Date: February 22, 2013

To: Laurie Katz, Chair, Curriculum Committee
    College of Education and Human Ecology

From: Janet Buckworth, Associate Chair, Curriculum
      Department of Human Sciences

RE: Transfer of Minor in Family and Consumer Sciences Education (FCSED) and Post-Baccalaureate program in FCSED from Department of Educational Studies to Department of Human Sciences

Faculty were given the opportunity to change TIUs during the process of restructuring the College of Education and Human Ecology. Dr. Ruth Dohner elected to move from Workforce Development in the School of Physical Activity and Educational Services to the Department of Human Nutrition. The faculty in Human Nutrition voted unanimously in support of this move and the transfer of Family & Consumer Sciences Education (FCSED) programs. Dr. Dohner has integrated into the new Department of Human Sciences, which includes Human Nutrition.

The FCSED programs have not yet been moved. Therefore, we are requesting that the program area that Dr. Dohner manages, specifically, the Minor and Post-Baccalaureate programs in FCSED, be transferred from Workforce Development to Human Sciences. The Department of Educational Studies, the Human Sciences Department Chair, and the Human Sciences Undergraduate Studies Committee support this move. I also recommend approval of this transfer. In addition, Dr. Dohner fully converted the minor program to semesters, which has been approved through the level of the College of Arts and Sciences.

We have attached the most recent versions of the Minor and Post-Baccalaureate programs in FCSED. Let me know you have any questions or need more information.
July 26, 2011

To: W. Randy Smith, Vice Provost, Office of Academic Affairs
From: Terry L. Gustafson, Special Assistant to the Executive Dean for Semester Conversion

Re: Arts and Sciences Comments on EHE Minor

The Arts and Sciences Committee on Curriculum and Instruction (CCI) has reviewed the Family and Consumer Sciences Education minor from the College of Education and Human Ecology (EHE). The minor was approved unanimously by the CCI.
Credit Hour Explanation

<table>
<thead>
<tr>
<th>Program credit hour requirements</th>
<th>A) Number of credit hours in current program (Quarter credit hours)</th>
<th>B) Calculated result for 2/3rds of current (Semester credit hours)</th>
<th>C) Number of credit hours required for proposed program (Semester credit hours)</th>
<th>D) Change in credit hours</th>
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<tbody>
<tr>
<td>Total minimum credit hours required for completion of program</td>
<td>20</td>
<td>13.3</td>
<td>14</td>
<td>0.7</td>
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<tr>
<td>Required credit hours offered by the unit</td>
<td>Minimum</td>
<td>5</td>
<td>3.3</td>
<td>6</td>
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<tr>
<td></td>
<td>Maximum</td>
<td>8</td>
<td>5.3</td>
<td>11</td>
</tr>
<tr>
<td>Required credit hours offered outside of the unit</td>
<td>Minimum</td>
<td>12</td>
<td>8.0</td>
<td>3</td>
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<tr>
<td></td>
<td>Maximum</td>
<td>15</td>
<td>10.0</td>
<td>9</td>
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<tr>
<td>Required prerequisite credit hours not included above</td>
<td>Minimum</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
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<tr>
<td></td>
<td>Maximum</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
</tbody>
</table>

Explain any change in credit hours if the difference is more than 4 semester credit hours between the values listed in columns B and C for any row in the above table.

The number of maximum possible credits from inside the unit increased because options for courses to complete the minor from EDU PAES were added to the advising sheet.

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

1. Examine the complex roles of teaching Family and Consumer Sciences in secondary programs.
2. Survey family and consumer sciences content in human ecology.
3. Develop pedagogical skills of teaching family and consumer sciences.

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

- FCS minor - Dohner.docx  
  (Program Proposal. Owner: Martin,Lindsey Beth)

- PAES semester conversion letter of support - FCS Minor.docx: Director approval letter  
  (Letter from Program-offering Unit. Owner: Wheaton,Joe Edward)

- EHE Dean's Approval - Semester Conv - Physical Activity Educational Services - 010911.docx: College Approval Letter  
  (Letter from the College to OAA. Owner: Zircher,Andrew Paul)

- Family and Consumer Sciences Education Minor Quarter Advising Sheet.pdf: FCS Minor Qtr Advising sheet  
  (Quarter Advising Sheet(s). Owner: Wheaton,Joe Edward)

- FCS minor - Dohner.docx: Rationale for requirements changes  
  (Other Supporting Documentation. Owner: Wheaton,Joe Edward)

- 072211 Updates for ASC transition policy FCS ED Minor.docx: FCS Transition Policy  
  (Transition Policy. Owner: Wheaton,Joe Edward)

- 072211 Update for ASC FCS Ed Semester Advising Sheet.docx: FCS Sem Advising Sheet  
  (Semester Advising Sheet(s). Owner: Wheaton,Joe Edward)

Comments

- Please ignore the document attached by Lindsey Martin. We were not able to get hold of her to have the old file removed. (by Zircher,Andrew Paul on 06/06/2011 05:07 PM)

- changed the minimum and max credits in quarters and semesters (by Dohner,Ruth Elaine on 09/29/2010 02:13 PM)
**Workflow Information**

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<th>Date/Time</th>
<th>Step</th>
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Date: January 9, 2011

To: Randy Smith, Vice Provost for Academic Programs
    Elliot Slotnick, Associate Dean, Graduate School

From: Jackie Blount, Associate Dean, EHE Academic Affairs

RE: Semester Conversion Package for School of Physical Activity & Educational Services

I am pleased to present the complete package of semester conversion materials for the School of Physical Activity & Educational Services. In what follows, I will outline unique college and school contexts that have shaped this package. I will include tables summarizing constituent programs/courses and describe any other pertinent considerations. Finally, you will find Dean's level approval.

College Contexts
The College of Education and Human Ecology was formed in 2006 by merging two colleges (Human Ecology and Education). Curriculum across the new college, however, has remained relatively unchanged. Given this situation, we view the semester conversion process as a fresh opportunity to deepen the merger by building curricular collaborations among our units. We also wish to rethink our pre-existing programs and find ways to make them stronger, more coherent, and streamlined.

To these ends, we have asked faculty in our units to purge their curricula of little-used or less-than-relevant courses. We have challenged faculty to reach across unit lines to forge curricular collaborations by creating new degrees, interdisciplinary specializations, or co-taught courses. We are re-instituting a number of undergraduate teacher preparation programs (B.S.Ed.), each of which draws from courses in units around our college as well as across the university. We have encouraged five of our six units to address findings of the 2008 OSU Doctoral Program Assessment and Plan by strengthening their Ph.D. programs and making them more coherent. They have responded by: 1) defining their Ph.D. programs in alignment with their units -- rather than with their pre-merger college (i.e., Ph.D. in Consumer Science rather than Ph.D. in Human Ecology); and 2) creating true cores for their Ph.D. programs if they did not previously exist. Additionally, an Ed.D. degree in Educational Leadership is being proposed to address the need of school administrators to pursue advanced degrees geared for practitioners. With approval of the Ed.D. and also with recent B.O.R. approval of our other practitioner-oriented programs, an Ed.S. (Education Specialist) program in School Psychology and another in Teaching and Learning, fewer graduate students in the college will pursue Ph.D.s by default than in the past.

