THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Academic Affairs
College of Education and Human Ecology
172 Arps Hall
1945 North High Street
Columbus, OH 43210
614-688-4571 Phone

Memo

May 2, 2017

To: Randy Smith, Vice Provost of Academic Programs
        Katie Reed, Executive Assistant

CC: Andrew Zircher, Director of Assessment and Curriculum
        Danielle Brown, Curriculum Development Specialist

From: Bryan Warnick, Associate Dean of Academic Affairs

RE: **PROGRAM CHANGE: BSED IN CHILD AND YOUTH STUDIES**

The faculty and administration of the College of Education and Human Ecology (EHE) have approved revisions to the Bachelor of Science in Education major in Child and Youth Studies, which is an interdisciplinary program in EHE. The proposal was approved by the EHE Curriculum Committee on April 17, 2017 and received unanimous support. I am writing to request review of this proposal by the Council on Academic Affairs. If there are any questions, please contact me at warnick.11@osu.edu or Danielle Brown at brown.2199@osu.edu.

Dear Laurie,

I am writing in my role as chair of the EHE curriculum committee in order to clarify the questions that Francis shared with you. The committee does understand that the CYS program was fully approved by OAA. The committee's questions, however, are in response to the proposed program changes that were submitted for our review.

In the original, approved program, the Creative Pedagogies strand allowed students to choose 15 hours from among a list of courses. The Program Change request, however, now indicates the following in terms of this specialization:

Creative Pedagogies specialization:
• Move EDUTL- 5123, Early Childhood Pedagogy from an option to required, as the content is a crux of the program.
• Add EDUTL XXXX, Reggio as a required course. Currently being developed. If a student is in need of the course prior to its development, they can substitute another specialization elective.

The committee interpreted "Creative Pedagogies" to be an arts-based pedagogy strand. However, these proposed changes would require that students who select this strand take only early childhood coursework as strand requirements and that these courses would be focused on working with children in a specific age-range (birth to age 5). These proposed changes, then, seem to suggest that a) this is no longer an arts-focused specialization; b) this is an age-band specific specialization; and c) this strand is potentially redundant to the existing Early Childhood Development strand.

This is the context for the list of questions that was shared by Francis Troyan as the T&L UG Studies Committee representative on the EHE Curriculum Committee.

I hope this helps to clarify. Please let me know if you have additional questions.

Caroline

Caroline T. Clark, Professor
Adolescent Literacy and English Education
Department of Teaching and Learning
Ramseyer Hall 221A
((614) 688-5449

Caroline:

In order to provide a response to your questions regarding the above revisions, I share with you the thinking of the committee who developed the Child & Youth Studies Program that OAA passed. This was a program involving agreement among faculty from the Departments of Human Sciences, Teaching & Learning, and Educational Studies with guidance from Bryan Warnick's office.

The Creative Pedagogies Strand was purposely developed to be distinguished from the Early Childhood Development and Education strand by addressing innovative pedagogies within the birth – elementary years. The word "arts-based" was purposely not included to make this strand broader in focus with the understanding that there would be (and exist) several arts-based electives within the strand. The Early Childhood Pedagogy course is the one required course that is designed as a foundational course in the strand that includes major themes from all of the electives. This course also coordinates with the Early Childhood Education Professional Preparation Pipeline requirements. Plans are for the Reggio Course to be designed by the end of the summer, 2017.

I hope this addresses your concerns. Please let me know if you have further questions.

Laurie

THE OHIO STATE UNIVERSITY

March 10, 2017

College of Education and Human Ecology Curriculum Committee
Attn: Caroline Clark, Chair of EHE Curriculum Committee
College of Education and Human Ecology Academic Affairs
172 Arps Hall
1945 N High Street
Columbus, OH 43210

Dear College Curriculum Committee,

I am writing on behalf of the members of the Department of Teaching and Learning Undergraduate Studies Committee who have voted four-to-one in favor of the proposed changes to the Bachelor of Science in Education, Child and Youth Studies program and proposes the program be effective as of Summer Semester 2017. Additionally, the Committee recommends that regional campuses also be made aware of the proposed changes and be encouraged to provide feedback concerning how it might affect their offerings of the program. The Committee also expresses their concerns about the continual revision of the program. An example of continual revision is the request to change the 1 credit hour EDUTL 5195 requirement to 0-1 credits, which best accommodated regional campus offerings, and now back to 1 credit hour.

It is our hope that you will be able to review the proposed program in your next meeting. Please let us know if anything further is needed.

Sincerely,

Lauren Salamone
Coordinator, Curriculum and Licensure
Academic Services
Department of Teaching and Learning
College of Education and Human Ecology
1945 High Street
227 Arps Hall
Columbus, OH 43210
614-292-2332
Salamone.9@osu.edu

THE OHIO STATE UNIVERSITY

College of Education and Human Ecology
Department of Teaching and Learning
333 Arps Hall, 1945 N. High Street
Columbus, OH 43210-0711
614-292-1257 Phone
614-292-7695 Fax

tl.ehe.osu.edu

December 22, 2017

Undergraduate Curriculum Committee:

A brief summary of the program(s) for the reviewers, including the title of the program(s)

The program sheets with requested changes are for the B.S.Ed. Child Youth Studies program:

- It is proposed that this major program be available to students as a **second major** per the new university double major policy.
- **Remove the "Senior Year Culminating Experience"**. Instead each specialization will be required to complete their own culminating experience. **Early Childhood Development & Education** will complete HDFS 3189.01 - Field Work with Children, **Technology and Youth** will complete ESETEC 5194- Group Studies: Education Technology, and all other stands (**Literacy and Language, Creative Pedagogies in Education, and Individualized Study**) will complete EDUTL 4191 and 5195. This also creates the consistency of 22 required hours for each specialization.
- If course availability exists, students from **regional campuses can pursue any of the specializations**. Regional students should consult with their academic advisors concerning course availability on their campus.

