

Status: PENDING

**PROGRAM REQUEST**  
Technical Education & Training - BS

Last Updated: Zircher, Andrew Paul  
01/22/2011

<b>Fiscal Unit/Academic Org</b>	Schl of Phys Act & Educ Serv - D1270
<b>Administering College/Academic Group</b>	Education & Human Ecology
<b>Co-administering College/Academic Group</b>	
<b>Semester Conversion Designation</b>	Converted with minimal changes to program goals and/or curricular requirements (e.g., sub-plan/specialization name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)
<b>Current Program/Plan Name</b>	Technical Education & Training
<b>Proposed Program/Plan Name</b>	Technical Education & Training - BS
<b>Program/Plan Code Abbreviation</b>	TECHEDT-BS
<b>Current Degree Title</b>	Bachelor of Science in Education

**Credit Hour Explanation**

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program		181	120.7	121	0.3
Required credit hours offered by the unit	Minimum	37	24.7	30	5.3
	Maximum	53	35.3	42	6.7
Required credit hours offered outside of the unit	Minimum	13	8.7	6	2.7
	Maximum	69	46.0	36	10.0
Required prerequisite credit hours not included above	Minimum				
	Maximum				

**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**

We have 4 different program tracks, three that involve teacher licensure, which account for differences in hours and hours slightly above the 120 threshold

**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. Students will develop skills in writing, reading, critical thinking, and oral expression.
- 2. Students will develop skills in quantitative literacy and logical reasoning
- 3. Students will develop an understanding of the principles, theories and methods of modern science, the relationship between science and technology, and the effects of science and technology on the environment.
- 4. Students will develop an understanding of human behavior and cognition, and the structures of human societies, cultures and institutions

**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? Yes**

**Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? No**

**DIRECT MEASURES (means of assessment that measure performance directly, are authentic and minimize mitigating or intervening factors)**

**Standardized tests**

- National standardized examination
- Certification or licensure examinations

**Classroom assignments**

- Pre- and post-testing
- Other classroom assessment methods (e.g., writing assignments, oral presentations, oral exams)

**Evaluation of a body of work produced by the student**

- Practicum, internship or research evaluation of student work
- Portfolio evaluation of student work
- Senior thesis or major project
- Capstone course reports, papers, or presentations

**INDIRECT MEASURES (means of assessment that are related to direct measures but are steps removed from those measures)**

**Surveys and Interviews**

- Student evaluation of instruction

**Additional types of indirect evidence**

- Curriculum or syllabus review

**USE OF DATA (how the program uses or will use the evaluation data to make evidence-based improvements to the program periodically)**

- Meet with students directly to discuss their performance
- Analyze and discuss trends with the unit's faculty
- Make improvements in curricular requirements (e.g., add, subtract courses)
- Make improvements in course content
- Make improvements in course delivery and learning activities within courses
- Periodically confirm that current curriculum and courses are facilitating student attainment of program goals

**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.

<b>Program Specialization/Sub-Plan Name</b>	Business Education (Existing)
<b>Program Specialization/Sub-Plan Goals</b>	<ul style="list-style-type: none"> <li>• 1. Students will develop an understanding of the content areas for which they have instructional responsibility.</li> <li>2. Students will understand student learning and development and respect the diversity of the students</li> <li>• 3. Students will utilize varied assessments to inform instruction, evaluate and ensure student learning.</li> <li>4. Students will plan and deliver effective instruction that advances the learning of each individual student.</li> <li>• 5. Students will create learning environments that promote high levels of learning and achievement for all students.</li> <li>6. Students will develop a broad-based knowledge of the discipline of business education.</li> </ul>
<b>Program Specialization/Sub-Plan Name</b>	Career and Technical Education (Existing)

**Program Specialization/Sub-Plan Goals**

- 1. Students will develop an understanding of the content areas for which they have instructional responsibility.
- 2. Students will understand student learning and development and respect the diversity of the students
- 3. Students will utilize varied assessments to inform instruction, evaluate and ensure student learning.
- 4. Students will plan and deliver effective instruction that advances the learning of each individual student.
- 5. Students will create learning environments that promote high levels of learning and achievement for all students.
- 6. Students will develop a broad-based knowledge of the discipline of career and technical education.

**Program Specialization/Sub-Plan Name**

Corp. Training and Development (Existing)

**Program Specialization/Sub-Plan Goals**

- Corporate Training and Development
  1. Students will analyze the work and select training and development solutions to address learning needs of employees
  - 2. Students will develop classroom-based, Web-based, and structured on-the-job training programs
  3. Students will develop cognitive tests, performance rating scales, and performance support systems
  - 4. Students will deliver training & development programs based on personal & professional experiences
  5. Students will provide support to the administration of human resource & human resource development functions of organization
  - 6. Students will develop a broad-based understanding of the corporate training and development field of practice

**Program Specialization/Sub-Plan Name**

Family & Consumer Sciences Ed (Existing)

**Program Specialization/Sub-Plan Goals**

- Family and Consumer Sciences Education
  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 FCS.
  - 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 FCS.
  - 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.

**Pre-Major**

**Does this Program have a Pre-Major?** Yes

Corporate Training and Development & Career and Technical Education:  
Minimum GPA of 2.5 after completion of 12 graded hours at Ohio State University

Business Education Teacher Education:  
Minimum GPA of 2.75 after 12 graded hours at Ohio State University

Family and Consumer Sciences Education:  
30 hours distributed over natural science, social science, and arts/humanities  
C- or higher in Math X104 or higher level course, English X110, GEC Literature course  
2.75 cumulative GPA  
C or higher in FCS Ed X289 field experience (admission is conditional upon successful completion of FCS Ed X289)

## Attachments

- Tech Ed UG.docx  
*(Program Proposal. Owner: Martin, Lindsey Beth)*
- Tech Ed UG program submission REVISED 11-10-10.docx: REVISIONS  
*(Program Proposal. Owner: Zirkle, Christopher J)*
- Edits to Curriculum map 11-10-11.docx: NARRATIVE FOR REVISIONS  
*(Other Supporting Documentation. Owner: Zirkle, Christopher J)*
- Tech Ed UG program submission REVISED 1-4-11.docx: REVISIONS  
*(Program Proposal. Owner: Zirkle, Christopher J)*
- 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)*

**Comments**

- Curriculum map: are the other goals being met at the beginning, intermediate, or advanced levels?

Are Bus Ed and CT ed separate specializations- this is unclear

Are there common program goals across the two specializations? If so, those program goals should be listed in the "Program Learning Goals" section of the proposal, and the specialization goals should only be under the specialization portion of the proposal.

Attachment does not need to include any information acquired via the online form. Suggest a Word document with deleted redundant information.

FCS ED minor goals do not need to be included in the major proposal form

FCS ED Sem scheduling plan not labeled.

Has concurrence been sought for the Toward Just, Nutritious, Safe food course?

Is the Toward Just, Nutritious, Safe food course only offered in the may term and summer? Is it required?

Please disregard file attached by Lindsey Martin and program proposal file with 11-10-10 date from Chris Zirkle. *(by Zircher,Andrew Paul on 01/22/2011 12:33 PM)*

- We have 4 different program tracks, three that involve teacher licensure, which account for differences in hours and hours slightly above the 120 threshold

Joe, yes to your question from 11-17. I made changes to the program document and resubmitted it - I just don't know if I hit all the issues Andy outlined from the notes of 11-3-10 *(by Zirkle,Christopher J on 11/23/2010 08:24 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Zirkle,Christopher J	09/24/2010 11:48 AM	Submitted for Approval
Approved	Wheaton,Joe Edward	09/24/2010 01:30 PM	Unit Approval
Revision Requested	Zircher,Andrew Paul	11/03/2010 02:25 PM	College Approval
Submitted	Zirkle,Christopher J	11/09/2010 10:07 PM	Submitted for Approval
Revision Requested	Wheaton,Joe Edward	11/17/2010 09:28 PM	Unit Approval
Submitted	Zirkle,Christopher J	11/23/2010 08:24 AM	Submitted for Approval
Approved	Wheaton,Joe Edward	11/28/2010 08:47 PM	Unit Approval
Revision Requested	Zircher,Andrew Paul	12/11/2010 01:06 PM	College Approval
Submitted	Zirkle,Christopher J	01/04/2011 08:20 PM	Submitted for Approval
Approved	Wheaton,Joe Edward	01/05/2011 10:32 AM	Unit Approval
Approved	Zircher,Andrew Paul	01/22/2011 12:33 PM	College Approval
Pending Approval	Soave,Melissa A	01/22/2011 12:33 PM	CAA Approval

Dear Mr. Zircher:

Prior to submitting a semester conversion proposal to the full CAA, it is important that all categories in the conversion template are satisfactorily completed. It is the opinion of Subcommittee C that some questions remain for the following areas:

Overall program learning goals – numbers re-start with 5.