We believe that, taken together, these changes will greatly strengthen our programs and clarify our new college identity.
School Notes

Physical Activity & Educational Services (PAES) is one of five units in the college to change its Ph.D. program to align with school boundaries rather than those of its previous college. PAES faculty have proposed that the degree name change from “Ph.D. in Education” to “Ph.D. in Physical Activity & Educational Services.” The “Education” designation no longer makes sense because the college of that name does not exist. Also, Ph.D. degrees from other units with the “Education” designation have very little in common with each other as there is no common core. However, with the proposed Ph.D. in Physical Activity & Educational Services, a new two-course common core will provide enhanced cohesiveness to the degree program that will span eight separate specializations.

Summary Tables

<table>
<thead>
<tr>
<th>Program</th>
<th>Extent of Change</th>
<th>Notes</th>
<th>Approval by EHE Curr. Committee</th>
<th>Approval by EHE College Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D. in Physical Activity and Educational Services</td>
<td>New</td>
<td>Name changed to align with unit name. True common core added.</td>
<td>Dec. 9, ‘10</td>
<td>Jan. 7, ’11</td>
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<tr>
<td>B.S.Ed. in Sport Industry</td>
<td>Re-envisioned</td>
<td>Program updated to align more closely with those offered by peer institutions.</td>
<td>Dec. 9, ‘10</td>
<td>Jan. 7, ’11</td>
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<tr>
<td>B.S.Ed. in Technical Education and Training</td>
<td>Converted</td>
<td>All specializations are converting. Previously the FCS Ed specialization was its own major, but has been brought into TET to combine resources and streamline</td>
<td>Dec. 9, ‘10</td>
<td>Jan. 7, ’11</td>
</tr>
<tr>
<td>B.S.Ed. in Special Education</td>
<td>Converted</td>
<td>Straight conversion.</td>
<td>Dec. 9, ‘10</td>
<td>Jan. 7, ’11</td>
</tr>
<tr>
<td>B.S.Ed. in Physical Education, Sport, and Physical Activity</td>
<td>Re-envisioned</td>
<td>Mostly straight conversion, but program broken into two strands to better suit students' needs (licensure and non-licensure).</td>
<td>Dec. 9, ‘10</td>
<td>Jan. 7, ’11</td>
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<tr>
<td>Minor in Family and Consumer Sciences Education</td>
<td>Converted</td>
<td>Straight conversion.</td>
<td>Dec. 9, ‘10</td>
<td>Jan. 7, ’11</td>
</tr>
<tr>
<td>Program</td>
<td>Extent of Change</td>
<td>Notes</td>
<td>Approval by EHE Curr. Committee</td>
<td>Approval by EHE College Council</td>
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<tr>
<td>----------------------------------</td>
<td>------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Endorsement - Pre K Special Needs (non-degree)</td>
<td>Converted</td>
<td>Allows educators who already possess licenses to add service area (endorsement area).</td>
<td>Dec. 9, '10</td>
<td>Jan. 7, '11</td>
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</table>

<table>
<thead>
<tr>
<th>Courses</th>
<th>Number</th>
<th>Extent of Change</th>
<th>Approval by EHE Curr. Committee</th>
<th>Approval by EHE College Council</th>
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</thead>
<tbody>
<tr>
<td>Total new Courses</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-envisioned graduate courses</td>
<td>92</td>
<td>Re-envisioned</td>
<td>Nov. 30 &amp; Dec. 9, '10</td>
<td>Dec. 3, '10 &amp; Jan. 7, '11</td>
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<tr>
<td>Re-envisioned undergraduate courses</td>
<td>227</td>
<td>Re-envisioned</td>
<td>Nov. 30 &amp; Dec. 9, '10</td>
<td>Dec. 3, '10 &amp; Jan. 7, '11</td>
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<tr>
<td>Total re-envisioned courses</td>
<td>319</td>
<td></td>
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<tr>
<td>Graduate courses</td>
<td>55</td>
<td>Converted</td>
<td>Nov. 30 &amp; Dec. 9, '10</td>
<td>Dec. 3, '10 &amp; Jan. 7, '11</td>
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<td>Undergraduate courses</td>
<td>73</td>
<td>Converted</td>
<td>Nov. 30 &amp; Dec. 9, '10</td>
<td>Dec. 3, '10 &amp; Jan. 7, '11</td>
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<tr>
<td>Total converted courses</td>
<td>128</td>
<td></td>
<td></td>
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<tr>
<td>Total number of all courses</td>
<td>472</td>
<td></td>
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</table>

**College Approval**

I have carefully reviewed all semester conversion materials for the School of Physical Activity & Educational Services, having done so conjointly with the EHE Curriculum Committee. I also have discussed these materials with Dean Achterberg. This memo signifies Dean's level approval of the entire semester conversion package for the School of Physical Activity & Educational Services.
September 30, 2010

Office of Academic Affairs
203 Bricker Hall
190 North Oval Mall
Columbus, OH 43210-1358

RE: Letter seeking approval of the Family and Consumer Education Minor in EHE PAES

Dear Office of Academic Affairs:

This letter is in support of the conversion of the Family and Consumer Education Minor in PAES from quarters to semesters. The review process began in Winter Quarter of 2010 with the program PAES identifying the goals and objectives for the semester curriculum. The program looked at its current goals and objectives and licensure agency. From this study, the program constructed its program template. After the goals were identified, the program coordinator changed the curriculum to meet the new goals and objectives. After this process was completed, the coordinator filled in the course templates and forwarded them for approval. The program has been examined for academic rigor and consistency of the goals to the program and School’s mission. Every course was scrutinized for its relationship to the program’s goals. Courses were also examined for consistency and accuracy of title, numbering, audience, and subsidy level before submission for review by the college.

Attached is the program being proposed by the School of PAES and the courses needed by the Family and Consumer Education Minor.

I am recommending approval of these courses and this program.

If you have any questions or need more information, please contact me. I am at your service.