Core Requirements:

- **Add EDUTL 4174 as an option for 5174 requirement** - Family Participation or regional equivalent - The focus of both of these courses align with valuing the involvement of families in children's education and identifying strategies to engage families. Allowing students this option will facilitate completion of this requirement, while not placing additional teaching responsibilities upon faculty.
- **Add ESSPED 2650 as an option for EDUTL 5501 and ESSPED 5650 requirement**. This is a newly developed course that focuses on the e education and early care of exceptional learners from birth to the early grades. This course will focus on young children whose attributes/learning abilities differ from the norm to such an extent that an individual family service plan (IFSP) or an individualized program of special education (IEP) is required to meet their needs.
- Early Childhood Development & Education specialization students must complete **HDFS 2410.** This course is an introductory-level course which contains important content for students completing this specialization.

Early Childhood Development and Education specialization:

- **Remove EDUTL 5123 and replace with HDFS 3620**- Intervention and Prevention Practices: Development and Evaluation. Rationale: "After reviewing the syllabus for EDUTL 5123, a required course in the specialization, it appears that about 70% of the material is covered in three other required courses in the specialization: EDUTL 2820, HDFS 2800, and HDFS 2810. A course not required in specialization but which would be a very good compliment to the existing courses is HDFS 3620: Intervention Strategies."- provided by Dr. Gene Folden. This course is also currently being developed as an online offering.

Language and Literacy and Creative Pedagogies specializations:

- **Add EDUTL 3189 as required** - The program values the yearlong placement experience for CYS students. This supports the development of deep and meaningful relationships within the placement, in addition to a fuller understanding of the complexities of the community. The EDUTL 3189 course will serve as the first portion of the yearlong placement experience for students.

- **Add EDUTL 5195 as required** - Having students enroll in one credit of the EDUTL 5195 Seminar (should be called Seminar for consistency across programs and not field experience) concurrent with their first field experience will provide the opportunity to facilitate students' experience and to mediate the process of learning about the community.
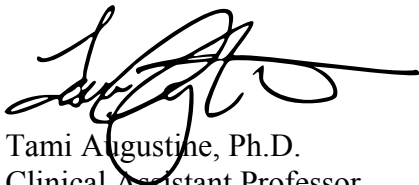
Creative Pedagogies specialization:

- **Move EDUTL- 5123**, Early Childhood Pedagogy from an option to required, as the content is a crux of the program. **Add "or EDUTL 5220"**, Foundations of Middle Childhood Teaching and Learning. Rationale: Provides options for students to focus on early or middle childhood pedagogy.

- **Add EDUTL- 2100**, Drama and Arts from an option to required, as the content will provide students with knowledge concerning arts (dramatic and visual) integration approaches to preK-youth teaching and learning in diverse settings. **Add "regional students may complete EDUTL 2820"** since 2100 is not offerred regionally.

Individualized Study:

- **Add EDUTL 5195 as required-** Having students enroll in one credit of the EDUTL 5195 Seminar (should be called Seminar for consistency across programs and not field experience) concurrent with their first field experience will provide the opportunity to facilitate students' experience and to mediate the process of learning about the community.

Sincerely,

Tami Augustine, Ph.D.
Clinical Assistant Professor
Director of Teacher Education – Columbus Campus
Department of Teaching and Learning

THE OHIO STATE UNIVERSITY

College of Education and Human Ecology
Department of Teaching and Learning
227Arps Hall, 1945 N. High St.
Columbus, OH 43210-0711
614-292-2332 Phone
614-292-7695 Fax
http://tl.ehe.osu.edu

February 16, 2017

To Whom It May Concern:

For the last two years, I have been involved in developing the Child & Youth Studies Program. This program is now operating and there is no need to continue enrolling students to the Early and Middle Childhood Studies. I am proposing that the College of Education and Human Ecology stop enrolling students in the Early and Middle Childhood Studies as of summer, 2017. Please let me know if you have any questions. I can be contacted via email – katz.124@osu.edu.

Respectfully,

Laurie Katz, Professor in Department of Teaching & Learning

BACHELOR OF SCIENCE IN EDUCATION, CHILD & YOUTH STUDIES
PROGRAM SHEET

Effective for students admitted to the College of Education and Human Ecology beginning Summer 2017