This is a “glitch” in the program submission system. The first four goals are GE goals. When I submitted goals for each of the tracks, it takes into account the first four, and starts with number 5 for each of the tracks.

For each of your curriculum sheets, please be certain numbers add correctly. **Updated program and advising sheets.**

Transition Period. Needs to be developed – show a transition period plan for each program.

**A paragraph was added to illustrate our policies and practices related to transition, transfer and articulation. A “universal” transition plan is not possible.**

#### **PAES – Technical Education and Training - BS**

Four Program Tracts – No need to respond – we just wanted to be certain that there are different criteria for entering different tracks. **Yes**

Business Education Track – (Must have a 2.75 after 12 hours)

Career and Technical Education Track - (Must have 2.5 after 12 hours)

Family and Consumer Sciences Education Track – (Must have 30 hours over natural science, social science and arts/humanities, C- or higher in Math , English, GE Literature Course, C or higher in FCS Ed X289 field experience, 2.75 cumulative GPA)

Corporate Training and Development Track - (Must have 2.5 after 12 hours)

While we acknowledge that you have learning goals, there are no advanced learning goals in your curriculum map – is this true? **There were several advanced “A” learning goals on the previous submission, perhaps overlooked by the committee. We have added additional “A” goals associated with our Advanced Software course, 5623.**

#### **Family and Consumer Sciences Education Track –**

Page 26 – “Human Ecology subject matter has been expanded to include three new Human Nutrition courses to prepare the FCS teachers to teach the secondary health and safe food standards in Ohio...”

“The New course proposed in called Toward Just, Nutritious, Safe Food (2cr)...” Is it one course or three courses? **One course as clarified**

The information in this section is very confusing. Please use a table to show old coursework to new to clarify these changes. **Table provided**

GE, not GEC  
**Changed all**

May-mester course– Why? Who will take each time offered?

**Upon reflection, the course (5690.40) will be offered Summer. It is required for FCS ED students. It is our intent to advertise this course so that FCS teachers and other students in the college or around campus may choose to enroll. This course applies ethical and value principles to consider nutrition, safe and ecological food knowledge to healthy, sustainable food practice. If enough interest is shown, it may be a special offering for the Maymester. This is described in the section on pages 26-27.**

Page 34 - Proposed Plan and 4 year plan do not match. For instance, 5289.05, just 5289 on 4 year plan, psychology required on proposed plan and not on four year plan. **Fixed.**  
Culture – is that 5742 Culturally sensitive teaching. Please update with correct titles and numbers. Note again, GE, not GEC. **Changed all.** Next to open courses – courses are written, but these are not required.  
**Changed**

Page 37 – There is no GEC, so should be updated to be correct.  
**Changed all**

#### **Corporate Training and Development Track**

Please further develop the four year plan with course numbers.  
**Course numbers added as known**

#### **Career and Technical Education Track**

Please further develop the four year plan with course numbers. Please give more information regarding Route B.

**Course numbers added as known**  
**Descriptions provided for CTE Route B and Career-Based Intervention**

Please let me know if you have questions regarding our comments.

#### **Additional edits**

- 1. Since our initial submission, another school within EHE expressed concern with the titles of two our technology courses (5622 Educational Technology I and 5623 Educational Technology II). We have changed the names to:**

5622 Introduction to Software Applications for Teachers and Trainers  
5623 Advanced Software Applications for Teachers and Trainers

These changes are reflected in the revision.

2. In the interim time between submissions, some course numbers associated with the FCS track were changed. These are:

2189 to 2189.40

5690 to 5690.40

5742 to 5741

5791 to 5791.01

5191 to 5791.02

5793 to 5791.03

These changes are reflected in the revision.

Thank you,  
Kay Wolf, PhD RD LD  
Subcommittee C - Chair





**Office of Academic Affairs**  
172 Arps Hall, 1945 N. High Street  
614 688-4571

**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

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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

Program	Extent of Change	Notes	Approval by EHE Curr. Committee	Approval by EHE College Council
<b>Ph.D. in Physical Activity and Educational Services</b>	New	Name changed to align with unit name. True common core added.	Dec. 9, '10	Jan. 7, '11
<b>M.A. Education</b>	Converted	Straight conversion.	Dec. 9, '10	Jan. 7, '11
<b>B.S.Ed. in Sport Industry</b>	Re-envisioned	Program updated to align more closely with those offered by peer institutions.	Dec. 9, '10	Jan. 7, '11
<b>B.S.Ed. in Technical Education and Training</b>	Converted	All specializations are converting. Previously the FCS Ed specialization was its own major, but has been brought into TET to combine resources and streamline	Dec. 9, '10	Jan. 7, '11
<b>B.S.Ed. in Special Education</b>	Converted	Straight conversion.	Dec. 9, '10	Jan. 7, '11
<b>B.S.Ed. in Physical Education, Sport, and Physical Activity</b>	Re-envisioned	Mostly straight conversion, but program broken into two strands to better suit students' needs (licensure and non-licensure).	Dec. 9, '10	Jan. 7, '11
<b>Minor in Coaching Education</b>	Converted	Straight conversion.	Dec. 9, '10	Jan. 7, '11
<b>Minor in Family and Consumer Sciences Education</b>	Converted	Straight conversion.	Dec. 9, '10	Jan. 7, '11

Program	Extent of Change	Notes	Approval by EHE Curr. Committee	Approval by EHE College Council
Licensure - School Nurse (non-degree)	Converted	Straight conversion.	Nov. 30, '10	Dec. 3, '10
Endorsement - Pre K Special Needs (non-degree)	Converted	Allows educators who already possess licenses to add service area (endorsement area).	Dec. 9, '10	Jan. 7, '11

Courses	Number	Extent of Change	Approval by EHE Curr. Committee	Approval by EHE College Council
New graduate courses	13	New	Nov. 30 & Dec. 9, '10	Dec. 3, '10 & Jan. 7, '11
New undergraduate courses	12	New	Nov. 30 & Dec. 9, '10	Dec. 3, '10 & Jan. 7, '11
<b>Total new Courses</b>	25			
Re-envisioned graduate courses	92	Re-envisioned	Nov. 30 & Dec. 9, '10	Dec. 3, '10 & Jan. 7, '11
Re-envisioned undergraduate courses	227	Re-envisioned	Nov. 30 & Dec. 9, '10	Dec. 3, '10 & Jan. 7, '11
<b>Total re-envisioned courses</b>	319			
Graduate courses	55	Converted	Nov. 30 & Dec. 9, '10	Dec. 3, '10 & Jan. 7, '11
Undergraduate courses	73	Converted	Nov. 30 & Dec. 9, '10	Dec. 3, '10 & Jan. 7, '11
<b>Total converted courses</b>	128			
<b>Total number of all courses</b>	<b>472</b>			

### 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.



PAES Administration

School of Physical Activity & Educational Services  
College of Education and Human Ecology  
PAES Building, First Floor  
305 West 17th Avenue  
Columbus, OH 43210-1224

Director: 614-247-6411  
FAX: 614-688-4613  
<http://ehe.osu.edu/paes/>

October 8, 2010

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

RE: Letter of support for PAES Physical Education Teacher Education / Physical Activity Specialist (PETE/PAS) B.S.Ed.

Dear Office of Academic Affairs:

This letter is in support of the conversion of the courses and program of PAES PETE/PAS program from quarters to semesters. The review process began in Winter Quarter of 2010 with all programs in PAES identifying the goals and objectives for the semester curriculums. Programs looked at their current goals and objectives and also examined the goals and objectives of peer institutions, accrediting and licensure agencies, and professional organizations related to the discipline. From this study, the programs constructed their program templates. After the goals were identified, the program coordinators convened meetings of their faculties to examine how the existing curriculums needed to be changed to meet the goals and objectives. In these meetings, faculty largely re-envisioned or converted their existing courses to the semester curriculum. In a few cases, completely new courses were added to bring continuity to the new structure. After this process was completed, the coordinators filled in the templates and forwarded them for approval. At this next stage, every program was examined for academic rigor and consistency of the goals to the program and school mission, and every course was scrutinized for its relationship to the program goals. Courses were also examined for consistency and accuracy of title, numbering, audience, and subsidy level before submission for review by the college.