Sincerely,

Joe E. Wheaton, Ph.D.
Interim Director
School of Physical Activity and Educational Services
Family and Consumer Sciences Education Minor
Quarter to Semester Conversion

1. Name of program: Family and Consumer Sciences Education Minor
2. Degree title: 
3. Responsible Academic Unit: PAES/EHE
4. Program Type (select from list):
   a) Undergraduate bachelor’s minor

5. Select the appropriate semester conversion designation:
   a) Converted with minimal changes to program goals and/or curricular requirements (e.g., name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)

6. List program learning goals (recommend list of 3 to 10 goals):

   Family and Consumer Science Education Minor
   1. Examine the complex roles of teaching Family and Consumer Sciences in secondary programs.
   2. Survey family and consumer sciences content in human ecology.
   3. Develop pedagogical skills of teaching family and consumer sciences.

7. List the semester courses (department, title, credit hours) that constitute the requirements and other components of the program:

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<thead>
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<th>Quarter Course</th>
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<tr>
<td>EDU PAES 2189.4 (3)</td>
<td>FCS ED 742 (2)</td>
</tr>
<tr>
<td>EDU PAES 5741 (3)</td>
<td>FCS ED 741 (3)</td>
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<tr>
<td>EDU TL 5442 (3)</td>
<td>EDU TL 642 (3)</td>
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<td>EDU PL 2309 (3)</td>
<td>EDU PL 309.07 (5)</td>
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<td>EDU PAES 5650 (3)</td>
<td>EDU PAES 650 (3)</td>
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<td>EDU PAES 5622 (3)</td>
<td>EDU PAES 671 (4)</td>
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<td>HUMN NTR 5691</td>
<td>New</td>
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<td>HUMN NTR 2310 (3)</td>
<td>HUMN NTR 310 (5)</td>
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<td>HDFS 2200 (3)</td>
<td>HDFS 360 (5)</td>
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<td>HDFS 2400 (3)</td>
<td>HDFS 364 (5)</td>
</tr>
<tr>
<td>CSCFMFNS 2260 (3)</td>
<td>CSCFMFNS 260 (5)</td>
</tr>
</tbody>
</table>

8. Append a current (quarter-based) and proposed (semester based) curriculum advising sheet for the program, formatted to meet the unit’s standards.
   APPENDED
9. Provide rationale for any proposed program changes (either significant or minimal) and a description of how the changes will benefit the students and enhance program quality. Include date of last significant program revision. [Word Limit: 750 words]

FCS ED: The last significant change in the FCS ED minor was 2003. The Family and Consumer Sciences Education Minor semester program has a few course changes: The two required course in the unit have remained the same. One course was dropped as a restricted elective in the Schools and Education section of the minor. The Human Ecology content restricted elective courses have been reduced so that the lowest level of content course are available to choose from, making sure students in the minor do not need to be concerned about pre-requisites.

For semesters, the minimum grade per course and cumulative point hour ration guidelines will also change. In order to be consistent with the requirements of the Family and Consumer Sciences Education major, students pursuing the minor should have at least a cumulative GPA of 2.75. In addition, courses that count toward completion of the minor should have a grade of B- or better.
The family and consumer sciences education minor is designed to provide foundational knowledge about family and consumer sciences education within the school and community and to offer essential courses for the post-baccalaureate family and consumer sciences education licensure program. Courses for the minor are prerequisites for the FCS teacher licensure (post-baccalaureate/fifth year FCS teacher preparation) program.

Students choosing to minor in Family and Consumer Sciences Education may wish to explore FCS Education as a possible career choice in schools or Cooperative Extension. Or they may be interested in studying current issues within the larger social context of the family, education, culture, and society and/or learning more about schools and schooling in today's society.

The minor in family and consumer science education consists of 14-15 credit hours. A minimum of 6 hours must be at the 3000 level or above. After an advisor in the PAES Office of Student & Alumni Services has approved your Minor Program Form, you should file the form with your college or school counselor. For further information about the minor program, contact the school.

### Family and Consumer Sciences Curriculum (5-6 credit hours)

Choose at least two of the following courses, each from a different specialization (HDFS, HUM NUTR, and CSCFMFNS):

- HUMN NTR 5691 Toward Just, Healthy, Secure Choices (2)
- HUMN NTR 2310 Fundamentals in Nutrition (3)
- HDFS 2200 Family Development (3)
- HDFS 2400 Life Span Human Development (3)
- CSCFMFNS 2260 Family Financial Management (3)

### Family and Consumer Sciences minor program guidelines

The following guidelines govern this minor.

- **Required for graduation**: No
- **Credit hours required**: A minimum of 14
- **Transfer credit hours allowed**: A maximum of 6
- **Overlap with the GE Permitted**: Overlap with the major
  - The minor must be in a different subject than the major.
- **Overlap between minors**: Each minor completed must contain 12 unique hours.
- **Grades required**: Minimum 2.75 cumulative point-hour ratio required for the minor.
- **Course work graded** Pass/Non-Pass cannot count on the minor.
- **Approval required**: The minor program description sheet indicates if the minor course work must be approved by:
  - The academic unit offering the minor

### FCS Education Career Exploration in Educational Settings (6 credit hours)

**Required:**
- EDU PAES 2189.4 Introductory Professional Development in Family and Consumer Sciences Education (3)
- EDU PAES 5741 Culturally Responsive Teaching in FCS (3)

### Context for Family and Education (3 credit hours)

**Required:**
- Choose at least one of the following:
  - ED T&L 5442 Teaching & Reading Across the Curriculum (3)
  - EDU P&L 2309 Psychological Perspectives on Education (3)
  - EDU PAES 5650 Introduction to Exceptional Children (3)
  - EDU PAES 5622 Introduction to Software Applications for Teachers and Trainers (3)
The family and consumer sciences education minor is designed to provide foundational knowledge about family and consumer sciences education within the school and community and to offer essential courses for the post-baccalaureate family and consumer sciences education licensure program. Courses for the minor are prerequisites for the FCS teacher licensure (post-baccalaureate/fifth year FCS teacher preparation) program.

Students choosing to minor in Family and Consumer Sciences Education may wish to explore FCS Education as a possible career choice in schools or Cooperative Extension. Or they may be interested in studying current issues within the larger social context of the family, education, culture, and society and/or learning more about schools and schooling in today's society.

The minor in human development and family science consists of 20 credit hours. After an advisor in the PAES Office of Student & Alumni Services has approved your Minor Program Form, you should file the form with your college or school counselor. For further information about the minor program, contact the school.