COURSE & NUMBER	HRS	COURSE & NUMBER	HRS
General Education (46-53)		**SPECIALIZATION REQUIREMENTS- SELECT ONE (21-22 HRS)**	
		Early Childhood Development & Education (complete all, 22 hrs)	
Writing (6)		HDFS 3189.01 - Field Work with Children	3
ENGLISH 1110.01 or 1110.02 or [1]1110.03	3	EDUTL 2820 - Creativity & Arts	3
[2]2nd Level Writing	3	~~EDUTL 5123 - Early Childhood Pedagogy~~ HDFS 3620- Intervention and Prevention Practices: Development and Evaluation	3
		ESEPSY 2309 - Edu Psych	3
[2]**Arts (3)**	3	HDFS 2800 - Prom Erly Lng & Lit Devel in ECDE	3
		HDFS 2810 - Devel Age Appr Curr for ECDE	3
[3]**Literature (3)**	3	HDFS 3450 - Mng & Sppt Beh in Social Cnxts OR EDUTL 5110 - Classroom Commun & Iss of Guidance	3
		HDFS 3800 - Prof Development	1
Math (3-10)			
Math Placement M or higher, MATH 1125, 1135 or Equiv.	0-5	**Language and Literacy (22 hrs)**	
Next Math course past placement, MATH 1126, 1136 or other course from University approved Math & Logical Analysis list	3-5	**Required (10 hrs):**	
		EDUTL 3189 - Field Exp	2
Data Analysis (3)	3	EDUTL 5195 - Reflective Seminar	1
		EDUTL 4191 – Internship (Advanced Field Placement)	5
		EDUTL 5195 - Reflective Seminar	2
		Select 4 (12 hrs):	
		EDUTL 2368 - Child Lit	3
Science (10)	10	EDUTL 3356 - Adol Lit	3
Take two or three science courses totaling at least 10 credits from University approved GE list. At least one course must have a lab. At least one course must be a Biological Science and one must be a Physical Science.		EDUTL 5120 - Arts Based Integrated Learning	3
		EDUTL 5220 - Fd MC T&L	3
		EDUTL 5225 - Readng Multicult Lit Acrss Curr	3
[3]**Historical Study**	3	EDUTL 5226 - Lit, New Media, Creative Ped	3
		EDUTL 5339 - Eval Instrct Decision Literacy	3
		EDUTL 5442 - Tchg Rdg Across Curr	3
[2]**Social Science (6)**	6	EDUTL 5453 - Crt Literacy content	3
Take two social science courses from the University approved GE list. Choose from 2 different subcategories.		EDUTL 5468 - Reading Foundations	3
		EDUTL 5469 - Undrstnd Phncs & Role in Instrt	3
[3]**Culture & Ideas or** [3]**Historical Study (3)**	3	HDFS 2420 or ESEPSY 5401 - Adol Dev	3
(Recommended: ESEPHL 3410 Philosophy of Education)		**Technology and Youth (complete all, 21 hrs)**	
		ESEPSY 2309 - Edu Psych	3
		ESETEC 2211 - Impct of Tech in Lrning and Education	3
Open Option (6)	6	ESETEC 2250- Tech, Education, and Communities	3
(Recommended: ESCFE 2241 Body and Mind Goes to School)		ESETEC 2251- Tech Interventions in Edu and Comm	3
		ESETEC 2270 - Computers in the Classroom: An Intro	3
		ESETEC 5280 - Educational Videography OR ESETEC 5281 - Intro to Developing Ed Web Sites	3
CORE REQUIREMENTS (21)		ESETEC 5194 - Group Studies: Educational Tech	3
EDUTL 2189 - Community-based field exp	1		
EDUTL 4303 - Linguistic Div	3	**Creative Pedagogies in Education (22 hrs)**	
EDUTL 5005 - Eqty and Diversity in Education	3	**Required (16 hrs):**	
EDUTL 4174 or 5174 - Family Participation or regional eqiv.	3	EDUTL 3189 - Field Exp	2
EDUTL 5501 – Inclusion, ESSPED 5650 - Exceptional Children, OR ESSPED 2650	3	EDUTL 5195 - Reflective Seminar	1
HDFS 2200 - Family Development	3	EDUTL 4191 – Internship (Advanced Field Placement)	5
HDFS 2410 - Child Dev OR EDUTL 3160 - App Dev Lrn Cxts *(Early Childhood Development & Education specialization students must complete HDFS 2410)*	3	EDUTL 5195 - Reflective Seminar	2
KNSFHP 1103 - Inro H&W in Am	2	EDUTL 5123 - Early Childhood Pedagogy or EDUTL 5220- Foundations of Middle Childhood Teaching and Learning	3
		EDUTL 2100- Drama and Arts- Based Teaching and Learning (regional students may complete EDUTL 2820)	3
		Select 2 (6 hours)	
		EDUTL 5125 - Reggio	3
		EDUTL 4005 - Urban Ed	3
		EDUTL 5101 - TL w/Drama	3
		EDUTL 5120 - Arts Based Integrated Learn	3
University Requirement (1)		EDUTL 5226 - Lit, New Media, Creative Ped	3
EHE 1100 (1)	1	HDFS 2420 or ESEPSY 5401 - Adol Dev	3
		Individualized Study (22 hrs)	
		Required (10 hrs):	
		EDUTL 3189 - Field Exp	2
		EDUTL 5195 - Reflective Seminar	1

[1] English 1110.03 must be taken concurrently with English 1193.03

[2] Students must complete one Social Diversity in the US course, which is typically met by selecting a 2367 or Social Science course that meets this requirement.

[3] Students must complete two Global Issues courses, which are typically met by selecting Literature, Art, Cultures & Ideas, or Historical Study courses that meet this requirement.

