture and the related sciences will be used to engage learners in a combination of traditionally delivered and non-traditionally delivered experiences.

Finally, given the college interpretation of the new university General Education Requirements, the faculty made final decisions regarding credit hours available for the core, study in-depth, and electives. Also, given the new university numbering system, faculty agreed upon an organized approach to numbering the courses in the department. Student input regarding the proposed system indicated that they felt that the system was easy to understand and was logical to them.

The 8-month journey undertaken by the faculty in the department has resulted in the proposal we are delivering. We believe we have created an exciting, engaging curriculum based upon current issues in agriculture and the related sciences that is directly reflected in the new program outcomes developed collectively by our faculty. Thank you for your careful consideration of this proposal.

Sincerely,

M. Susie Whittington

M. Susie Whittington
Associate Professor
Undergraduate Coordinator
Co-Q2S Point Personnel

HUMAN AND COMMUNITY RESOURCE DEVELOPMENT –
Undergraduate Semester Program Policies

- 1) **Transition policy** –The transition advising process for students within CFAES began with the incoming freshman class in fall 2009 (the first class that would enter under quarters but graduate under semesters). FAES 100, University Survey, is used as a transition forum. Initially, a focus group was held to identify and respond to student transition concerns. Our undergraduate coordinator also conducts advising sessions to address student concerns. Information regarding Q2S is shared with students as soon as it is made available. FAES 100 is also used to communicate the department’s master plan of course changes (old and new names, numbers, offerings), and to assist students with comparing their quarter system advising sheets with the plans for the semester system. COMLDR (AEE) 2530 (230 and Agr Comm 200), 3530 (342), 3330 (420), 5330 (530.01) and Agr Comm 5530 (532, and Agr Comm350) are converted courses. The remaining course will be determined by the adviser and student but most likely any of the three courses COMLDR 5335 (AEE 795.02) or 622 will complete the minor. All students in the minor and new students declaring the minor will prepare an advising plan. No student’s academic progress will be harmed in the transition process from quarters to semester with either our majors or minors.