**FCS Education Career Exploration in Educational Settings (2 credit hours)**

**Required:**
FCS ED 289 Introductory Professional Development in Family and Consumer Sciences Education (2)

**Context for the Family and Education (6-8 credit hours)**

**Required:**
FCS ED 742 Culturally Sensitive Teaching (3)

**Choose at least one of the following:**
ED P&L 413 Legal Issues in Education (5)
ED P&L 650.02 History of Modern Education (3)
OR ED P&L 650.03 Applied Ethics for Teachers (3)
ED T&L 642 Fundamentals of Secondary Reading Instruction (3)
ED T&L 671 Fundamentals of Computer Applications in Education and Training (4)
ED PAES 669 Teaching Students with Disabilities in Inclusive Settings (3)

**Family and Consumer Sciences Curriculum (10-12 credit hours)**

**Choose at least three of the following courses, each from a different specialization (HDFS, HUM NUTR, FM RES MGT, and/or TXT CLO):**
HDFS 364 Life span Human Development (4)
HDFS 360 Family Development (5)
HDFS 665 Parenting (3)
HU NUTR 210 Science of Human Nutrition (5)
OR HU NUTR 310 Fundamentals of Human Nutrition (5)
HU NUTR 314 Fundamentals of Food (5)
FM RES MGT 243 Consumer Problems (3)
FM RES MGT 260 Family Resource Management (5)
TXT CLO 32 Appearance, Dress and Cultural Diversity (5)

**Family and Consumer Sciences minor program guidelines**

The following guidelines govern this minor.

**Required for graduation**  No

**Credit hours required**  A minimum of 20

**Transfer credit hours allowed**  A maximum of 10

**Overlap with the GEC**  Permitted

**Overlap with the major**
- The minor must be in a different subject than the major.
- Courses specified on the major that are also a part of an established minor can be counted toward both the major and the minor when there are a minimum of 50 credit hours of courses toward the major that are not a part of the minor.

**Overlap between minors**  Each minor completed must contain 20 unique hours.

**100-level course**  For every five credit hours of 100-level course work on the minor, the minimum total required for the minor is increased by five.

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

**Approval required**  The minor program description sheet indicates if the minor course work must be approved by:
- The academic unit offering the minor

**Filing the minor program form**  The minor program form must be filed at least by the time the graduation application is submitted to a college or school counselor.

**Changing the minor**  Once the minor program is filed in the college office, any changes must be approved by:
- The academic unit offering the minor

College of Arts and Sciences
Curriculum and Assessment Services
154 Denney Hall, 164 W. 17th Ave.
http://artsandsciences.osu.edu
Transition Policy for the Family and Consumer Sciences Education Minor (Revised June 6, 2011)

There are a few changes the minor, but these changes will not negatively affect students. More courses are available to students in the quarter version of the minor than there will be in semesters. However, if a student completes a course listed as an option on the quarter advising sheet and does not complete the minor and graduate before the transition to semesters, he or she will be permitted to use the old quarter course in semesters in order to finish. All other courses in the minor are a one-to-one transfer from quarters to semesters, and courses completed in quarters will be applied as such.

Students in the Family and Consumer Sciences Education minor who began their degree under the quarter system and must transition to the semester system before graduation will not be delayed nor disrupted toward progress toward their degree. The following policies may be used by advisors when working with students to assure their progress toward degree:

a. Allow students to move from their original quarter advising sheet to the new semester advising sheet if advantageous
b. Waive pre-requisites for newly formed semester courses when possible
c. For courses that have minimal changes and have gone from 5 quarter hours to 3 semester hours an automatic transfer of credits may be used

An example of how a student might transition from a minor started in the quarter system to completing a minor in the semester system:

<table>
<thead>
<tr>
<th>Year/Qtr/Sem</th>
<th>Courses</th>
<th>Required or “choose”</th>
<th>Qtr Crdts</th>
<th>Sem Crdts</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU Quarter System</td>
<td>FCS ED 289</td>
<td>R</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>WI Quarter System</td>
<td>FCS ED 742</td>
<td>R</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>SP Quarter System</td>
<td>EDU PL 413</td>
<td>C</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>AU Semester System</td>
<td>HDFS 2200</td>
<td>C</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SP Semester System</td>
<td>HUMN NTR 2310</td>
<td>C</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

14
Soave, Melissa

From: Andrew Zircher <AZircher@ehe.osu.edu>
Sent: Tuesday, April 24, 2012 3:26 PM
To: Smith, Randy; herness1@gradsch.ohio-state.edu; Wolf, Kay; Soave, Melissa
Cc: jblount@ehe.osu.edu
Subject: Semester Conversion- EHE non degree programs

Dear Dr. Smith, Dr. Herness, Dr. Wolf, and Ms. Soave,

The College of Education and Human Ecology currently offers 21 non degree programs. At the links below, please see the semester conversion proposals for these programs, which have been grouped by the academic unit offering the program. Eighteen of the programs lead to teacher licensure or an endorsement to an existing teacher license. Three others are programs for Teaching and Learning non degree license and endorsement, American Sign Language, Spoken English for International Students, and English as a Second Language Composition.

**Educational Policy and Leadership non degree license and endorsement programs**

**Physical Activity and Educational Services non degree license and endorsement programs**

**Teaching and Learning non degree license and endorsement, American Sign Language, Spoken English for International Students, and English as a Second Language Composition programs**

All of these programs are existing. Twenty of the 21 are being converted with minimal changes, one has been re-envisioned with curricular changes. If you would prefer that these be submitted with a file for each program, let me know, and I will be happy to do that.

Please let me know if you have any questions.

Andy Zircher, MA
Academic Planning Specialist, Curriculum Coordinator
Education and Human Ecology
The Ohio State University
172 Arps Hall
1945 North High Street
Columbus, Ohio 43210
Phone: 614-292-8225
Fax: 614-292-2777
[http://people.ehe.osu.edu/curriculum/](http://people.ehe.osu.edu/curriculum/)
Date: April 24, 2012

To: Randy Smith, Vice Provost for Academic Programs
    Scott Herness, Associate Dean, Graduate School

From: Jackie Blount, Associate Dean, EHE Academic Affairs

RE: Semester Conversion Package for Non Degree Programs in the College of Education and Human Ecology

I am pleased to present the complete package of semester conversion materials for non-degree programs in the College of Education and Human Ecology. In what follows, I will include tables summarizing the programs and describe any other pertinent considerations. Finally, you will find Dean's level approval.

Three units in the College of Education and Human Ecology offer programs that do not lead to degrees, the School of Teaching and Learning, the School of Educational Policy and Leadership, and the School of Physical Activity and Educational Services. These non-degree programs do not require simultaneous enrollment in a degree granting program the way a minor or specialization would. Eighteen of the College’s 21 non-degree programs lead to eligibility for teacher licensure or to an endorsement for an existing teacher license. The other three non-degree programs are the American Sign Language Program, the Spoken English Program for International Students, and the English as a Second Language Composition Program.