Rev. 4/25/17

COURSE & NUMBER	HRS	COURSE & NUMBER	HRS
		EDUTL 4191 – Internship (Advanced Field Placement)	5
		EDUTL 5195 - Reflective Seminar	2
		Students must work with and have approval from academic advisor and faculty to create a plan that meets their career goals, consisting of course at the 2000 level or above.	12
FREE ELECTIVES	23-30	**TOTAL CREDIT HOURS REQUIRED**	120

BACHELOR OF SCIENCE IN EDUCATION, CHILD & YOUTH STUDIES
COMPLETION PROGRAM SHEET
Effective for students admitted to the College of Education and Human Ecology beginning Summer 2017

COURSE & NUMBER	HRS	COURSE & NUMBER	HRS
EHE 1100 (1)	1	**Option A: Admission requirement: Applied associate degree from an accredited institution in field related to early childhood education**	≈60
General Education (46-53)			
Writing (6)			
ENGLISH 1110.01 or 1110.02 or [1]1110.03	3	**Required Courses (12 hrs)**	
[2]2nd Level Writing	3	EDUTL 4303 – Linguistic Diversity	3
		EDUTL 5005 – Equity and Diversity in Education	3
[2]**Arts (3)**	3	EDUTL 4174 – Family Participation	3
		EDUTL 5501 – Inclusion	3
[3]**Literature (3)**	3		
		Select one specialization:	
Math (3-10)			
Math Placement M or higher, MATH 1125, 1135 or Equiv.	0-5	**Language and Literacy (22 hrs)**	
Next Math course past placement, MATH 1126, 1136 or other course from University approved Math & Logical Analysis list	3-5	**Required (10 hrs):**	
		EDUTL 3189 - Field Exp	2
		EDUTL 5195 - Reflective Seminar	1
		EDUTL 4191 - Internship	5
		EDUTL 5195 - Reflective Seminar	2
Data Analysis (3)	3	**Select 4 (12 hours):**	
		EDUTL 2368 - Child Lit	3
Science (10)	10	EDUTL 3356 - Adol Lit	3
Take two or three science courses totaling at least 10 credits from University approved GE list. At least one course must have a lab. At least one course must be a Biological Science and one must be a Physical Science.		EDUTL 5120 - Arts Based Integrated Learning	3
		EDUTL 5220 - Fd MC T&L	3
		EDUTL 5225 - Readng Multicult Lit Acrss Curr	3
		EDUTL 5226 - Lit, New Media, Creative Ped	3
[3]**Historical Study**	3	EDUTL 5339 - Eval Instrct Decision Literacy	3
		EDUTL 5442 - Tchg Rdg Across Curr	3
[2]**Social Science (6)**	6	EDUTL 5453 - Crt Literacy content	3
Take two social science courses from the University approved GE list. Choose from 2 different subcategories.		EDUTL 5468 - Reading Foundations	3
		EDUTL 5469 - Undrstnd Phncs & Role in Instrt	3
		HDFS 2420 or ESEPSY 5401 - Adol Dev	3
[3]**Culture & Ideas or** [3]**Historical Study (3)**	3	**Creative Pedagogies in Education (22 hrs)**	
(Recommended: ESEPHL 3410 Philosophy of Education)		**Required (16 hrs):**	
		EDUTL 3189 - Field Exp	2
Open Option (6)	6	EDUTL 5195 - Reflective Seminar	1
(Recommended: ESCFE 2241 Body and Mind Goes to School)		EDUTL 4191 - Internship	5
		EDUTL 5195 - Reflective Seminar	2
		EDUTL 5123 - Early Childhood Pedagogy or EDUTL 5220- Foundations of Middle Childhood Teaching and Learning	3
		EDUTL 2100- Drama and Arts- Based Teaching and Learning (regional students may complete EDUTL 2820)	3
		Select 2 (6 hours):	
		EDUTL 5125- Reggio	3
		EDUTL 4005 - Urban Ed	3
		EDUTL 5101 - TL w/Drama	3
		EDUTL 5120 - Arts Based Integrated Learn	3
		EDUTL 5123 - Early Childhood Pedagogy	3
		EDUTL 5226 - Lit, New Media, Creative Ped	3
		HDFS 2420 or ESEPSY 5401 - Adol Dev	3
		Option B: Admission requirement: Completed Associate of Arts degree, Early Childhood Development, Education, and Care from Ohio State	60
		Complete 21 hours of advanced coursework in Human Development and Family Science (HDFS), 3000 level or above	21
FREE ELECTIVES (varies based on hours from associate's degree)		**TOTAL CREDIT HOURS REQUIRED**	120

[1] English 1110.03 must be taken concurrently with English 1193.03

[2] Students must complete one Social Diversity in the US course, which is typically met by selecting a 2367 or Social Science course that meets this requirement.

[3]Students must complete two Global Issues courses, which are typically met by selecting Literature, Art, Cultures & Ideas, or Historical Study courses that meet this requirement.

