

Status: PENDING

**PROGRAM REQUEST**  
Early and Middle Childhood Studies

Last Updated: Zircher, Andrew Paul  
10/12/2011

<b>Fiscal Unit/Academic Org</b>	School of Teaching & Learning - D1275
<b>Administering College/Academic Group</b>	Education & Human Ecology
<b>Co-administering College/Academic Group</b>	
<b>Semester Conversion Designation</b>	Re-envisioned with significant changes to program goals and/or curricular requirements (e.g., degree/major name changes, changes in program goals, changes in core requirements, structural changes to tracks/options/courses)
<b>Current Program/Plan Name</b>	Early and Middle Childhood Education
<b>Proposed Program/Plan Name</b>	Early and Middle Childhood Studies
<b>Program/Plan Code Abbreviation</b>	EMCHILD-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	120	0.7
Required credit hours offered by the unit	Minimum	24	16.0	40	24.0
	Maximum	51	34.0	43	9.0
Required credit hours offered outside of the unit	Minimum	136	90.7	71	19.7
	Maximum	144	96.0	88	8.0
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**

The BSEd is moving from an M.Ed licensure preparation path to a non-licensure degree. Because the licensure requirements have been removed, the major is becoming a truly interdisciplinary program that allows students, with close advisement from faculty and staff, to choose from a number of courses offered across education programs and offering units while maintaining a focus on early and middle childhood. The new flexibility and student choice due to the removal of licensure requirements including content courses.

**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. Know about, understand, and value the importance and complex characteristics of children, their families and communities.
- 2. Integrate their understanding of and relationships with children and families, their understandings of developmentally appropriate approaches to teaching and learning, and their knowledge of academic disciplines to design, implement, and evaluate
  - experiences that promote positive development and learning for youth.
- 3. Create learning environments that build on resources in community-based educational settings and meet the needs of youth and families in communities.
- 4. Know options for acquiring resources that support learning in community-based and/or school-based educational settings.
- 5. Experience out-of-school learning in a supervised community-based or school-based internship.

**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? Yes**

**Summarize how the program's current quarter-based assessment practices will be modified, if necessary, to fit the semester calendar.**

Because the licensure requirements are being removed in this program, the current NCATE assessment practices are no longer needed. A new assessment plan needs to be developed to take into account the interdisciplinary nature of the program.

**Program Specializations/Sub-Plans**

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

**Pre-Major**

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

Students will begin in either the early childhood or middle childhood pre-major programs. At approximately the end of sophomore year, students will be able to choose to either apply to the major programs for those areas, or to choose the Early and Middle Childhood Studies major as a non-licensure path.

**Attachments**

- BSED EMCS Proposal 101211.pdf: Revised Proposal  
*(Program Proposal. Owner: Zircher, Andrew Paul)*
- Teaching and Learning Dean Semester Cover Letter.pdf: College Cover Letter  
*(Letter from the College to OAA. Owner: Zircher, Andrew Paul)*

**Comments**

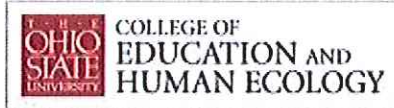
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**PROGRAM REQUEST**  
Early and Middle Childhood Studies

Last Updated: Zircher,Andrew Paul  
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**Workflow Information**