It is my pleasure to support the re-envisioned PETE/PAS program. The Physical Activity Specialist strand developed as a result of increased professional opportunities in promoting physical activity within the community. In general, minimal changes are made to physical education UG program. Some semester courses are a combination of quarter courses; however, the program was divided into two strands to better meet the needs of those students who want teacher licensure versus those students who wish to work in the non-school sectors. The classes are for the most part identical. Finally, the content of some quarter courses will be expanded into semester length courses. Only two new courses were be proposed for the new programs (PAES 1201, Foundations of Fitness, and 4191.20,

Internship in Physical Activity Settings). The proposed changes are consistent with university programs that offer the same degree on a semester schedule. These changes will enable students to acquire more in-depth knowledge and skills to be better prepared for their future careers.

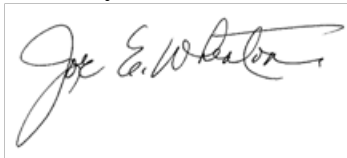
I recommend approval of the PETE/PAS program.

Attached is the Ph.D. program being proposed by the School of PAES. The list is composed on the following:

- a. Rationale for the PAES program
- b. List of semester courses
- c. Semester advising sheet
- d. Quarter advising sheet
- e. Transition policy

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

Sincerely,

A rectangular box containing a handwritten signature in black ink. The signature is cursive and appears to read "Joe E. Wheaton".

Joe E. Wheaton, Ph.D.  
Interim Director  
School of Physical Activity and Educational Services

### Quarter to Semester Conversion

1. Name of program: *Technical Education and Training*
2. Degree title: *Bachelor of Science*
3. Responsible Academic Unit: PAES/EHE
4. Program Type (select from list):
  - a) *Undergraduate bachelor's degree program or major*
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):

#### Business Education Track:

1. *Students will develop skills in writing, reading, critical thinking, and oral expression.*
2. *Students will develop skills in quantitative literacy and logical reasoning*
3. *Students will develop an understanding of the principles, theories and methods of modern science, the relationship between science and technology, and the effects of science and technology on the environment.*
4. *Students will develop an understanding of human behavior and cognition, and the structures of human societies, cultures and institutions*
5. *Students will develop an understanding of the content areas for which they have instructional responsibility.*
6. *Students will understand student learning and development and respect the diversity of the students they teach.*
7. *Students will utilize varied assessments to inform instruction, evaluate and ensure student learning.*
8. *Students will plan and deliver effective instruction that advances the learning of each individual student.*
9. *Students will create learning environments that promote high levels of learning and achievement for all students.*
10. *Students will develop a broad-based knowledge of the discipline of business education*

#### Career and Technical Education Track:

1. *Students will develop skills in writing, reading, critical thinking, and oral expression.*
2. *Students will develop skills in quantitative literacy and logical reasoning*
3. *Students will develop an understanding of the principles, theories and methods of modern science, the relationship between science and technology, and the effects of science and technology on the environment.*
4. *Students will develop an understanding of human behavior and cognition, and the structures of human societies, cultures and institutions*
5. *Students will develop an understanding of the content areas for which they have instructional responsibility*
6. *Students will understand student learning and development and respect the diversity of the students they teach.*

7. *Students will utilize varied assessments to inform instruction, evaluate and ensure student learning.*
8. *Students will plan and deliver effective instruction that advances the learning of each individual student.*
9. *Students will create learning environments that promote high levels of learning and achievement for all students.*
10. *Students will develop a broad-based knowledge of the discipline of career and technical education.*

#### Family and Consumer Sciences Education Track

1. *Students will develop skills in writing, reading, critical thinking, and oral expression.*
2. *Students will develop skills in quantitative literacy and logical reasoning*
3. *Students will develop an understanding of the principles, theories and methods of modern science, the relationship between science and technology, and the effects of science and technology on the environment.*
4. *Students will develop an understanding of human behavior and cognition, and the structures of human societies, cultures and institutions*
5. *Understand big ideas, patterns of thought, and specific concepts in human ecology content to inform teaching and learning in family and consumer sciences.*
6. *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.*
7. *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.*
8. *Plan and use culturally responsive instructional methods and student activities suited to content knowledge in family and consumer science.*
9. *Recognize theory, research, and practice as ways to inform the scholarship of family and consumer sciences teaching and learning.*
10. *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.*

#### Corporate Training and Development Track

1. *Students will develop skills in writing, reading, critical thinking, and oral expression.*
2. *Students will develop skills in quantitative literacy and logical reasoning*
3. *Students will develop an understanding of the principles, theories and methods of modern science, the relationship between science and technology, and the effects of science and technology on the environment.*
4. *Students will develop an understanding of human behavior and cognition, and the structures of human societies, cultures and institutions*
5. *Students will analyze the work and select training and development solutions to address learning needs of employees*
6. *Students will develop classroom-based. Web-based, and structured on-the-job training programs*
7. *Students will develop cognitive tests, performance rating scales, and performance support systems*
8. *Students will deliver training and development programs based on personal and professional experiences*
9. *Students will provide support to the administration of human resource and human resource development functions of organizations*

10. *Students will develop a broad-based understanding of the corporate training and development field of practice*

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

EDUPL	2309	3	Psychological Perspectives in Education
EDUTL	5442	3	Teaching & Reading Across the Curriculum
	2189.40	3	Field Experience in FCS I: Observing Family and Consumer Sciences Teaching
	4191.4	3	Internship: Corporate Experience
	4662	3	Design of Corporate Training Programs
	4665	3	Delivery of Corporate Training Programs
	5624	3	Foundations of Workforce Development and Education
	5189.01	2	Clinical Experience: Classroom Observations
	5633	3	Instructional Strategies for Career Based Intervention Programs
	5646	3	Teaching Methods for Business Education
	5650	3	Introduction to Exceptional Children
	5655	3	Coordination of Work-Based Learning for Career and Technical Education
	5665	3	Teaching Methods for Career and Technical Education
	5667	3	Curriculum/Instruction and Assessment in Career and Technical Education
	5189.01	2	Business Education Field Experience I
	5189.02	2	Business Education Field Experience II
	5189.03	2	CTE Clinical Field Experience I
	5189.04	2	CTE Clinical Field Experience II
	5189.05	3	Teaching in an Urban FCS Ed Classroom
	5668	1	Career and Technical Education Capstone
	5???	3	Introduction to Career Based Intervention
	5677	4	New Career & Technical Education Teacher Clinic
	5790	1	Analyzing Student Work Samples in Family and Consumer Sciences
	5189.05	3	Field Experience in FCS II: Teaching in an Urban Family and Consumer Sciences Classroom
	5690.40	2	Toward Just, Healthy, Secure Choices
	5741	3	Culturally Responsive Teaching in Family and Consumer Sciences
	5746	4	Problem-Based instruction in Family and Consumer Sciences
	5747	5	Planning for Teaching and Learning in Family and Consumer Sciences
	5791.01	4	Designing Family and Consumer Sciences Instruction
	5791.02	4	Facilitating Learning in Family and Consumer Sciences Classrooms Internship
	5791.03	4	Professional Development of Teachers in Family and Consumer Sciences
	5784	12	Student Teaching in Business Education
	5662	3	Job and Task Analysis
	5649	3	Teaching Adults in the Workplace
	5672	3	Lifelong Learning in the Adult years
	5701	3	Fundamentals of Teaching Adults Online
	5622	3	Introduction to Software Applications for Teachers and Trainers
	5623	3	Advanced Software Applications for Teachers and Trainers
	4193	1-3	Independent Study in WDE
ACCT&MIS	2000	3	



BUS MHR	3100	3	
BUS FIN	3120	3	
BUS ML	3150	3	
BUS MGT	3130	3	
BUS FIN	3500	3	
CSCFMFNS	2260	3	Family Financial Management
ENGLISH	304	3	Business & Professional Writing
HDFS	2410	3	Child Development
HDFS	3440	3	Human Sexuality
HDFS	2350	3	Parenting
HUMNNTR	2310	3	Fundamentals in Nutrition
HUMNNTR	3313	2	Food in Different Cultures
HUMNNTR	2314	3	Fundamentals of Food
HUMNNTR	3415	2	Global Nutrition Issues
CONSCI	2910	3	Consumer Problems and Perspectives

8. Append a current (quarter-based) and proposed (semester based) curriculum advising sheet for the program, formatted to meet the unit's standards.