All of these semester conversion non-degree program proposals have been reviewed and approved by the college’s curriculum committee and council. Some programs were approved in autumn of 2010, and were submitted to the Office of Academic Affairs but are yet to be approved by the Council on Academic Affairs. Others were mistakenly omitted from the College’s initial semester conversion work, and are being submitted now for the first time.

**Summary Tables**

<table>
<thead>
<tr>
<th>Program</th>
<th>Extent of Change</th>
<th>Approval by EHE Curr. Committee</th>
<th>Approval by EHE College Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Licensure</td>
<td>Converted</td>
<td>Nov. 19, ‘10</td>
<td>Dec. 3, ‘10</td>
</tr>
<tr>
<td>Computer/Technology Endorsement</td>
<td>Converted</td>
<td>Apr. 4, ‘12</td>
<td>Apr. 6, ‘12</td>
</tr>
<tr>
<td>Endorsement</td>
<td>Date</td>
<td>Action</td>
<td>Dates</td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>------------</td>
<td>-----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Adapted Physical Education Endorsement</td>
<td>Re-envisioned</td>
<td>Apr. 4, ’12</td>
<td>Apr. 6, ’12</td>
</tr>
<tr>
<td>Business Education Teacher Education</td>
<td>Converted</td>
<td>Apr. 4, ’12</td>
<td>Apr. 6, ’12</td>
</tr>
<tr>
<td>Career Based Intervention Endorsement</td>
<td>Converted</td>
<td>Apr. 4, ’12</td>
<td>Apr. 6, ’12</td>
</tr>
<tr>
<td>Career and Technical Education Licensure</td>
<td>Converted</td>
<td>Apr. 4, ’12</td>
<td>Apr. 6, ’12</td>
</tr>
<tr>
<td>Family &amp; Consumer Sciences Education</td>
<td>Converted</td>
<td>Apr. 4, ’12</td>
<td>Apr. 6, ’12</td>
</tr>
<tr>
<td>Pre-Kindergarten Special Needs Endorsement</td>
<td>Converted</td>
<td>Dec. 9, ’10</td>
<td>Jan. 4, ’11</td>
</tr>
<tr>
<td>School Nurse Licensure</td>
<td>Converted</td>
<td>Nov. 30, ’10</td>
<td>Dec. 3, ’10</td>
</tr>
<tr>
<td>Special Education- Early Childhood Intervention Specialist Licensure</td>
<td>Converted</td>
<td>Apr. 4, ’12</td>
<td>Apr. 6, ’12</td>
</tr>
<tr>
<td>Special Education- Mild/Moderate Intervention Specialist Licensure</td>
<td>Converted</td>
<td>Apr. 4, ’12</td>
<td>Apr. 6, ’12</td>
</tr>
<tr>
<td>Special Education- Moderate/Intensive Intervention Specialist Licensure</td>
<td>Converted</td>
<td>Apr. 4, ’12</td>
<td>Apr. 6, ’12</td>
</tr>
<tr>
<td>Early Childhood Generalist Endorsement</td>
<td>Converted</td>
<td>Dec. 9, ’10</td>
<td>Jan. 4, ’11</td>
</tr>
<tr>
<td>Middle Childhood Generalist Endorsement</td>
<td>Converted</td>
<td>Dec. 9, ’10</td>
<td>Jan. 4, ’11</td>
</tr>
<tr>
<td>P-6 Mathematics Specialist Endorsement</td>
<td>Converted</td>
<td>Dec. 9, ’10</td>
<td>Jan. 4, ’11</td>
</tr>
<tr>
<td>Reading Endorsement</td>
<td>Converted</td>
<td>Dec. 9, ’10</td>
<td>Jan. 4, ’11</td>
</tr>
<tr>
<td>TESOL Endorsement</td>
<td>Converted</td>
<td>Dec. 9, ’10</td>
<td>Jan. 4, ’11</td>
</tr>
<tr>
<td>American Sign Language Program</td>
<td>Converted</td>
<td>Dec. 9, ’10</td>
<td>Jan. 4, ’11</td>
</tr>
<tr>
<td>Spoken English Program for International Students</td>
<td>Converted</td>
<td>Dec. 9, ’10</td>
<td>Jan. 4, ’11</td>
</tr>
<tr>
<td>English as a Second Language Composition Program</td>
<td>Converted</td>
<td>Dec. 9, ’10</td>
<td>Jan. 4, ’11</td>
</tr>
</tbody>
</table>

**College Approval**

I have carefully reviewed all semester conversion materials for the College of Education and Human Ecology’s non-degree programs, having done so conjointly with the EHE Curriculum Committee.
April 3, 2012

To: Andrew Zircher

From: Joe Wheaton, Assoc. Director of PAES

Subject: Approval of non-degree licensure and endorsement programs in PAES

The School of PAES is fortunate to have seven non-degree licensure programs and three non-degree endorsement programs (v.i.). These programs allow professionals who have already obtained the degree needed for their profession to expand their credentials and expertise. The School supports these programs and approves their conversion to semesters.

**Non-degree License Programs**
- Business Education Teacher Education
- Career and Technical Education
- Family and Consumer Sciences Education
- School Nurse
- Special Education- Early Childhood Intervention Specialist
- Special Education- Mild to Moderate Intervention Specialist
- Special Education- Moderate to Intensive Intervention Specialist

**Non-degree Endorsement Programs**
- Adapted Physical Education
- Career Based Intervention
- Pre-Kindergarten Special Needs

Letter of support for lic only and endorsements
Quarter to Semester Conversion:  
Family and Consumer Sciences Education non-degree license

GENERAL PROGRAM INFORMATION

1. Fiscal Unit / Academic Organization:  
   Physical Activity and Educational Services- D1270

2. Administering College: Education and Human Ecology

3. Co-administering College / Academic Group, if applicable: None

4. Semester conversion designation:  
   c. Converted with minimal changes to program goals and/or curricular requirements (e.g., program name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)

5. Program / Plan name (current and proposed names, if different) (55-character maximum, Note: name changes may require concurrence from other units at OSU and review by the Ohio Board of Regents.)  
   Family and Consumer Sciences Education

6. Type of Program / Plan (Note: Only needed if proposing a new Program / Plan, i.e., 4a. was selected above)  
   • Undergraduate non-degree licensure  
   • Post-Baccalaureate

7. Program / Plan code abbreviation (SIS code, lookup table to be provided in on-line version)

8. Degree Title (current and proposed names, if different): Not applicable

9. Does this program have associated Specializations / Sub-plans? No

PROGRAM REQUIREMENTS

10. Program Learning Goals (i.e., knowledge, skills, and attitudes / perspectives) to be attained by students at time of completion of the program.

   Family and Consumer Sciences Education Goals: Post Baccalaureate/non-degree Licensure

   1. Understand big ideas, patterns of thought, and specific concepts in human ecology content to inform teaching and learning in family and consumer sciences.