Rev. 4/25/17

BACHELOR OF SCIENCE IN EDUCATION, CHILD & YOUTH STUDIES
PROGRAM SHEET
Effective for students admitted to the College of Education and Human Ecology beginning Summer 2016

COURSE & NUMBER	HRS	COURSE & NUMBER	HRS
		SPECIALIZATION REQUIREMENTS (15-21)	
General Education (46-53)		**Early Childhood Development & Education (complete all, 21 hrs)**	
Writing (6)		EDUTL 2820 - Creativity & Arts	3
ENGLISH 1110.01 or 1110.02 or [1]1110.03	3	EDUTL 5123 - Early Childhood Pedagogy	3
[2]2nd Level Writing	3	ESEPSY 2309 - Edu Psych	3
		HDFS 2800 - Prom Erly Lng & Lit Devel in ECDE	3
[2]Arts (3)	3	HDFS 2810 - Devel Age Appr Curr for ECDE	3
		HDFS 3189.01 - Field Work with Children	2
[3]Literature (3)	3	HDFS 3450 - Mng & Sppt Beh in Social Cnxts OR EDUTL 5110 - Classroom Commun & Iss of Guidance	3
Math (3-10)		HDFS 3800 - Prof Development	1
Math Placement M or higher, MATH 1125, 1135 or Equiv.	0-5		
Next Math course past placement, MATH 1126, 1136 or other course from University approved Math & Logical Analysis list	3-5	**Language and Literacy (select five courses, 15 hrs)**	
		EDUTL 2368 - Child Lit	3
		EDUTL 3356 - Adol Lit	3
Data Analysis (3)	3	EDUTL 3189 - Field Exp	2
		EDUTL 5120 - Arts Based Integrated Learning	3
Science (10)	10	EDUTL 5220 - Fd MC T&L	3
Take two or three science courses totaling at least 10 credits from University approved GE list. At least one course must have a lab. At least one course must be a Biological Science and one must be a Physical Science.		EDUTL 5225 - Readng Multicult Lit Acrss Curr	3
		EDUTL 5226 - Lit, New Media, Creative Ped	3
		EDUTL 5339 - Eval Instrct Decision Literacy	3
		EDUTL 5442 - Tchg Rdg Across Curr	3
[3]Historical Study	3	EDUTL 5453 - Crt Literacy content	3
		EDUTL 5468 - Reading Foundations	3
		EDUTL 5469 - Undrstnd Phncs & Role in Instrt	3
[2]Social Science (6)	6	HDFS 2420 or ESEPSY 5401 - Adol Dev	3
Take two social science courses from the University approved GE list. Choose from 2 different subcategories.			
		Technology and Youth (complete all, 21 hrs)	
		ESEPSY 2309 - Psych Perspectives on Education	3
[3]Culture & Ideas or [3]Historical Study (3)	3	ESETEC 2211 - Impct of Tech in Lrning and Education	3
(Recommended: ESEPHL 3410 Philosophy of Education)		ESETEC 2250- Tech, Education, and Communities	3
		ESETEC 2251- Tech Interventions in Edu and Comm	3
Open Option (6)	6	ESETEC 2270 - Computers in the Classroom: An Intro	3
(Recommended: ESCFE 2241 Body and Mind Goes to School)		ESETEC 5194 - Group Studies: Educational Tech	3
		ESETEC 5280 - Educational Videography OR ESETEC 5281 - Intro to Developing Ed Web Sites	3
CORE REQUIREMENTS (21)			
EDUTL 2189 - Community-based field exp	1		
EDUTL 4303 - Linguistic Div OR regional equivalents TBA	3	**Creative Pedagogies in Education (select five courses, 15 hrs)**	
EDUTL 5005 - Eqty and Diversity in Education	3	EDUTL 2100 - Drama Arts-Based TL	3
EDUTL 5174 - Family Participation	3	EDUTL 3189 - Field Exp	2
EDUTL 5501 - Inclusion OR ESSPED 5650 - Exceptional Children	3	EDUTL 4005 - Urban Ed	3
		EDUTL 5101 - TL w/Drama	3
HDFS 2200 - Family Development	3	EDUTL 5120 - Arts Based Integrated Learn	3
HDFS 2410 - Child Dev OR EDUTL 3160 - App Dev Lrn Cxts	3	EDUTL 5123 - Early Childhood Pedagogy	3
		EDUTL 5226 - Lit, New Media, Creative Ped	3
KNSFHP 1103 - Inro H&W in Am	2	HDFS 2420 or ESEPSY 5401 - Adol Dev	3
		Individualized Study (one required, select four courses, 15 hrs)	
		EDUTL 3189 - Field Exp	2
		Students must work with and have approval from academic advisor and faculty to create a plan that meets their career goals, consisting of course at the 2000 level or above.	13
EHE 1100 (1)	1		
		SENIOR YEAR CULMINATING EXPERIENCE (8) In consultation with an advisor	
		EDUTL 4191 - Internship	5
		EDUTL 5195 - Seminar	3
FREE ELECTIVES (16-29)	16-29	**TOTAL CREDIT HOURS REQUIRED**	120

[1] English 1110.03 must be taken concurrently with English 1193.03
[2] Students must complete one Social Diversity in the US course, which is typically met by selecting a 2367 or Social Science course that meets this requirement.
[3]Students must complete two Global Issues courses, which are typically met by selecting Literature, Art, Cultures & Ideas, or Historical Study courses that meet this requirement.