APPENDED





<b>Course 2 Writing level 2: Elective</b>	I									
<b>Course 3 Math</b>		I								
<b>Course 4 Data Analysis STATS</b>		I								
<b>Course 5 CS&amp;E</b>		I								
<b>Course 6 Biological Sc</b>			B							
<b>Course 7 Physical Sc:</b>			B							
<b>Course 8 Social Sc: PSYCH 1100</b>				B						
<b>Course 9 Social Sc: ECON 2001.01</b>				B						
<b>Course 10 Social Sc: ECON 2002.01</b>				B						
<b>Course 11 Arts &amp; Humanities:</b>				B						
<b>Course 12 Arts &amp; Humanities:</b>	B			B						
<b>Course 13 Arts &amp; Humanities:</b>		I								



5??? Intro to CBI						B				B
5655 Coord of WBL										A
5633 Inst. Strat CBI						I				I
Electives (23)					I	I	I	I	I	I
<b>Required Courses (offered outside of the unit)</b>										
5442 Reading Across						B		B	B	
2309 Ed Psych			B			B				
<b>Elective Courses, Tracks, Categories, or Baskets of Courses (may be offered inside or outside of unit)</b>										
<b>Category 1</b>										
Course 1 under Category 1										
Course 2 under Category 1, etc.										
<b>Category 2, etc.</b>										
Course 1 under Category 2										
Course 2 under Category 2, etc.										
<b>General Education courses</b>	GE Writing Courses	GE Quant. Courses	GE Natural Science	GE Social Science						
<b>Course 1 Writing level 1: Eng 101</b>	B									
<b>Course 2 Writing level 2: Elective</b>	I									
<b>Course 3 Math</b>		I								
<b>Course 4 Data</b>		I								

<b>Analysis STATS</b>										
<b>Course 5 CS&amp;E</b>			I							
<b>Course 6 Biological Sc</b>			B							
<b>Course 7 Physical Sc:</b>			B							
<b>Course 8 Social Sc: PSYCH 1100</b>				B						
<b>Course 9 Social Sc: ECON 2001.01</b>				B						
<b>Course 10 Social Sc: ECON 2002.01</b>				B	B					
<b>Course 11 Arts &amp; Humanities:</b>				B						
<b>Course 12 Arts &amp; Humanities:</b>	B			B						
<b>Course 13 Arts &amp; Humanities:</b>		I								







<b>Required Courses (offered outside of the unit)</b>										
5442 Reading Across								B	B	
2309 Ed Psych						B		B		
HDFS 2410Child Development (3)					B					
HDFS 2400 (GE Social Sc) Family Development (3)					B					
HDFS 2200 Life Span Human Development (3)					I	I				
HDFS 3440Human Sexuality (3)					I					
HDFS 2350 Parenting (3)					I					
HUMNNTR 2310 Science of Human Nutrition (3)					B					
HUMNNTR 3313 Food in Different cultures (2)					I			I		
HUMNNTR 2314 Fundamentals of food (3)					B					
HUMNNTR 3415 Glbl Nutr Issues (2)					I					
CS CFPS 2260 Family Financial Management (3)					I					
CONSCI 2910 Solutions to Consumer problems (3)					I					

<b>Elective Courses, Tracks, Categories, or Baskets of Courses (may be offered inside or outside of unit)</b>										
<b>Category 1</b>										
Course 1 under Category 1										
Course 2 under Category 1, etc.										
<b>Category 2, etc.</b>										
Course 1 under Category 2										
Course 2 under Category 2, etc.										
<b>General Education courses</b>										
Course 1 Writing level 1: Eng 101	B									
Course 2 Writing level 2: Elective	I									
Course 3 Literature				I						
Course 4 Arts				B						
Course 5 Math		I								
Course 6 Data Analysis STATS		I								
Course 7 CHEM 1111			B							
Course 9 Historical				B						
Course 10 Social Sc: Soc 1101				B						
Course 11 Social Sc: 2400				I	I					
Course 13 Open:				B	B					

PSYCH 1100										
Course 14 CSE 1113		B								

<b>Corporate Training and Development Track Program Learning Goals</b>										
<b>Required Courses (offered by the unit)</b>	<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>	<b>Goal 4</b>	<b>Goal 5</b>	<b>Goal 6</b>	<b>Goal 7</b>	<b>Goal 8</b>	<b>Goal 9</b>	<b>Goal 10</b>
	<i>Students will develop skills in writing, reading, critical thinking, and oral expression</i>	<i>Students will develop skills in quantitative literacy and logical reasoning</i>	<i>Students will develop an understanding of the principles, theories and methods of modern science, the relationship between science and technology, and the effects of science and technology on the environment.</i>	<i>Students will develop an understanding of human behavior and cognition, and the structures of human societies, cultures and institutions</i>	<i>Students will analyze the work and select training and development solutions to address learning needs of employees</i>	<i>Students will develop classroom-based, Web-based, and structured on-the-job training programs</i>	<i>Students will develop cognitive tests, performance rating scales, and performance support systems</i>	<i>Students will deliver training and development programs based on personal and professional experiences</i>	<i>Students will provide support to the administration of human resource and human resource development functions of organizations</i>	<i>Students will develop a broad-based understanding of the corporate training and development field of practice</i>
5624 Foundations										I
5622 Intro Software						B				
5623 Adv. Software						A				
5662 Job & Task An.					B		B			
4662 Design of CTP					B	B				
4665 Delivery of CTP								B		
4191 Internship (2x)									I	I
5649 Teaching Adults				B						
5672 Lifelong Learn.				I						
<b>Required Courses (offered outside of the unit)</b>										
ACCT/MIS 2000										I

BUS MHR 3100									I	I	I
BUS FIN 3120											I
BUS MKT 3150											I
BUS MGT 3150											I
BUS FIN 3500											I
ENG 304	I									I	
2309 Ed Psych				B							
<b>Elective Courses, Tracks, Categories, or Baskets of Courses (may be offered inside or outside of unit)</b>											
<b>Category 1</b>											
Course 1 under Category 1											
Course 2 under Category 1, etc.											
<b>Category 2, etc.</b>											
Course 1 under Category 2											
Course 2 under Category 2, etc.											
<b>General Education courses</b>											
<b>Course 1 Writing level 1: Eng 1110</b>	B										
<b>Course 2 Writing level 2: Elective</b>	I										
<b>Course 3 Math</b>		I									
<b>Course 4 Data Analysis STATS</b>		I									
<b>Course 5 CS&amp;E</b>			I								
<b>Course 6 Biological</b>			B								

<b>Sc</b>										
<b>Course 7 Physical Sc:</b>			B							
<b>Course 8 Social Sc: PSYCH 1100</b>				B						
<b>Course 9 Social Sc: ECON 2001.01</b>				B						
<b>Course 10 Social Sc: ECON 2002.01</b>				B						
<b>Course 11 Arts &amp; Humanities:</b>				B						
<b>Course 12 Arts &amp; Humanities:</b>	B			B						
<b>Course 13 Arts &amp; Humanities:</b>		I								

10. 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 Family and Consumer Sciences Education semester program has several program changes: (1) Content courses in human ecology, (2) GE changes to support the human ecology content, and (3) the FCS ED pedagogy courses.

First Table:

- (1) Human Ecology subject matter has been expanded to prepare the FCS teachers to teach the new Ohio secondary standards.
- (2) GE changes to support the human ecology content

Quarter Human Ecology Courses	Semester Human Ecology Courses	Requiring changes in GE
HUMN NUTR 210	HUMN NTR 2310 Fund of Human Nutrition (3)	Remove from Natural Science GE; Added HDFS 364 to Social Science GE
<b>CS HSPMG 350.02: Dietetics and Family and Consumer Sciences Education</b>	HUMN NTR 3313 Food in Different cultures (2)	
	HUMN NTR 2314 Fundamentals of food (3)	Pre-requisite 10 hours Chemistry

	HUMN NUTR 3415 Glbl Butr Issues (2); Pre-req HUMN NUTR 2310	
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Table Two:

(3) FCS ED pedagogy courses: The Family and Consumer Science Education pedagogy courses have been reordered and changed to assure FCS teacher candidates have the knowledge and skill to use research-based teaching practice.

Quarter courses	Semester Courses
FCS ED 746.01 Instruction for Effective Learning in FCSE(5)	5746 Problem-based Instruction in Family and Consumer Sciences (4) with LAB
FCS ED 746.03 Instruction for Problem Based Learning (5)	5747 Planning for teaching & Learning in Family and Consumer Sciences (5) with LAB Concur with 5189.05
FCS ED 640 Workplace Education through FCSE (3)	Removed and content redistributed
FCS ED 689.01 Accommodating Diversity (2)	5189.05 Field Experience in FCS II: Urban Education I Family and Consumer Sciences
FCS ED 689.03 Context for Teaching & Learning (2)	5790 Analyzing student work samples in FCS (1) - Field experience has been removed, now 1 credit, concur with 5791 series for student teaching
	5690.40 Toward Just, Healthy, Secure Choices – New Summer course expands the study of food and secure, ethical practice.