   2. Develop coherent and purposeful curriculum and assessment plans informed by human ecology content, knowledge of students' development, informed by the culture of the community, and that promote high levels of achievement in family and consumer sciences.

   3. Plan and use problem based/critical science learning principles as the pedagogical base for teaching family and consumer sciences to a diverse population of youth.

   4. Plan and use culturally responsive instructional methods and student activities suited to content knowledge in family and consumer science.

   5. Recognize theory, research, and practice as ways to inform the scholarship of family and consumer sciences teaching and learning.
6. Develop habits of thinking and action regarding teaching and learning that continuously promote high levels of learning and self-regulation to inspire continued desire to improve achievement.

11. List of semester courses (department, title, credit hours) and categories of courses that constitute the requirements of the program. (Notes: If this is a proposal for a graduate program, list any requirements beyond those stipulated by the Graduate School.)

<table>
<thead>
<tr>
<th>Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU PAES 5650 Introduction to Exceptional Children U G 3</td>
<td>EDU PAES 650 (3)</td>
</tr>
<tr>
<td>EDU PAES 5623 Advanced Software Applications for Teachers and Trainers (3)</td>
<td>EDU PAES 623 (3) and EDU PAES 632 (3)</td>
</tr>
<tr>
<td>EDU PAES 5624 Foundations of WDE (3)</td>
<td>EDU PAES 624 (4)</td>
</tr>
<tr>
<td>ED T&amp;L 5442 Teaching Reading Across the Curriculum U G 3</td>
<td>EDU TL 642.07 (3)</td>
</tr>
<tr>
<td>ED P&amp;L 2309 Psychological Perspectives on Education U 3</td>
<td>EDU PL 309.07 (5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family and Consumer Sciences Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU PAES 2189.40 Field Experience in FCS I: Observing Family and Consumer Sciences Teaching (3)</td>
<td>FCSED 289 (2)</td>
</tr>
<tr>
<td>EDU PAES 5189.05 Field Experience in FCS II: Teaching in an Urban Family and Consumer Sciences Classroom (3) (UG)</td>
<td>FCSED 689.01 (2) and FCSED 689.03 (2)</td>
</tr>
<tr>
<td>EDU PAES 5741 Culturally Responsive Teaching in Family and Consumer Sciences (3) (UG)</td>
<td>FCSED 742 (3)</td>
</tr>
<tr>
<td>EDU PAES 5746 Problem-based Instruction in Family and Consumer Sciences (4) with LAB (UG)</td>
<td>FCSED 746.03 (5)</td>
</tr>
<tr>
<td>EDU PAES 5747 Planning for Teaching &amp; Learning in Family and Consumer Sciences (5) with LAB (UG)</td>
<td>FCSED 746.01 (5)</td>
</tr>
<tr>
<td>EDU PAES 5691 Toward Just, Healthy, Secure Choices (2) (UG)</td>
<td></td>
</tr>
<tr>
<td>EDU PAES 5790 Analyzing Student Work Samples in Family and Consumer Sciences (1) (UG)</td>
<td>FCSED 689.03 (2)</td>
</tr>
<tr>
<td>EDU PAES 5791.01 Designing Family and Consumer Sciences Instruction Internship (4) (UG)</td>
<td>FCSED 791.01 (4)</td>
</tr>
<tr>
<td>EDU PAES 5791.02 Facilitating Learning in Family and Consumer Sciences Classrooms Internships (4) (UG)</td>
<td>FCSED 791.02 (4)</td>
</tr>
<tr>
<td>EDU PAES 5791.03 Professional Development of Teachers in Family and Consumer Sciences (4) (UG)</td>
<td>FCSED 791.03 (4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Human Ecology</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>HDFS 2410 Child Development (3)</td>
<td>HDFS 361 (5)</td>
</tr>
<tr>
<td>HDFS 2200 Family Development (3)</td>
<td>HDFS 360 (5)</td>
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<tr>
<td>HDFS 2400 Life Span Human Development (3)</td>
<td>HDFS 364 (5)</td>
</tr>
<tr>
<td>HDFS 2350 Parenting (3)</td>
<td>HDFS 665 (3)</td>
</tr>
<tr>
<td>HUMNNTR 2310 Fundamentals of Nutrition (3)</td>
<td>HUMN NTR 310 (5)</td>
</tr>
<tr>
<td>HUMNNTR 3313 Food in Different cultures (2) or HUMNNTR 3415 Global Nutrition Issues (2)</td>
<td>HUMN NTR 313 (3) or HUMN NTR 3415 (3)</td>
</tr>
<tr>
<td>CS CFFS 2260 Family Financial Management (3)</td>
<td>CSCFMFNS 260 (5)</td>
</tr>
<tr>
<td>CS CFFS 2910 Consumer Problems and Perspectives (3)</td>
<td>CSCFMFNS 243 (5)</td>
</tr>
</tbody>
</table>
12. Program Rationale. Statement for proposed program changes (either significant or minimal) and a description of how the changes will benefit students and enhance program quality. Include date of last significant program revision. If a new program, give rationale. [Word limit: 750 suggested]

FCS ED: The last significant change in the FCS ED post-baccalaureate program with teacher license was 2003. The Family and Consumer Sciences Education semester program has several program changes: in the FCS ED pedagogy courses. The Family and Consumer Sciences Education pedagogy courses have been reordered and changes made in the campus clinical/laboratory experiences and field experiences required to assure FCS teacher candidates have the knowledge and skill to follow research-based teaching practice. One new course is added and a block of two methods (EDU PAES 5746 & 5747) and three field experiences (EDU PAES 2189.40, 5189.05, 5791.01 &.02) have been reordered and credits redistributed based on current research in teacher preparation and new secondary Ohio family and consumer science standards. The new course proposed in called Toward Just, Nutritious, Safe Food (2 cr). This course supports the Ohio secondary FCS standards so that teacher candidates are prepared to teach this content to secondary students. The field experiences have been adjusted to focus on preparing teachers as observers of research-based practice and as observers of student work analyzing how instruction and assessment can be used to evaluate learning and make adaptations to produce stronger understandings and high levels of student achievement. The methods courses are reordered and changed so that family and consumer sciences curriculum, assessment and sequence of learning planning take a priority focus in the first (EDU PAES 5746) of the two courses. The first course focuses on teaching used problem-based, critical science learning approaches. The second course (EDU PAES 5747) is coordinated with an urban field experience (EDU PAES 5189.05) and focuses on family and consumer sciences instructional methods and creating effective learning environments. The new foci in the methods and field experiences are continued in the culminating student teaching experience the last quarter of the teacher candidates program. A four week, one-credit course (EDU PAES 5790) during the student teaching semester has been added to plan action research/work samples while preparing for full-time student teaching.