Rev. 5/10/16

BACHELOR OF SCIENCE IN EDUCATION, CHILD & YOUTH STUDIES
COMPLETION PROGRAM SHEET
Effective for students admitted to the College of Education and Human Ecology beginning Summer 2016

COURSE & NUMBER	HRS	COURSE & NUMBER	HRS
EHE 1100 (1)	1	**Option A: Admission requirement: Applied associate degree from an accredited institution in field related to early childhood education**	≈60
General Education (46-53)			
Writing (6)			
ENGLISH 1110.01 or 1110.02 or [1]1110.03	3	**Required Courses (12 hrs)**	
[2]2nd Level Writing	3	EDUTL 4303 – Linguistic Diversity	3
		EDUTL 5005 – Equity and Diversity in Education	3
[2]**Arts (3)**	3	EDUTL 4174 – Family Participation	3
		EDUTL 5501 – Inclusion	3
[3]**Literature (3)**	3		
		Select one specialization:	
Math (3-10)			
Math Placement M or higher, MATH 1125, 1135 or Equiv.	0-5	**Language and Literacy (select five courses, 15 hrs)**	
Next Math course past placement, MATH 1126, 1136 or other course from University approved Math & Logical Analysis list	3-5	EDUTL 2368 - Child Lit	3
		EDUTL 3356 - Adol Lit	3
		EDUTL 3189 - Field Exp	2
Data Analysis (3)	3	EDUTL 5120 - Arts Based Integrated Learning	3
		EDUTL 5220 - Fd MC T&L	3
Science (10)	10	EDUTL 5225 - Readng Multicult Lit Acrss Curr	3
Take two or three science courses totaling at least 10 credits from University approved GE list. At least one course must have a lab. At least one course must be a Biological Science and one must be a Physical Science.		EDUTL 5226 - Lit, New Media, Creative Ped	3
		EDUTL 5339 - Eval Instrct Decision Literacy	3
		EDUTL 5442 - Tchg Rdg Across Curr	3
		EDUTL 5453 - Crt Literacy content	3
[3]**Historical Study**	3	EDUTL 5468 - Reading Foundations	3
		EDUTL 5469 - Undrstnd Phncs & Role in Instrt	3
		HDFS 2420 or ESEPSY 5401 - Adol Dev	3
[2]**Social Science (6)**	6		
Take two social science courses from the University approved GE list. Choose from 2 different subcategories.		**Creative Pedagogies in Education (select five courses, 15 hrs)**	
		EDUTL 2100 - Drama Arts-Based TL	3
[3]**Culture & Ideas or [3]Historical Study (3)**	3	EDUTL 3189 - Field Exp	2
(Recommended: ESEPHL 3410 Philosophy of Education)		EDUTL 4005 - Urban Ed	3
		EDUTL 5101 - TL w/Drama	3
Open Option (6)	6	EDUTL 5120 - Arts Based Integrated Learn	3
(Recommended: ESCFE 2241 Body and Mind Goes to School)		EDUTL 5123 - Early Childhood Pedagogy	3
		EDUTL 5226 - Lit, New Media, Creative Ped	3
		HDFS 2420 or ESEPSY 5401 - Adol Dev	3
		Option B: Admission requirement: Completed Associate of Arts degree, Early Childhood Development, Education, and Care from Ohio State	60
		Complete 21 hours of advanced coursework in Human Development and Family Science (HDFS), 3000 level or above	21
		ALL: SENIOR YEAR CULMINATING EXPERIENCE (8) In consultation with an advisor	
		EDUTL 4191 - Internship	5
		EDUTL 5195 - Seminar	3
FREE ELECTIVES (varies based on hours from associate's degree)		**TOTAL CREDIT HOURS REQUIRED**	120

[1] English 1110.03 must be taken concurrently with English 1193.03
[2] Students must complete one Social Diversity in the US course, which is typically met by selecting a 2367 or Social Science course that meets this requirement.
[3] Students must complete two Global Issues courses, which are typically met by selecting Literature, Art, Cultures & Ideas, or Historical Study courses that meet this requirement.

Rev. 5/10/16

THE OHIO STATE UNIVERSITY

TERM YEAR　　　　　　　　　　　　　　　　　　　　　　**SYLLABUS**

ESSPED 2650: INTRODUCTION TO
YOUNG CHILDREN WITH EXCEPTIONALITIES

Instructors

Moira Konrad　　　　　　　　　　　　Terri Hessler
konrad.14@osu.edu　　　　　　　　　hessler.16@osu.edu
Office hours: TBA　　　　　　　　　　Office hours: TBA

Course Overview

Course Description

Intro to Young Children with Exceptionalities is an overview of the education and early care of exceptional learners from birth to the early grades. This course will focus on young children whose attributes/learning abilities differ from the norm to such an extent that an individual family service plan (IFSP) or an individualized program of special education (IEP) is required to meet their needs. Enrollees will learn about the categories of special education (and their criteria), prevalence, demographics, and typical interventions. In addition, enrollees will study special ed. laws and important court cases. This course also provides an overview of special ed. history, current issues and challenges, and contemporary, research-based instructional practices. The more in-depth portion of the course will cover the standards listed below.

Ohio Licensure Educator Standards:

Standard 2. Candidates create learning environments that promote growth & development and achievement for all students. Candidates:
- practice classroom management techniques; maximize time on task, treat students fairly, & establish an environment that is respectful, supportive, and caring
- recognize characteristics of students identified as gifted, students w/disabilities, and students identified as at-risk in order to assist in identification, instruction, & intervention including participating on an IEP team
- utilize connections and build upon the student's individual experiences, prior learning, talents, culture, and family and community values, as a way of improving performance

Standard 3. Candidates know and apply instructional strategies to promote students' learning and meet the needs and interests of all students. Candidates:
- design, implement, & evaluate meaningful and challenging curriculum to engage all students
- integrate goals from Individual Education Plans (IEP) and Individual Family Service Plans (IFSP) into daily activities and routines
- demonstrate the use of a variety of instructional strategies, resources, and technology, to support the learning needs of young children
- demonstrate use of instructional strategies, activities, resources, materials, and technologies that engage students in their learning and support content