The methods courses (5746 and 5747) are reordered and changed so that family and consumer sciences curriculum, assessment and sequence of learning take a priority focus in the first of the two courses. The first course focuses on teaching used problem-based, critical science learning approaches. The field experiences (2189.40 and 5189.05) 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 new summer course (5690.40) is required for FCS ED students. It is our intent to advertise this course so that FCS teachers and other students in the college or around campus may choose to enroll. This course applies ethical and value principles to consider nutrition, safe and ecological food knowledge to healthy, sustainable food practice. If enough interest is shown, it may be a special offering for the Maymester



Corporate Training and Development: The Corporate Training and Development track was last revised in 2002. The new proposed track includes two new courses, Design of Corporate Training Programs and Delivery of Corporate Training Programs, designed specifically for the undergraduate students in the program track. This will help the program track target two important courses directly to students involved in the career.

Career and Technical Education: The Career and Technical Education track was developed in 2005. Other than the conversion of classes to the semester basis, no major changes are in the proposed program.

Business Education: The Business Education program was developed in 2003. The only change of note in the proposed program is that the field experience will require a concurrent enrollment in either the methods/management course or the curriculum/instruction/assessment class. In the program at present, this is not a requirement. This will allow for improved connections between the activities in the field experience and the specific class.

11. Provide a table to aid the Council on Academic Affairs reviewers as they check for credit hour changes. Include the following information:

<b>PROGRAM REQUIREMENTS</b>	<b>A.) Number of credit hours in current program</b> <i>(Quarter credit hours)</i>	<b>B.) Calculated result for 2/3rds of current quarter credit hours</b> <i>(Multiply the value in column A by 0.667 and round to the nearest tenth of a credit hour)</i>	<b>C.) Number of credit hours required for proposed program</b> <i>(Semester credit hours)</i>
<b>Total required for completion of program</b>	181-183	120-122	120-124 (with survey)
<b>Prerequisite courses required for admission to program which are not counted toward total hours</b>	N/A	N/A	N/A
<b>Required courses offered by the unit</b>	37 FCS BE CTD CTE	25 BE CTD CTE	33 FCS BE CTD CTE
<b>Required courses offered outside of the unit</b>	69 FCS 50 BE 35 CTD 13 CTE	46 FCS 33 BE 24 CTD 9 CTE	36 FCS 30 BE 24 CTD 6 CTE
<b>Double counted courses that meet two or more requirements (e.g., prerequisites, GEs, and/or program requirements)</b>	10 GE also FCSED content 5 GE double count TET - none	N/A	6 GE also FCS ED content 3 GE double count Bus Ed, CTD and CTE - none
<b>Free Electives</b>	0-36 dependent on track		FCS 0 BE 4 CTD 20 CTE 23

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

All tracks: 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 credits as they shifted content and expectations for these courses. Some course credit decisions have not been made and the assumption is a three credit will stay three credits.

13. Include a policy statement from the chair of the department / unit 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 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.

Students who begin the technical education and training undergraduate program under the quarter system will not be delayed in graduating. The same sequence of courses and content will be followed but reconfigured differently on a semester schedule. Most students will be able to complete the BS degree program within the normal four year time period. Students will be individually advised on a case by case basis. Upon entry into the program, each student is advised an academic advisor in PAES student services, and a faculty advisor based on track of study.

In the past 10 years, the Technical Education and Training (TET) program has not had one student who entered as an NFQF (New First Quarter Freshman) direct admit. Students come to TET as transfers from other programs, such as those in Fisher COB, through articulated agreements with Columbus State, North Central State, Rhodes, and through the AA degree at least three of the OSU regional campuses. Some of these students utilize the state of Ohio Transfer Assurance Guide (TAG) courses. Additionally, the TET program admits a significant number of older adults with military credit, and other transfer issues. So, a “one-size fits all” transition plan is not possible. It has been the policy and practice of the program to work with each student individually, and through such avenues as OSU Fresh Start and the petition process, to minimize any negative effects of transfers or course changes. This policy will continue with the switch to semesters. The faculty of the technical education training program currently oversee that application of credit is fair and sensible and during the conversion to semesters the faculty will be responsible for reviewing individual students’ transition plans and approving them.

14. Summarize how the program's current quarter-based assessment practices will be modified, if necessary, to fit the semester calendar [Word limit: 150]. (*Note: For example if there are embedded assessments in selected courses, a modified assessment plan may identify the new semester courses which will include testing student attainment of program goals.*) All undergraduate degrees and majors should have an assessment plan on file with the Office of Academic Affairs; preliminary assessment planning (item #15.b. i through iii) is encouraged for all other programs.

Assessment practices will not be affected.

The plan for assessment does not change in the technical education and training undergraduate program. Our students will be evaluated using the same assessment tools we use on the quarter system.

15. Indicate, for an undergraduate degree program or major proposal, whether the program has a plan on file with the Office of Academic Affairs. Circle: (Yes / No).

No program is on file

If no, please select and complete one of the following two options:

- a) Submit your assessment plan on the survey form at <<http://surveys.studentaffairs.ohio-state.edu/snaponline/surveylogin.asp?k=124535167041>> using the username and password provided to your college's curricular associate dean in June 2009 (web address and password will be updated late spring 2010), or
- b) Provide a preliminary assessment plan which includes the following:
- i. Program learning goals (a repeat of your entry from item #6 above)
  - ii. The means the program uses or will use to evaluate how well students are attaining program goals. For some examples, please refer to the following list of Means to Evaluate Achievement of Program Goals (p.6 of template).
    1. Classroom assignments (presentations, writing assignments)
    2. Written examinations
    3. Performance in individual classes
  - iii. How the program uses or will use the evaluation data to make evidence-based improvements to the program periodically. For some examples, please refer to the following list of Uses of Assessment Data (p.7 of template).

The program uses student evaluation of instruction (SEIs) and student performance data to make decisions about which of aspects of the program is in need of modifications and enhancements. We also track the employment outcomes of our graduates. We will also use TK20 data for our teacher licensure programs in Business Education, Career and Technical Education and Family and Consumer Sciences Education.
  - iiii. Projected quarter by which the program will submit a full assessment plan using the survey form, to be submitted no later than Summer 2012.

While a plan is not required at this time we will project a full assessment plan by Spring 2012.



## Technical Education & Training

For students who entered OSU Summer 2009 and after  
Minimum hours required for graduation: 181-183

### GENERAL EDUCATION CURRICULUM

Writing	Quantitative Skills	Natural Science	Social Science	Arts & Humanities
English 110 (5) 2 <sup>nd</sup> Writing Course (5)	Math 130 (4) Data Analysis (5)* *Stats 133, 135, 145 or Ag Ed 387	*Biology Sequence (10) Physical Sequence (10)  *BIO 101 and HUMN NTR 210 are suggested	Psychology 100 (5) Economics 200 (5) Economics 201 (5)	History Sequence (10) Literature (5) Visual/Performing Arts (5)

### CORE REQUIREMENTS

EDU P&L 309.07 Psychological Perspectives on Education (5) EDU PAES 622 Business Technology Education I (3) EDU PAES 623 Business Technology Education II (3) EDU PAES 624 Foundations of Workforce Development & Education (4) EDU PAES 632 Software Applications for Business/Industry Teachers & Trainers (3) EDU PAES 650 Introduction to Exceptional Children (3) EDU PAES 665 Making Effective Technical-Skill Presentations (4) EDU PAES 667 Essentials of Career & Technical Education Curriculum & Instruction (3) EDU PAES 675 Measuring Student Outcomes in Career & Technical Education (3)	<b>Computer Science Prerequisite:</b>  CS&E 100 Introduction to Computing Technology (3)
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### STRAND REQUIREMENTS