13. Quarters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards (only required if an existing program / plan). (Notes: This information is only required for undergraduate degrees, majors, and minors. If the program has multiple specializations / sub-plans, multiple advising sheets may be attached.)

See attached

14. Semesters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards. (Notes: This information is only required for undergraduate degrees, majors, and minors. If the program has multiple specializations / sub-plans, multiple advising sheets may be attached.)

See Attached

15. Curricular Map that shows how, and at what level (e.g., beginning, intermediate, advanced), the program's courses facilitate students' attainment of program learning goals. A table format is recommended (see example below). (Notes: This information is only required for undergraduate degrees and majors. If the program has multiple specializations / sub-plans, multiple maps may be attached.): Not required for non-degree program

N/A

16. Will this program have an associated pre-major or area of interest? Not applicable

CREDIT HOUR EXPLANATION

17. Provide a table to aid the Council on Academic Affairs reviewers as they check for credit hour changes. The table should include the following information:
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

<table>
<thead>
<tr>
<th>Program credit hour requirements</th>
<th>Total minimum credit hours required for completion of program</th>
<th>Required credit hours offered by the unit</th>
<th>Required credit hours offered outside of the unit</th>
<th>Required prerequisite credit hours not included above</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Number of credit hours in current program (Quarter credit hours)</td>
<td>93</td>
<td>61.4</td>
<td>73</td>
<td>11.6</td>
</tr>
<tr>
<td>B) Calculated result for 2/3rds of current (Semester credit hours)</td>
<td>34</td>
<td>22.4</td>
<td>31</td>
<td>16.6</td>
</tr>
<tr>
<td>C) Number of credit hours required for proposed program (Semester credit hours)</td>
<td>56</td>
<td>37</td>
<td>41</td>
<td>4</td>
</tr>
<tr>
<td>D) Change in credit hours</td>
<td>62</td>
<td>41</td>
<td>42</td>
<td>1</td>
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</tbody>
</table>

18. If the difference (column D) is more than 4 semester credit hours between the values listed in columns B and C for any row in the table above, provide a rationale for the change in credit hours.

Three credit courses in the unit and outside the unit had to make a decision about how to handle this transfer of credits to semester. Many courses are staying three or more credits as they shifted content and expectations for these courses. See the rationale above for additional details about the changes to the curriculum, which explain the increase in total minimum credits as well as required Family and Consumer Sciences coursework.

**TRANSITION POLICY**

19. Transition policy statement that assures those students who began their degree under quarters that the transition to semesters will not delay their graduation nor disrupt progress toward a degree. This may include a description of a preliminary program transition plan, how individual transition advising plans will be developed, and possible use of bridge courses. It should address students in the program and students taking service courses offered by the department/unit.

The Post-Bacc plan changes from a six quarter plan to a five semester plan. No problems are anticipated. Students will not be harmed due to the university switch to semesters. Students will progress normally towards completion of the program as long as they consult with Family and Consumer Sciences Education faculty through the transition, enroll in sufficient credits each term to make progress in the program, and not encounter any academic difficulties. Quarter courses that have a direct equivalent will be counted in semesters as such. Most courses have one-to-one equivalents.

The new curriculum requires EDU PAES 5623, which is a different education technology course than what was required before- EDU PAES 622, EDU PL 370 or EDU TL 671. Other such situations will be handled similarly. If a student has already completed one of the old technology courses, it will be allowed to count. Students who are farther along with the quarter curriculum may continue with that plan if it is expedient for them and simply complete the semester equivalent courses. Students may also choose to switch to the semester curriculum.

**ASSESSMENT CONVERSION**

The FCS ED assessment plan includes the PRAXIS II and FCS exams outcomes toward teacher license. The additional assessments are handled in unit courses.

20. Is this a degree program (undergraduate, graduate, or professional) or major? Not applicable
ATTACHMENTS

21. Letter from program-offering unit: Attached

22. Letter from the college to the Office of Academic Affairs: Attached

23. Co-administering letter: Not applicable

24. Support / concurrence letters: Not applicable

25. Additional documentation for Ohio Board of Regents review, if appropriate: Not applicable
Family and Consumer Sciences Education Post-Baccalaureate Program
The Ohio State University, College of Education & Human Ecology
Workforce Development and Education
Post-Baccalaureate* Six-Quarter** Plan

If you have already earned a Bachelor’s degree from Ohio State or other four-year accredited college or university you can complete courses at Ohio State to earn a Family and Consumer Sciences (FCS) teacher license. This FCS ED program is called a Post-Baccalaureate Program or Post-Bacc (pronounced Post Back). In this program you complete the course work and exams to earn the Four-year Resident Educator License, Family and Consumer Sciences #090120. This is an Ohio teacher license that permits you to teach Family and Consumer Sciences in middle and high schools.

<table>
<thead>
<tr>
<th>Winter Yr:</th>
<th></th>
<th>Spring Yr:</th>
<th></th>
<th>Summer Yr:</th>
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<tbody>
<tr>
<td>Course</td>
<td>Cr.</td>
<td>Course</td>
<td>Cr.</td>
<td>Course</td>
</tr>
<tr>
<td>FCS ED 289</td>
<td>2</td>
<td>CS FMRSM 243</td>
<td>5</td>
<td>FCS ED 742 (1st term)</td>
</tr>
<tr>
<td>EDU T&amp;L 642</td>
<td>3</td>
<td>EDU P&amp;L 309</td>
<td>5</td>
<td>EDU P&amp;L 306</td>
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<tr>
<td>HDFS 360</td>
<td>5</td>
<td>HDFS 364</td>
<td>5</td>
<td>CS FMRSM 260</td>
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<tr>
<td>CS HSPSG 350.02 (4) or HUMN NTR 314 (5)</td>
<td>4-5</td>
<td>HDFS 665</td>
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<td>HUMN NTR 210</td>
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<td><strong>Total Credit Hours</strong></td>
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<td>FCS ED 689.03</td>
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<td>FCS ED 791.02</td>
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<td>FCS ED 640</td>
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<td>HDFS 361</td>
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<td>EDU PAES 650</td>
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<td>CS TXTCL 200</td>
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<td><strong>Total Credit Hours</strong></td>
<td>16-17</td>
<td><strong>Total Credit Hours</strong></td>
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*The Post-Baccalaureate program adds an Ohio FCS teacher license only. You must have a 2.75 CPHR to qualify.
**PRAXIS exams are required for an Ohio teacher license.
**Please plan ahead; quarter and time courses are offered change and pre-requisite courses may be needed.