Standard 4. Candidates construct and use varied assessments to inform instruction, evaluate, and ensure student learning in Pre-K learning environments. Candidates:
- assess and utilize data to inform instruction in Pre-K learning environments
- select, construct, and utilize a variety of formative and summative assessment strategies and instruments as part of the instructional process appropriate to the learning outcomes being evaluated
- recognize families' contributions identifying their children's various strengths and use this information to construct appropriate learning goals
- demonstrate use of systematic data to individualize and adapt practices to meet each child's changing needs

Standard 5. Candidates collaborate and communicate with students, families, other educators, administrators and the community to support student learning. Candidates:
- demonstrate proficiency in listening, written and verbal communication skills
- understand the importance of building positive and supportive relationships with families and communities to enhance learning experiences
- demonstrate use of strategies to connect with Pre-K children and collaborate with families
- establish and maintain positive, collaborative relationships with colleagues, other professionals, and families, and work effectively as a member of a professional team

Standard 6. Candidates demonstrate responsibility for professional growth, performance and involvement as an individual and as a member of a learning community. Candidates:
- use appropriate professional literature, organizations, resources, & experiences to inform & improve practice
- understand legal and procedural requirements (e.g., Individuals with Disabilities Education Act)

Course Learning Outcomes

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

- Name and describe the five domains important to young children with exceptionalities, their families, and early care education professionals
- Describe the defining characteristics of 2-3 of the various early childhood exceptionalities
- Describe 4 effective interventions designed to improve the outcomes of exceptional young children across all five developmental domains

Course Materials

Required	Optional materials
REVEL for Exceptional Children: An Introduction to Special Education -- Access Card (11th Ed) by W. L. Heward, S. Alber-Morgan, & M. Konrad	*REVEL for Exceptional Children: An Introduction to Special Education with Loose-Leaf Version (11th ed)* by W. L. Heward, S. Alber-Morgan, & M. Konrad
Ledford, J. R., & Wolery, M. (2013). *Peer modeling of academic and social behaviors during small group direct instruction. Exceptional Children, 79*(4), 439-458.	
ERINOAKIDS (2012) Autism Handout (located on Carmen)	
Other articles and documents, on Carmen	

Course Technology

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

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

- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses
- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course
- CarmenConnect text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Necessary equipment
- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software
- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found https://ocio.osu.edu/kb04733.

Grading and Faculty Response
Grades

	Assignment or Category	Points
1.	Engagement	10
a	Introduction on Discussion Board **(5)**	
b	Discussion Board Entries/Questions **(5)**	
2.	Weekly Guided Notes **(5 per)**	70
3.	Weekly Quizzes **(10 per)**	140
4.	Final Exam	20
	Total	240

See course schedule, below, for due dates

Late Assignments

Because of the enrollment size, late assignments are extremely difficult to track. In order to discourage them, late work will be penalized by 50% and can be turned in no later than one week after the original due date.

Grading Scale

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

Faculty Feedback and Response Time

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

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **48 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **48 hours on school days**.

Student Participation Requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in**: AT LEAST ONCE PER WEEK
  Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. Your assignments are due weekly! If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*

- **Office hours and live sessions**: OPTIONAL OR FLEXIBLE
  All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.

Discussion and Communication Guidelines

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

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality is fine for non-academic topics.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember, until someone invents a useful sarcasm font, avoid using it in your discussion posts.
- **Citing your sources**: When we have academic discussions, please cite your sources (using APA style) to back up what you say. (For the textbook or other course materials, list at least the title and page numbers; for online sources, include a link.)
- **Backing up your work**: Please compose your posts in a Word document, where you can save and proofread your work, and then copy into the Carmen discussion.

Other Course Policies

Academic Integrity Policy

Policies for this online course

- **Quizzes and final exams**: You must complete the quizzes and final exam yourself, without any external help or communication. Weekly quizzes are included as self-checks with points attached.
- **Guided notes (GN) and discussion posts assignments**: Your written assignments, including GN and discussion posts, should be your own work, and you should follow **APA style** to cite ideas and words not your own. You are encouraged to ask a trusted person to proofread your assignments before you turn them in.
- **Collaboration/group project and informal peer-review**: The course may include an opportunity for group project/collaboration with your classmates. Group projects can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. If group project or collaborative assignments are included, attempts have been made to keep the guidelines for group work as clear as possible, but please let me know if you have any questions. Remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

Ohio State's academic integrity policy

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

guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

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

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

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

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

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

Copyright Disclaimer

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

Trigger Warning

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

Your Mental Health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises

during the quarter are encouraged to contact the College of Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

Statement on Title IX

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

Accessibility Accommodations for Students with Disabilities

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at 614-292-3307 or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to http://ods.osu.edu for more information.