Corporate Training and Development	Business Education Teacher Education	Career and Technical Education
<b>AMIS 310</b> Foundations of Accounting (5) <b>BUS-FIN 420</b> Foundations of Finance (4) <b>BUS FIN 510</b> Legal Environment of Bus (4) <b>BUS-MGT 430</b> Foundations of Op. Mgt (4) <b>BUS MHR 400</b> Foundations of Mgmt & Human Resources (4) <b>BUS-M&amp;L 450</b> Foundations of Marketing Management (4) <b>EDU PAES 628.02</b> Clinical Internship in Business (3, 3, 3) <b>EDU PAES 649</b> General Methods in Adult Ed (3) <b>EDU PAES 662</b> Determining Inst. Content for Tech Skills Training (3) <b>EDU PAES 663</b> Organizing Tech-Skill Training Programs (3) <b>EDU PAES 672</b> Adult Learning in Society (3) <b>EDU PAES 693.40</b> Individual Studies (1-2) <b>EDU PAES 695H</b> WFD for L Skill Wrks (3) <b>ENGLISH 304</b> Bus & Prof Writing (5) <b>EDU PAES 757</b> HR Dev. In WF Ed (3) <u>Content Area Electives (13-14 hours)</u> NOTE: The plan is modified for students transferring in under an articulation agreement who have an Associate of Science degree in a specific field. For these students the General Business Minor is waived and students are required to transfer in a block of up to 33 credits.	<b>AMIS 310</b> Foundations of Accounting (5) <b>BUS-FIN 420</b> Foundations of Finance (4) <b>BUS-FIN 510</b> Legal Environment of Bus. (4) <b>BUS-M&amp;L 450</b> Foundations of Marketing Management (4) <b>BUS-MGT 430</b> Foundations of Op. Mgt (4) <b>BUS MHR 400</b> Foundations of Mgt & HR (4) <b>BUS FIN 220</b> Personal Finance (4) <b>ENGLISH 304</b> Business & Prof Writing (5) <b>EDU P&amp;L 306.07</b> School & Society (5) <b>EDU P&amp;L 607.07</b> Adolescent Learning & Dev. in School Contexts (3) <b>EDU PAES 628.01</b> Clinical Internship Classroom Observations (3, 3, 3) <b>EDU PAES 646</b> Coord. of Cooperative Career & Tech. Ed. Programs (3) <b>EDU PAES 655</b> Class/Lab Organization & Mgmt in Career & Tech Ed (3) <b>EDU PAES 784</b> Student Teaching in Technical Education & Training (12) <b>EDU T&amp;L 642.07</b> Teaching Reading Across the Curriculum (3) <b>Select one course:</b> <b>EDU PAES 649</b> General Methods in Adult Ed (3) or <b>EDU PAES 672</b> Adult Learning in Society (3)	<b>EDU P&amp;L 306.07</b> School & Society (5) <b>EDU PAES 575.02</b> CTE Licensure Clinic In-service I (2) <b>EDU PAES 575.03</b> CTE Licensure Clinic In-service II (2) <b>EDU PAES 575.04</b> CTE Licensure Clinic In-service III (2) <b>EDU PAES 575.06</b> CTE Licensure Clinic In-service IV (1) <b>EDU PAES 646</b> Coord. Of Coop. Career & Tech. Edu Programs (3) <b>EDU PAES 655</b> Class & Lab Organization & Management in CTE (3) <b>EDU PAES 662</b> Determining Inst. Content for Tech Skills Training (3) <b>EDU PAES 663</b> Organizing Tech-Skill Training Progs. (3) <b>EDU PAES 668.01</b> CTE Pre-service Licensure Clinic (6) <b>EDU PAES 693.40</b> Individual Studies (1) <b>EDU T &amp; L 642.07</b> Teaching Reading Across Curriculum (3) <b>Select one course:</b> <b>EDU PAES 649</b> General Methods in Adult Ed (3) or <b>EDU PAES 672</b> Adult Learning in Society (3) <u>Content Area Electives (34 hours)</u>

### CONTENT AREA ELECTIVES

These hours will be determined in consultation with an advisor and may include suggested courses in the Colleges of Education & Human Ecology; Business; Food, Ag. & Environmental Sciences; Arts; Engineering, and Social & Behavioral Sciences or technical hours transferred from an approved educational institution.

## Family and Consumer Sciences Education

**For students who entered OSU Summer 2007-Spring 2008 (new first year students and transfer students with fewer than 45 credit hours) and all students who entered OSU Summer 2008 and after**  
**Minimum hours required for graduation: 181**

### UNIVERSITY REQUIREMENTS (70-76)

#### PAES 100 (1)      OVERALL ELECTIVES (0-8)

WRITING (10)	QUANT SKILLS (4-10)	NATL SCIENCE (20)	SOC SCIENCE (15)	ARTS AND HUMANITIES (20)	DIVERSITY (0-10)
English 110 (5) 2 <sup>nd</sup> Writing Course (5)	Level M or Math 116 or 130 or 148 or 105 (4) Math 131 or 150 or 106 or Philosophy 150 or CS&E 101 or 200 (4-5)	Biology 101 (5) Hum Ntr 210 or 310 (5) Chem 101 or 121 <sup>2</sup> or Choice <sup>1</sup> Chem 102 or 122 <sup>2</sup> or Choice <sup>1</sup>	Soc 101 (5) • HDFS 360 (5) Econ 200 or Geog 200★ (5)	History Sequence (10) Literature (5) Visual/Performing Arts (5)	Social diversity is fulfilled with Soc 101 International issues (★★ or ★◆) Overlap with Arts and Humanities

MAJOR REQUIREMENTS (50-51)	EDU CORE (19-20)
HUMN NTR 314 <sup>2</sup> Fund of Food or CS HSPMG 350.02 Dietetics &FCSE (4-5) CS FMRS 243 Consumer Problems (5) CS FMRS 260 Family Financial Mgmt (5) HDFS 361 Intro to Child Development (5) HDFS 364 Lifespan Human Development (5) HDFS 665 Parenting (5) CS TXTCL 200 Fashion, the Body, and Popular Culture (3) STATS 135 or 145 Statistics (5)	EDU P&L 306 School & Society (5) EDU P&L 309 Psychological Perspectives on Education (5) EDU T&L 642 Teaching Reading Across the Curriculum (3) EDU P&L 370 Computers in the Classroom or EDU P&L 671 Fund of Comp App in Ed & Training or EDU PAES 622 Bus Tech Ed (3-4) EDU PAES 650 Intro to Exceptional Children (3)

FCS ED PEDAGOGY (16)	FCS ED FIELD/CLINICAL (18)
FCS ED 640 Workplace Education through FCSE (3) FCS ED 742 Culturally Responsive Teaching (3) FCS ED 746.01 Instruction for Effective Learning in FCSE(5) FCS ED 746.03 Instruction for Problem Based Learning (5)	FCS ED 289 Introductory Professional Development in FCSE (2) FCS ED 689.01 Accommodating Diversity (2) FCS ED 689.03 Context for Teaching & Learning (2) FCS ED 791.01 Designing Instruction (4) FCS ED 791.02 Facilitating Learning in FCSE (4) FCS ED 791.03 Professional Development & Action Research (4)

**CONTENT AREA ELECTIVES (15 HOURS)**

- HUMN NTR 313 Food in Different Cultures (*Prereq: 10 cr hrs of social science*) (3)  
 HUMN NTR 415 Issues and Controversies in Nutrition (*Prereq: 310 or permission of instructor*) (3)  
 HUMN NTR 504 Nutrition Education (*Prereq: 310*) (3)  
 HUMN NTR 506 Nutrition: The Life Cycle (*Prereq: 310 or equiv with permission of instructor*) (6)  
 CON SCI 340 American Households: Indicators of Economic Status (*Prereq: Stat 133 or 135 or 145; or Ag Econ 205; or permission of instructor*) (5)  
 CON SCI 543 Consumer Decision Making (5)  
 CS FMRS 443 Solutions to Consumer Problems (*Prereq: 243 or Fm Res M 243*) (5)  
 CS FMRS 611 Consumer Housing Problems (*Prereq: 340 or Fm Res M 340 and Econ 200*) (5)  
 CS TXTCL 275 The Business of Fashion: Apparel, Textiles, and Home Furnishings (3)  
 CS TXTCL 351 Interiors Product Development: Home Interiors (*Prereq: 270 or Txtl&Clo 270*) (5)  
 CS TXTCL 371 Textiles (*Prereq: 2nd yr standing*) (5)  
 CS TXTCL 372 Appearance, Dress, and Cultural Diversity (*Prereq: Sociol 101 or Rurl Soc 105*) (5)  
 CS TXTCL 375 Ready-to-Wear Analysis (*Prereq: 270 or Txtl&Clo 270 and 371 or Txtl&Clo 371*) (3)  
 HDFS 362 Middle Childhood and Adolescence (4)  
 HDFS 363 Infant-Toddler Development (*Prereq: 361 or 364*) (5)  
 HDFS 370 Human Sexuality in Context OR HDFS 670.02 (3) Human Sexuality (*Prereq: 360 or 364*) (5)  
 HDFS 461 Guidance of Young Children in Groups (*Prereq: 361 or 364 or Psych 550*) (3)  
 HDFS 468 Individual and Family Helping Skills (*Prereq: 360 or 364*) (3)  
 HDFS 560 Advanced Family Development (*Prereq: 360 and jr/sr standing*) (3)  
 HDFS 570 Adolescent Development: A Biopsychosocial Perspective (*Prereq: 364*) (3)  
 HDFS 660 Stress and Families (*Prereq: 360 or 364 or Sociol 430 or Psych 340, and rank 3 or grad standing*) (3)  
 HDFS 662 Multicultural Programming for Young Children (3)

<sup>1</sup>There must be one biological science sequence, one lab, and at least one physical and one additional science course.