Human Ecology Course Titles:
- CS FMRSM 243 Consumer Problems (5)
- CS FMRSM 260 Family Financial Management I (5)
- HDFS 360 Family Development (5)
- HDFS 361 Introduction to Child Development (5)
- HDFS 364 Life Span Human Development (5)
- HDFS 665 Parenting (3)
- HUMN NTR 210 Science of Human Nutrition (5) OR 310 Fundamentals of Human Nutrition (5)
- HUMN NTR 314 Fundamentals of Food (5) OR CS HSPSG 350.02 Principles of Food Management (4)
- CS TXTCL 200 Fashion, the Body, and Popular Culture (3)

Education Course Titles:
- EDU PAES 650 Introduction to Exceptional Children (3)
- EDU P&L 306 School and Society (5)
- EDU P&L 309 Psychological Perspectives on Education (5)
- EDU T&L 642 Teaching Reading Across the Curriculum (3)
- EDU PAES 622 Business Technology Education I (3) or EDU P&L 370 Computers in the Classroom: An Introduction (4) or EDU P&L 671 Fundamentals of Computer Applications in Education and Training (4)
FCS Teacher Licensure Course Titles:
FCS ED 289 Introductory Professional Development in FCS Education (2)
FCS ED 640 Workforce Education through Family and Consumer Sciences (3) (Autumn only online – must be taken at Ohio State)
FCS ED 742 Culturally Sensitive Teaching (3) (Summer only first term)
FCS ED 746.01 Instruction for Effective Learning in Family and Consumer Science Education (5)
FCS ED 746.03 Instruction for Problem-Based Learning (5)
FCS ED 689.01 Professional Development: Accommodating Diversity (2)
FCS ED 689.03 Professional Development: Context for Improving Teaching and Learning (2)
FCS ED 791.01 Designing Instruction (4)
FCS ED 791.02 Facilitating Learning in Family and Consumer Sciences (4)
FCS ED 791.03 Professional Development and Other Supporting Experiences (4)

NOTE: A Master’s degree with FCS teacher licensure is also available when you meet graduate school requirements

Additional State of Ohio Requirements for FCS Teacher Licensure (must complete those highlighted in yellow for the Four-year Resident Educator License, Family and Consumer Sciences #090120):
• Pass BCI and FBI Criminal Background Check
• Pass PRAXIS II Learning and Teaching Exam (ETS)
• Pass PRAXIS II Family and Consumer Sciences Exam (ETS)

Before substituting courses from any other university be sure to clear the course description with Dr. Ruth Dohner. Some courses may be taken online at http://www.gpidea.org/

This transcript review is completed by Ruth E. Dohner, The Ohio State University, and is valid for only one year from this date.
Five Semester Plan for FCS Teacher License
Post Baccalaureate Family and Consumer Sciences Education

Request a transcript review as you may have completed courses in the B.S. degree to reduce this load.

<table>
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<th>Autumn Semester</th>
<th>Spring Semester</th>
<th>Summer Session</th>
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<td>EDU T&amp;L 5442 (3)</td>
<td>HDFS 2400 (3)</td>
<td>HDFS 2200 (3)</td>
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<td>ED P&amp;L 2309 (3)</td>
<td>ED PAES 5623 (3)</td>
<td>HDFS 2350 (3)</td>
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<td>ED PAES 5624 (3)</td>
<td>HUMN NUTR 2310 or 2210(3)</td>
<td>HDFS 2410 (3)</td>
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<td>HUMN NTR 3313 or 3415 (2)</td>
<td>2189.40 Field Experience in FCS I: Observing Family and Consumer Sciences Teaching (3)</td>
<td>5691 Toward Just, Healthy, Secure Choices (2)+ EDU PAES 5194 Group Studies in WDE(1-2)</td>
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<td>CS CFFS 2910 (3)</td>
<td>5746 Problem-based Instruction in Family and Consumer Sciences (4)</td>
<td>5741 Culturally Responsive Teaching in Family and Consumer Sciences (3)</td>
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<td>14 credits</td>
<td>16 credits</td>
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5747 Planning for Teaching & Learning in Family and Consumer Sciences (5) with LAB
5189.05 Field Exp in FCS II: Teaching in an Urban Family and Consumer Sciences Classroom (3)
EDU PAES 5650 (3)
CS CFFS 2260 (3)
15 credits

5791.01 Designing FCS Instruction Internship(4)
5791.02 Facilitating Learning in FCS Internship(4)
5791.03 Prof Dev of FCS teachers(4)
5790 Analyzing Student Work Samples in Family and Consumer Sciences (1)
13 Credits

Education
EDU PAES 5650 Introduction to Exceptional Children U G 3
EDU PAES 5623 Advanced Software Applications for Teachers and Trainers (3)
EDU PAES 5624 Foundations of WDE (3)
ED T&L 5442 Teaching Reading Across the Curriculum U G 3
ED P&L 2309 Psychological Perspectives on Education U 3

Family and Consumer Sciences Education
EDU PAES 2189.40 Field Experience in FCS I: Observing Family and Consumer Sciences Teaching
EDU PAES 5189.05 Field Experience in FCS II: Teaching in an Urban Family and Consumer Sciences Classroom (3) (UG)
EDU PAES 5741 Culturally Responsive Teaching in Family and Consumer Sciences (3) (UG)
EDU PAES 5746 Problem-based Instruction in Family and Consumer Sciences (4) with LAB (UG)
EDU PAES 5747 Planning for Teaching & Learning in Family and Consumer Sciences (5) with LAB (UG)
EDU PAES 5691 Toward Just, Healthy, Secure Choices (2) (UG)
EDU PAES 5790 Analyzing Student Work Samples in Family and Consumer Sciences (1) (UG)
EDU PAES 5791.01 Designing Family and Consumer Sciences Instruction Internship (4) (UG)
EDU PAES 5791.02 Facilitating Learning in Family and Consumer Sciences Classrooms Internships (4) (UG)
EDU PAES 5791.03 Professional Development of Teachers in Family and Consumer Sciences (4) (UG)

Human Ecology
HDFS 2410 Child Development (3)
HDFS 2200 Family Development (3)
HDFS 2400 Life Span Human Development (3)
HDFS 665 Parenting (3)
HUMNTR 2310 Fundamentals of Nutrition (3)
HUMNTR 3313 Food in Different cultures (2) or HUMNTR 3415 Global Nutrition Issues (2)
CS CFFS 2260 Family Financial Management (3)
CS CFFS 2910 Consumer Problems and Perspectives (3)

Admission to major
B.S. degree; 2.75 cumulative GPA for admission and license. B grade or better is required in 2189.40 field experience (admission to Post-Bacc is conditional upon successful completion of 2189.40) Revised 2/26/2012