Accessibility of course technology

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

- Carmen (Canvas) accessibility
- Streaming audio and video
- Synchronous course tools

Course Schedule *(tentative)*

Week Dates	Topics	Readings, Assignments	Due
1	Course Overview Overview of Special Education	• Introduce yourself on Discussion Board • Read Chapter 1 in Heward, Alber-Morgan, Konrad text	Discussion Board Intro
2	IEPs & IFSPs	• Read Chapter 2 in Heward, Alber-Morgan, Konrad text	GN & Quiz
3	Families, Diversity, & Collaboration	• Read Chapter 3 in Heward, Alber-Morgan, Konrad text	GN & Quiz

4	2 of the 5 Developmental Domains ➢ Language & Literacy Development (& Communication) ➢ Cognition & General Knowledge Screening & Assessments	• Read Ohio's Early Learning & Development Standards (Domains) • Read pp. 477-478, Chapter 14 in Heward, Alber-Morgan, Konrad text	GN & Quiz
5	Remaining 3 of 5 Developmental Domains ➢ Social & Emotional Development ➢ Physical Well-being & Motor Development ➢ Approaches Toward Learning (Adaptive)	• Revisit Ohio's Early Learning & Development Standards (Domains) • Revisit pp. 477-478, Chapter 14 in Heward, Alber-Morgan, Konrad text	GN & Quiz
6	Intro to Early Childhood Special Education (EC SpEd) "Why EI?"	• Read 466-479, Chapter 14 in Heward, Alber-Morgan, Konrad text	GN & Quiz
7	Evidence-based instructional practices in EC SpEd (Explicit Instruction)	• Read the remainder of Chapter 14 in Heward, Alber-Morgan, Konrad text • Read LD Online, Chard & Dickson (1999)	GN & Quiz
8	The 13 SpED Categories + G&T	• Read select pages from Chapters 4-13 in Heward, Alber-Morgan, Konrad text	GN & Quiz
9	Evidence-based instructional practices in EC SpEd: Peer-mediated Instruction	• Re-read T&L Box p. 485 • Read Ledford & Wolery (2013)	GN & Quiz
10	Evidence-based instructional practices in EC SpEd: Recruiting Teacher Attention	• Re-read T&L Box p. 118 • Read	GN & Quiz
11	Evidence-based instructional practices in EC SpEd: Task Analysis & Chaining	• Re-read T&L Box p. 131 • Read ERINOAKids (2012) document	GN & Quiz
12	Evidence-based instructional practices in EC SpEd: Visual Schedules	• Re-read T&L Box p. 242 • Read Article	GN & Quiz
13	Pseudoscience	Read Article	GN & Quiz
14	Final Exam		

From:	Folden, H
Sent:	Tuesday, March 14, 2017 9:38 AM
To:	Zircher, Andrew; Malone, Helen; Voithofer, Rick
Cc:	Warnick, Bryan
Subject:	RE: CYS changes

Our UG committee approves these changes.

Gene

From: Zircher, Andrew
Sent: Friday, March 10, 2017 4:40 PM
To: Malone, Helen <malone.175@osu.edu>; Voithofer, Rick <voithofer.2@osu.edu>; Folden, H <folden.1@osu.edu>
Cc: Warnick, Bryan <warnick.11@osu.edu>
Subject: CYS changes

Hi Helen, Gene, and Rick,

The T&L undergraduate studies committee approved changes to the Child and Youth Studies major. Do your departments/faculty also approve of these changes? Are there changes not represented in the attached program sheet that you expected to see?

THE OHIO STATE UNIVERSITY

Andy Zircher, MA
Director of Assessment and Curriculum
College of Education and Human Ecology Office of Academic Affairs
172 Arps Hall, 1945 N. High Street, Columbus, OH 43210
614-292-8225 Office
zircher.2@osu.edu
EHE Majors and Programs website- http://ehe.osu.edu/academics/programs/
Assessment and Curriculum website- http://ehe.osu.edu/assessment/
Reporting and Information Resources (access available to EHE faculty and staff by request)

From:	Malone, Helen
Sent:	Thursday, March 16, 2017 10:43 AM
To:	Zircher, Andrew; Voithofer, Rick; Folden, H
Cc:	Warnick, Bryan
Subject:	Re: CYS changes

As Rick is the only one engaging with this program currently, I checked with him to ensure the changes looked correct. They do.

Would you like me to also run this through the UG Studies Committee?

Helen

THE OHIO STATE UNIVERSITY

Helen I. Cannella-Malone, PhD, BCBA-D
Associate Chair and Professor
College of Education and Human Ecology Department of Educational Studies
116A Ramseyer Hall, 29 W Woodruff Ave, Columbus, OH 43210
614-292-8313 Office
malone.175@osu.edu

Buckeyes consider the environment before printing.

From: "Zircher, Andrew" <zircher.2@osu.edu>
Date: Friday, March 10, 2017 at 4:40 PM
To: "Malone, Helen" <malone.175@osu.edu>, "Voithofer, Rick" <voithofer.2@osu.edu>, "Folden, H" <folden.1@osu.edu>
Cc: "Warnick, Bryan" <warnick.11@osu.edu>
Subject: CYS changes

Hi Helen, Gene, and Rick,

The T&L undergraduate studies committee approved changes to the Child and Youth Studies major. Do your departments/faculty also approve of these changes? Are there changes not represented in the attached program sheet that you expected to see?

THE OHIO STATE UNIVERSITY

Andy Zircher, MA
Director of Assessment and Curriculum
College of Education and Human Ecology Office of Academic Affairs
172 Arps Hall, 1945 N. High Street, Columbus, OH 43210
614-292-8225 Office
zircher.2@osu.edu
EHE Majors and Programs website- http://ehe.osu.edu/academics/programs/

Assessment and Curriculum website- http://ehe.osu.edu/assessment/
Reporting and Information Resources (access available to EHE faculty and staff by request)