<sup>2</sup>10 hours of chemistry is a prerequisite for HUMN NTR 314.



CTE Route B Licensure - 4 YEAR PLAN

The CTE Route B program is a licensure-only program for individuals pursuing teacher licensure as a career-technical education teacher. It is approved by the Ohio Department of education, and does not require a degree for full licensure. However, some of the courses are part of some of the BS tracks (Business Education, Career-Technical Education and Family and Consumer Sciences Education). The Ohio Department of Education permits the courses to be completed over a four-year time period, as the individuals are teaching full-time while pursuing licensure

SU YEAR ONE  5189.02 New CTE Teacher Clinic (4)	AU YEAR ONE  5189.03 CTE Clinical Field Exp I (2)	SP YEAR ONE  5189.04 CTE Clinical Field Exp II (2)
	AU YEAR TWO  5665 Methods/Management in CTE (3)	SP YEAR TWO  5667 Curric/Instruction/Assessment (3)
	AU YEAR THREE  5622 Intro to Software Applications for Teachers and Trainers (3) or 5650 Exceptional Learners (3)	SP YEAR THREE  5623 Advanced Software Applications for Teachers and Trainers (3) or 5650 Exceptional Learners (3)
	AU YEAR FOUR  5442 Reading Across Curriculum (3)	SP YEAR FOUR 2309 Ed Psych 5668 CTE Capstone (1)

**Route B**

5189.02 New CTE Teacher Clinic	4
5189.03 CTE Clinical Field Exp I	2
5189.04 CTE Clinical Field Exp II	2
2309 Ed Psychology	3
5442 Reading Across the Curriculum	3
5650 Exceptional Learners	3
5665 Methods/ Management	3
562X Educational Technology Intro or Advanced	3
5667 Curriculum/Instruction/Assessment	3
5668 CTE Capstone	<u>1</u>
	<b>27</b>

**CAREER - BASED INTERVENTION - 1 YEAR PLAN**

*The Career-Based Intervention program is a teacher licensure endorsement-only program for individuals who already hold a valid Ohio teaching license.*

5678 Introduction to CBI (3)	5633 Instructional Strategies for CBI (3)	5655 Coordination of Work-Based learning programs for CTE (3)
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**Career-Based Intervention**

5678 Introduction to CBI	3
5633 Instructional Strategies for CBI	3
5655 Coordination of Work-Based learning programs for CTE	<u>3</u>
	9

Family and Consumer Sciences Education 2012-2013

PROPOSED SEMESTER PROGRAM SHEET

Effective for NFQF and New Transfer students admitted to the College of Education and Human Ecology SU 12 - SP 13

Name \_\_\_\_\_ Advisor \_\_\_\_\_

COURSE & NUMBER	HRS	GR	QT/YR	COURSE & NUMBER (48)	HRS	GR	QT/YR
<b>UNIVERSITY REQUIREMENTS (46-50 semester)</b>				<b>MAJOR REQUIREMENTS</b>			
<b>Writing (6)</b>				EDU PL 2309- Psych Perspectives in Education	3		
ENGLISH 1110.01 or 1110.02 or 1110.03	3			EDU PAES 5624- Fndtns of Wrkfrce Dev & Education	3		
2 <sup>nd</sup> Level Writing Course (2367)	3			EDU PAES 5622- Intro to Sftwre Appl for Tchrs & Trnrs <b>OR</b> EDU PAES 5701- Fund of Tchng Adults Online <b>OR</b> EDU PAES 5623- Adv Sftwre Appl for Tchrs & Trnrs	3		
<b>Literature</b>	3			EDU TL 5442- Tchng & Rding Acrss Crclm	3		
				EDU PAES 5650- Excptnl Learners	3		
<b>Arts</b>	3			EDU PAES 2189.40- Fld Exper in FCS I: Obsrvng FCS	3		
				EDU PAES 5691- Toward Just, Hlthy, Secure Choices	2		
<b>Math (3-7)</b>				EDU PAES 5747- Plning for Tchng & Lrning in FCS	5		
Math Placement 2 or higher, MATH 1130 or Equiv	0-4			EDU PAES 5189.05- Fld Expr in FCS II: Tchng in Urb	3		
Next Math course past placement, MATH 1131, or other course from university approved Math & Logical Analysis list	3			EDU PAES 5790- Anlyzing Stdnt Wrk Samples in FCS	1		
				EDU PAES 5741- Culturally Respsve Tchng in FCS	3		
<b>Data Analysis (3)</b>				EDU PAES 5746- Prblm-Bsd Inst in FCS	4		
STAT 1350 or 1430 or 1450	3			EDU PAES 5791.01- Dsning FCS Instrctn	4		
				EDU PAES 5791.02- Facil Lrning in FCS Intrnshp	4		
<b><sup>1</sup>Science (10)</b>				EDU PAES 5791.03- Prof Devel of Tchrs in FCS	4		
CHEM 1111	5						
Biology 1101 or 1113	4			<b>REQUIRED CONTENT COURSEWORK (25)</b>			
One additional Science credit, physical or biological	1			HDFS 2410- Child Development	3		
				HDFS 3440- Human Sexuality	3		
<b>Historical Study</b>	3			HDFS 2350- Parenting	3		
				HUMN NTR 2310- Fund in Nutrition	3		
<b>Social Science (6)</b>				HUMN NTR 3313- Fd in Dffrnt Cltures	2		
PSYCH 1100	3			HUMN NTR 2314- Fund of Food	3		
HDFS 2200	3			HUMN NTR 3415- Glbl Nutr Issues	2		
				CONSCI 2910- Cnsmr Prblms & Prspctves	3		
<b>Culture &amp; Ideas or Historical Study</b>	3			CSCFMFNS 2260- Fmly Fincl Mngmnt	3		
<b>Open Options (6)</b>							
SOCIOL 101	3						
HDFS 2400	3						
<b>EHE 1100 (1)</b>							
<b>ELECTIVES (0)</b>				<b>CREDIT HRS REQUIRED</b>	120-124		

Revised xx/xx

<sup>1</sup>BS students must take one Biological Science with lab and one Physical Science with lab

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.

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.

Corporate Training and Development 2012-2013

**PROPOSED SEMESTER PROGRAM SHEET**

Effective for NFQF and New Transfer students admitted to the College of Education and Human Ecology SU 12 - SP 13

Name \_\_\_\_\_ Advisor \_\_\_\_\_

COURSE & NUMBER	HRS	GR	QT/YR	COURSE & NUMBER (52.5)	HRS	GR	QT/YR
<b>UNIVERSITY REQUIREMENTS (46-50 semester)</b>				<b>MAJOR REQUIREMENTS</b>			
<b>Writing (6)</b>				EDU PL 2309- Psych Perspectives in Education	3		
ENGLISH 1110.01 or 1110.02 or 1110.03	3			EDU PAES 5624- Fndtns of Wrkfrce Dev & Education	3		
2 <sup>nd</sup> Level Writing Course (2367)	3			EDU PAES 5622- Intro to Sftwre Appl for Tchrs & Trnrs <b>OR</b> EDU PAES 5701- Fund of Tching Adults Online	3		
<b>Literature</b>	3			EDU PAES 5623- Adv Sftwre Appl for Tchrs & Trnrs	3		
				EDU TL 5662- Job and Task Anlys	3		
<b>Arts</b>	3			EDU PAES 4662- Dsgn of Corp Trning Prgrms	3		
				EDU PAES 4665- Dlvry of Corp Trning Prgrms	3		
<b>Math (3-7)</b>				EDU PAES 4191.4- Internship: Corp Exper	3		
Math Placement 2 or higher, MATH 1130 or Equiv	0-4			EDU PAES 4191.4- Internship: Corp Exper	3		
Next Math course past placement, MATH 1131, or other course from university approved Math & Logical Analysis list	3			EDU PAES 5649- Tching Adlts in the Wrkplce	3		
				EDU PAES 5672- Lflng Lrning in Adult Yrs	3		
<b>Data Analysis (3)</b>				ACCT&MIS 2000	3		
STAT 1350 or 1430 or 1450	3			BUS MHR 3100	3		
				BUS FIN 3120	3		
<b><sup>1</sup>Science (10)</b>				BUS ML 3150	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.				BUS MGT 3130	3		
				BUS FIN 3500	1.5		
				ENGLISH 304	3		
<b>Historical Study</b>	3						
<b>Social Science (6)</b>							
PSYCH 1100	3						
ECON 2001.01	3						
<b>Culture &amp; Ideas or Historical Study</b>	3						
<b>Open Options (6)</b>							
ECON 2002.01	3						
HDFS 2400	3						
<b>EHE 1100 (1)</b>							
<b>ELECTIVES (16.5-20.5)</b>				<b>CREDIT HRS REQUIRED</b>	120		

Revised xx/xx

<sup>1</sup>BS students must take one Biological Science with lab and one Physical Science with lab

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.