Status	User(s)	Date/Time	Step
Submitted	Mercerhill,Jessica Leigh	10/13/2010 12:34 PM	Submitted for Approval
Approved	Kantor-Martin,Rebecca Maud	10/13/2010 01:53 PM	Unit Approval
Revision Requested	Zircher,Andrew Paul	01/31/2011 12:23 PM	College Approval
Submitted	Mercerhill,Jessica Leigh	02/03/2011 03:34 PM	Submitted for Approval
Approved	Clark,Caroline Taylor	02/09/2011 08:32 PM	Unit Approval
Revision Requested	Zircher,Andrew Paul	02/21/2011 03:52 PM	College Approval
Submitted	Mercerhill,Jessica Leigh	09/27/2011 12:19 PM	Submitted for Approval
Approved	Clark,Caroline Taylor	09/27/2011 12:23 PM	Unit Approval
Revision Requested	Zircher,Andrew Paul	10/12/2011 11:22 AM	College Approval
Submitted	Mercerhill,Jessica Leigh	10/12/2011 11:33 AM	Submitted for Approval
Approved	Zircher,Andrew Paul	10/12/2011 02:57 PM	Unit Approval
Approved	Zircher,Andrew Paul	10/12/2011 02:57 PM	College Approval
Pending Approval	Cameron,Erin Marie Soave,Melissa A	10/12/2011 02:57 PM	CAA Approval



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

**Date:** October 11, 2011

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

**From:** Jackie Blount, Associate Dean, EHE Academic Affairs 

**RE:** Updated Semester Conversion Package for School of Teaching & Learning

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I am pleased to present updated semester conversion materials for the School of Teaching & Learning. In what follows, I will outline unique college and school contexts that have shaped the entire package for Teaching & Learning. 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

Due to College of Education and Human Ecology realignment and requested revisions from the Graduate School Curriculum Committee, the graduate programs from the School of Teaching & Learning are currently undergoing additional revisions, and will be submitted to the Graduate School and the Council on Academic Affairs in the near future.

T&L also has been quite busy preparing to re-introduce a series of teacher preparation degree programs (B.S.Ed.). Though T&L offered B.S.Ed. degrees long ago, they essentially were suspended during the Holmes Model years when the school's teacher preparation was a graduate-only undertaking. With recent changes in state legislation (HB1), T&L has responded by bringing its undergraduate teacher preparation programs back, but in updated forms. It is important to note that all of T&L's proposed teacher education degrees and endorsement areas align with the standards of our national and state accrediting bodies, most notably the National Council for the Accreditation of Teacher Education (NCATE). Note: Endorsement areas are additional content areas that may be added to teaching licenses.

## Summary Tables

Program	Extent of Change	Notes	Approval by EHE Curr. Committee	Approval by EHE College Council
Ph.D. in Teaching and Learning	New	Name changed to align with unit name. Otherwise, straight conversion. Includes a two-course common core.	TBD	TBD
M.A. Teaching and Learning	Converted	Straight conversion.	Nov. 30, '10	Dec. 3, '10
M.Ed.	Converted	Straight conversion.	TBD	TBD
E.S. Specialist in Education	Converted	New	TBD	TBD
Graduate Interdisciplinary Specialization in Applied Developmental Science in Education	New	Generated from EHE Curriculum Collaboration Seed Grant, '10. Coordinates Applied Developmental Science faculty in college.	Nov. 30, '10	Dec. 3, '10
B.S.Ed. in Foreign Language Education	New	Part of larger commitment to re-instituting undergraduate teacher education programs across fields (undertaken in part in response to HB1).	Nov. 30, '10	Dec. 3, '10
Program	Extent of	Notes	Approval by	Approval by



	Change		EHE Curr. Committee	EHE College Council
B.S.Ed. in Integrated Language Arts/English Education	New	Part of larger commitment to re-instituting undergraduate teacher education programs across fields (undertaken in part in response to HB1).	Nov. 30, '10	Dec. 3, '10
B.S.Ed. Middle Childhood Education	New	Part of larger commitment to re-instituting undergraduate teacher education programs across fields (undertaken in part in response to HB1).	Dec. 9, '10	Jan. 7, '11
B.S.Ed. Science and Mathematics	New	Part of larger commitment to re-instituting undergraduate teacher education programs across fields (undertaken in part in response to HB1).	June 1, '11	June 3, '11
B.S.Ed. Teachers of English to Speakers of Other Languages	New	Part of larger commitment to re-instituting undergraduate teacher education programs across fields (undertaken in part in response to HB1).	June 1, '11	June 3, '11
B.S.Ed. Early Childhood Education	New	Part of larger commitment to re-instituting undergraduate teacher education programs across fields (undertaken in part in response to HB1).	June 1, '11	June 3, '11
B.S.Ed Early and Middle Childhood Studies	Converted	Straight conversion of programs offered on regional campuses, will be offered on Columbus campus on semesters	Oct. 3, '11	Oct. 7, '11
Technology Education	Deactivated	Program no longer deemed viable as configured.		
Endorsement and ESL Programs (non-degree)	Converted	Package of endorsements programs that educators might add to their licenses. Endorsements meet state licensure requirements.		

Courses	Number	Extent of Change	Approval by EHE Curr.	Approval by EHE College
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			Committee	Council
New graduate courses	32	New	Nov. 19, '10	Dec. 3, '10
New undergraduate courses	6	New	Nov. 19, '10	Dec. 3, '10
<b>Total new Courses</b>	<b>38</b>			
Re-envisioned graduate courses	132	Re-envisioned	Nov. 19, '10	Dec. 3, '10
Re-envisioned undergraduate courses	75	Re-envisioned	Nov. 19, '10	Dec. 3, '10
<b>Total re-envisioned courses</b>	<b>210</b>			
Graduate courses	25	Converted	Nov. 19, '10	Dec. 3, '10
Undergraduate courses	26	Converted	Nov. 19, '10	Dec. 3, '10
<b>Total converted courses</b>	<b>51</b>			
<b>Total number of all courses</b>	<b>299</b>			

### College Approval

I have carefully reviewed all semester conversion materials for the School of Teaching & Learning, 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 Teaching & Learning.

September 22, 2011

EHE Curriculum Committee:

Attached is the revised conversion proposal for the Early and Middle Childhood Studies program. Currently the program is a main pathway for regional campus students to be prepared for the M.Ed teacher licensure programs. With the creation of the Bachelor of Science in Education licensures, the regional campuses will no longer be needing this major to be a pathway. The faculty have worked to revise the current program to be an Early and Middle Childhood Studies program in which students who either know that they want to work in the community (such as community-based education, community youth organizations, museums, outdoor schools, etc) or childcare centers that do not require licensure, as well as for students who are not admissible or do not desire admission into the competitive new undergraduate licensure programs and need a path for completing their degree in preparation for licensure through an M.Ed or another institution's licensure programs.

Last spring, the curriculum committee asked for the following revisions that have been made here:

1. Fiscal plan – this BSEd is cost neutral. There are no courses in it that we will not already be offering as parts of other program requirements or options.
2. Removal of information about the Early and Middle childhood pre-education major coursework. The program now requires foundational courses in the pre-major instead of the pre-ed coursework. Students who begin in the pre-education majors may still transfer into this major at any point.
3. Major coursework has been streamlined and divided into 3 tracks. Students are asked to choose 2 of the 3 to complete their major hours.
4. Major admission requirements: the minimum GPA of 2.0 remains on this program. Because it is a non-licensure program, there is no need to restrict students in good standing within the university from pursuing this degree.

We have also added additional information to the transition plan to acknowledge the students who may wish to complete the current licensure path major. This will only be allowed for students who have been admitted to the major, allowing us to fade out the program within a few years.





School of Teaching and Learning  
333 Arps Hall  
1945 North High Street  
Columbus, OH 43210-1172

Phone (614) 292-1257  
Fax (614) 292-7695

Dear Semester Conversion Committee,

Enclosed is our conversion documentation for the Bachelor of Science in Education: Early and Middle Childhood Studies. This program is currently offered on regional campuses under the moniker Early and Middle Childhood Pre-Education. This program is currently accompanied in the School of Teaching and Learning by the following programs:

- Master of Education
- Master of Arts
- Doctor of Philosophy
- Endorsement Programs:
  - Early Childhood Generalist Endorsement (Grades 4-5)
  - Middle Childhood Generalist Endorsement
  - TESOL Endorsement
  - Reading Endorsement
  - P-6 Mathematics Specialist Endorsement
- English as a Second Language Curriculum:
  - American Language Programs
  - Composition
  - Spoken English

As part of the conversion process, we are proposing the following undergraduate majors:

- Bachelor of Science in Education: English Education
- Bachelor of Science in Education: Foreign Language Education
- Bachelor of Science in Education: Middle Childhood Education

The addition of this program and these majors bodes to have a positive fiscal impact on the School of Teaching & Learning and for EHE. We predict that over 1,000 university undergraduates will select the Pre-Education major and, subsequently enter the B.S. Ed programs listed above. Moreover, the current M.Ed. programs are predicted to maintain robust enrollment patterns of 30-50 students annually per program area. As part of these new program proposals, several courses have been submitted as GECs, which should also positively impact the fiscal profile of T&L and EHE. B.S. Ed and M.Ed. programs have been designed to allow for overlapping courses, particularly in the methods and field-based components, which will allow for fully enrolled courses that maintain pedagogical integrity. Likewise, the Ed.S. program overlaps with the M.A. and Ph.D. programs in ways that are fiscally and pedagogically sensible.

In order to plan, prepare, and endorse semester conversion materials, the School of Teaching and Learning formed faculty groups to complete the conversion work. It was the decision of the School to trust the individual faculty groups to make decisions best fitting their curricular needs. Each group focused on the curriculum taught by that faculty group, and included considerable discussion of how best to move forward under semesters. Faculty from multiple areas participated in more than one group, and any faculty member



College of Education and Human Ecology

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with an interest or investment in an area was allowed input. Across winter and spring 2010 quarters, these faculty groups met to engage in intense, valuable discussions, working to accommodate externally imposed expectations that accompany various licensure programs and to develop curricula that reflect the values and expertise of the T&L faculty. Faculty also worked, in good faith, to cut old courses, develop new ones, and merge others in order to have a robust set of programs and courses that truly reflect the best of what T&L has to offer students.

Since our licensure and endorsement areas are restricted by accreditation and state requirements, program conversions have been fairly direct with some innovations taking place at the course level. Likewise, since the M.A. and Ph.D. programs had just undergone major revision a few years ago, faculty decided to make a direct conversion of these as well; however the Ph.D. is being renamed to Ph.D. in Teaching and Learning to reflect the difference in curriculum from the other Schools in the College. Once faculty completed their work, the Director of the School then reviewed these proposals to be sure they were in alignment with conversion requirements and to address overarching School needs. Faculty endorsed this approach at a T&L faculty meeting and approved the semester conversion materials being forwarded to the Graduate Studies Committee for final vetting and forwarding to the EHE Semester Conversion Committee.

All new program proposals and courses were vetted by the T&L Graduate Studies Committee. Feedback from the committee was incorporated before approval, and the proposals being submitted here reflect the outcome.

As School Director, I ask that you approve this program for implementation in 2012 and will be happy to answer any questions that may arise.

Sincerely,

Caroline Clark  
Interim Director, School of Teaching and Learning

September 21, 2010

Dear Education and Human Ecology College Curriculum Committee members,

As you know, the School of Teaching and Learning has proposed undergraduate licensure programs to help us support Ohio House Bill 1 which ushered in a period of teacher education reform that we are fully engaged in. We currently offer an undergraduate BSEd pre-licensure program called Early and Middle Childhood Education. The faculty have given serious consideration as to how to convert this program recognizing that undergraduate licensure in early and middle childhood will be available to students under semesters. The result of numerous conversations is enclosed here. We are proposing to keep the non-licensure BSEd, renamed Early and Middle Childhood Studies, as a path for students who either know that they want to work in the community (such as community-based education, community youth organizations, museums, outdoor schools, etc) or childcare centers that do not require licensure, as well as for students who are not admissible or do not desire admission into the competitive new undergraduate licensure programs and need a path for completing their degree in preparation for licensure through an M.Ed or another institution's licensure programs.