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.

# Bachelor of Science in Education    Technical Education and Training

## What are the requirements for completion of the Corporate Training and Development specialization?

**GENERAL EDUCATION: 46-50 Hours**

Educating students to solve problems; to think critically, logically, scientifically, and creatively; and to be engaged and responsible citizens

**WRITING:  
6 Hours**

English 1110.01, 1110.02, or 1110.03 \_\_\_\_

Any 2367 from EHE GE List \_\_\_\_

**MATH:  
3-7 Hours**

Placement 2 or better or Math 1130 \_\_\_\_

Next Math course past placement, 1131, or other course from Math & Logical Analysis GE list \_\_\_\_

**SCIENCE:  
10 Hours**

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. \_\_\_\_ \_\_\_\_ \_\_\_\_

**ARTS:  
3 Hours**

From EHE GE List \_\_\_\_

**LITERATURE:  
3 Hours**

From EHE GE List \_\_\_\_

**HISTORICAL STUDY:  
3 Hours**

From EHE GE List \_\_\_\_

**Cultures & Ideas or  
Historical Study: 3 Hours**  
From EHE GE List \_\_\_\_

**DATA ANALYSIS:  
3 Hours**

STAT 1350 or equivalent \_\_\_\_

**SOCIAL SCIENCE: 6 Hours**

ECON 2001.01 \_\_\_\_  
PSYCH 1100 \_\_\_\_

**OPEN OPTIONS: 6 Hours**

ECON 2002.01 \_\_\_\_ and HDFS 2400 \_\_\_\_

**SOCIAL DIVERSITY IN THE U.S.: 0 Hours**

Select 2nd Writing, Arts, Lit, Hist Study, Cultures & Ideas or Social Science with Social Diversity in US focus - double-count permitted

**GLOBAL STUDIES: 0 Hours (2 Courses)**

Select Literature, Arts, Historical Study, or Cultures & Ideas with global focus- double-count permitted

**MAJOR COURSES: 53.5 Hours**

**Select one of these two courses- 3 Hours:**

EDU PAES 5622- Intro to Sftwre Appl for Tchrs & Trnrs- 3Hr \_\_\_\_

EDU PAES 5701- Fund of Tchng Adults Online- 3Hr \_\_\_\_

**Complete each course below- 48 Hours**

EHE 1100- Intro to Edu & Hum Ecol Degree Planning 1Hr \_\_\_\_

EDU PL 2309- Psych Perspectives in Education- 3Hr \_\_\_\_

EDU PAES 5624- Fndtns of Wrkfrce Dev & Ed- 3Hr \_\_\_\_

EDU PAES 5623- Adv Sftwre Appl for Tchrs & Trnrs- 3Hr \_\_\_\_

EDU PAES 5662- Job and Task Analysis- 3Hr \_\_\_\_

EDU PAES 4662- Dsgn of Corp Trning Prgrms- 3Hr \_\_\_\_

EDU PAES 4665- Dlvry of Corp Trning Prgrms- 3Hr \_\_\_\_

EDU PAES 4191.4- Internship: Corp Exper- 3Hr \_\_\_\_

EDU PAES 4191.4- Internship: Corp Exper- 3Hr \_\_\_\_

EDU PAES 5649- Tchng Adults in the Wrkplce- 3Hr \_\_\_\_

EDU PAES 5672- Lflng Lrning in Adult Yrs- 3Hr \_\_\_\_

ACCT&MIS 2000- Fndtns of Acctng- 3Hr \_\_\_\_

BUSFIN 3120- Fndtns of Finance- 3Hr \_\_\_\_

BUSFIN 3500- Lgl Envrnmnt of Bsness- 1.5Hr \_\_\_\_

BUSMGT 3130- Fndtns of Oprtns Mngmnt- 3Hr \_\_\_\_

BUSML 3150- Fndtns of Mrkting Mngmnt- 3Hr \_\_\_\_

BUSMHR 3100- Fndtns of Mngmnt & Hmn Resources- 3Hr \_\_\_\_

ENGLISH 304- Bus & Prof Writing- 3Hr \_\_\_\_

Minimum Total Hours: 120 Elective Hours: 16.5-20.5

**SUGGESTED FOUR YEAR PLAN**

Autumn First Year	Spring First Year	Autumn Second Year	Spring Second Year	Autumn Third Year	Spring Third Year	Autumn Fourth Year	Spring Fourth Year
EHE 1100	STAT 1350	HDFS 2400	BUS ML 3150	EDU PAES 5662	Cult & Ideas or Hist Study	EDU PAES 4191.4	EDU PAES 4191.4
ENGLISH 1110.01	Art	CS&E 1113 (MLA)	Biol Science w/ Lab (5)	EDU PAES 4662	EDU PAES 4665	EDU PAES 5649	EDU PAES 5672
MATH 1130	ECON 2001.01	ECON 2002.01	BUS MHR 3100	BUS MGT 3130	BUS FIN 3120	ACCT&MIS 2000	ENGLISH 304
PSYCH 1100	EDU PL 2309	EDU PAES 5622	EDU PAES 5623	Literature	Phys Science (5)	Historical Study	Elective (3)
Elective (3)	EDU PAES 5624	Elective (3)	Second Writing	Elective (3)	BUS FIN 3500	Elective (3)	Elective (1.5)
Hours: 14	Hours: 15	Hours: 15	Hours: 17	Hours: 15	Hours: 15.5	Hours: 15	Hours: 13.5

**Creating Your Own Scheduling Plan**

Step 1: Access your Degree Audit Report (DARSweb) at "My Student Center" on <https://buckeyelink.osu.edu> and on the front of this sheet check off the courses that you have completed

Step 2: For remaining requirements, note prerequisites and terms offered

Step 3: For each term below, project when you expect to complete remaining requirements

Semester: _____	Semester: _____	Semester: _____	Semester: _____	Semester: _____	Semester: _____	Semester: _____	Semester: _____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

**Major Courses: Terms offered and prerequisites**

EHE 1100- Au, Sp, Su  
 EDU PL 2309- Au, Sp;  
 EDU PAES 5624- Au, Sp; Junior status or above  
 EDU PAES 5622- Au, Sp  
 EDU PAES 5701- Au, Sp; Junior status or above  
 EDU PAES 5623- Au, Sp  
 EDU PAES 5662- Au, Sp; Junior status or above  
 EDU PAES 5649- Au, Sp; Junior status or above  
 EDU PAES 5672- Au, Sp; Junior status or above  
 EDU PAES 4662- Au, Sp; Junior status or above  
 EDU PAES 4665- Au, Sp; Junior status or above  
 EDU PAES 4191.4- Au, Sp, Su; Junior status or above

ACCT&MIS 2000- Au, Sp, Su; MATH 1130, CSE 1113, ECON 2001.01  
 BUS MHR 3100- Au, Sp, Su; MATH 1130, CSE 1113, ECON 2001.01  
 BUS FIN 3120- Au, Sp, Su; MATH 1130, CSE 1113, ECON 2001.01  
 BUS MGT 3130- Au, Sp, Su; MATH 1130, CSE 1113, ECON 2001.01  
 BUS ML 3150- Au, Sp, Su; MATH 1130, CSE 1113, ECON 2001.01  
 BUS FIN 3500- Au, Sp, Su  
 ENGLISH 304- Au, Sp, Su