The program presented here requires that all students begin in the early or middle childhood pre-major programs. At approximately the end of the sophomore year, students will either apply to the licensure major programs or choose to complete the coursework required for the Early and Middle Childhood Studies Major.

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

Rebecca Kantor,  
Director, School of Teaching and Learning.

Rationale of the Major:

The major in Early and Middle Childhood Studies is designed to provide an alternative for students who intend to pursue careers in education-related fields but do not intend to immediately become licensed to teach in schools. The major helps prepare students for education careers in fields such as community-based education, community youth organizations, museums, outdoor schools, and similar settings.

The Learning Objectives:

1. Know about, understand, and value the importance and complex characteristics of children, their families and communities.
2. Integrate their understanding of and relationships with children and families, their understandings of developmentally appropriate approaches to teaching and learning, and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for youth.
3. Create learning environments that build on resources in community-based educational settings and meet the needs of youth and families in communities.
4. Know options for acquiring resources that support learning in community-based and/or school-based educational settings.
5. Experience out-of-school learning in a community-based or school-based internship.

Semester Courses:

Semester Course	Credit Hours	Quarter #
ART ED 3900 – Art & Curr Concept for Tch	3 cr	600
EDUPAES 2189.01- Fld Exp: Intro Exp in Schl Systm	3 cr	289.10
EDUPAES 2251- Intro to Special Ed	3 cr	251
EDUPAES 5650 Introduction to Exceptional Children	3 cr	650
EDUPL 2309 – Pysch Prspctv on Ed	3 cr	309
EDUPL 3206- School and Society	3 cr	306
EDUPL 4403 – Tchng as Profession	3 cr	609
EDUPL 6791 Media and Technology	3cr	791
EDUTL 2368 – Intro Childs Lit	3 cr	467
EDUTL 3160 Elementary Ed and Child Guidance	3 cr	460
EDUTL 3356 – Literature for Adolescents	3 cr	656
EDUTL 5502 Inclusion: Philosophical, Social, and Practice Issues: Early Childhood Education	3 cr	809.70
EDUTL 5003 Inclusion: Philosophical, Social, and Practice Issues: Middle Childhood Education	3 cr	809.20
EDUTL 5005 Equity and Diversity in Education	3 cr	815
EDUTL 5101 T&L With Drama: Introduction	3 cr	633/644
EDUTL 5120 Arts Based Integrated Learning	3 cr	872
EDUTL 5123 Early Childhood Pedagogy	3 cr	723.70
EDUTL 5173 Family Participation in MC School Programs	3 cr	674
EDUTL 5174 Family Participation in Early Childhood School Programs	3 cr	674
EDUTL 5220 Foundations of Middle Childhood & Interdisciplinary Teaching	3 cr	601/603
EDUTL 5225 Reading Multicultural Lit across the MCE Curriculum	3 cr	722/853/843
EDUTL 5305 Literacy and Social Action	3 cr	New
EDUTL 5306 Literacy and Social Change	3 cr	New
EDUTL 5468 Reading Foundations	3 cr	468
EDUTL 5469 Understanding Phonics and Its Role in Instruction	3 cr	469
HDFS 2200 – Family Development	3 cr	360
HDFS 2410 – Child Development	3 cr	361
Math 1125 - Math for EC Educators 1	5 cr	105/106
Math 1126 - Math for EC Educators 2	5 cr	106/107
Math 1165 - Math for MC Educators 1	5 cr	108/109
Math 1166 - Math for MC Educators 2	5 cr	109/110
MUSIC 3370 – Music for Elem Tch	3 cr	370

**EARLY AND MIDDLE CHILDHOOD EDUCATION MAJOR (Current Quarter Program)  
(pre-licensure)**

Available through the regional campuses only.

This program leads to a Bachelor of Science in Education without teacher licensure. The Master of Education program prepares students to teach and leads to licensure.

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**ADMISSIONS REQUIREMENTS:**

Minimum College Requirements for Entry:

English 110/111 C-  
Mathematics Placement R or  
complete Math 075 or 104 C-

\*2.0 overall GPA

Completion of 65 quarter hours

Major Requirements for Entry

C- or higher in following:  
Math 105 or above  
Two laboratory science courses  
Psychology 100  
Oral Communications (Com 105, 321, 367, T&L  
633, Ag Com 367, or 390)  
Satisfactory completion of Edu PAES 271 and  
289.01 (FEEP)  
Letter of recommendation (may submit  
evaluation from FEPP)

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**CONTACT THE REGIONAL CAMPUSES FOR APPLICATION MATERIALS AND DEADLINES.**

Lima Campus  
Public Service Building  
4240 Campus Drive  
Lima, OH 45804-3596  
419-995-8264

Marion Campus  
Student Service Building  
1461 Mt. Vernon Avenue  
Marion, OH 43302-5695  
740-389-6786

Mansfield Campus  
Riedl Hall  
1760 University Drive  
Mansfield, OH 44906-4011  
419-755-4011

Newark Campus  
Founders Hall  
1179 University Drive  
Newark, OH 43055-1797  
740-366-3321

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**REQUIREMENTS UPON ENROLLMENT IN THE COLLEGE OF EDUCATION:**

File an official Curriculum Plan with an academic advisor during the first or second quarter of enrollment in the College of Education.

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Academic Standards:

\*2.0 overall GPA  
\*2.5 GPA in each Area of Concentration

Apply three quarters in advance:

December 1 for Autumn Quarter  
February 1 for Winter Quarter  
June 1 for Spring Quarter  
October 1 for Summer Quarter

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\*Minimum 3.0 GPA overall and 2.7 in each area of concentration is required for the Master of Education (M.Ed.) teacher preparation program. The M.Ed. is a competitive program. Meeting the minimum requirements does not guarantee admission.

**EARLY AND MIDDLE CHILDHOOD EDUCATION MAJOR (PRE-LICENSURE)  
MAJOR 2010-2011 (Current Quarter Program)**

Effective for NFQF students admitted to the College of Education and Human Ecology from Autumn 2008

Name

Adviser

COURSE & NUMBER	HR	GR	QT/Y R	COURSE & NUMBER	HR	GR	QT/Y R
<b>UNIVERSITY REQUIREMENTS ( 75 –76)</b>				<b>MAJOR REQUIREMENTS (45- 57)</b> <i>(courses in major may not fulfill GEC requirements)</i>			
<b>Writing Skills (10)</b>				Oral Communication: Select a course: Com 105, 305, 321, 367 or AGR Com 367, 390. or EDU T&L 633	5		
ENGLISH 110* <i>(minimum C- required)</i>	5			Math 105 <i>(minimum C- required)</i>	5		
SECOND LEVEL WRITING	5			Math 106	5		
				EDU PAES 271/289.01 or EDU P&L 609	3-8		
				EDU PAES 251 or 650	3		
<b>Quantitative (9-10 hours)</b>				EDU P&L 370	3		
MATH 107 or above <i>(math 107 required for EC or MC Math licensure)</i>	4-5			EDU P&L 600	1		
Stats 135 or 145	5			EDU P&L 650.xx <i>(for M.Ed., choose 650.02 or approved substitute for EDU P&amp;L 306)</i>			
				EDU T&L 460	4		
				EDU T&L 467	3		
<b>Natural Science (20 hours) Must include biological, physical, and earth science. One 10-hour sequence. May include any Univ-Approved GEC science course for non- sequence</b>				EDU T&L 489.10	3-5		
BIOLOGICAL SCIENCE	5			EDU T&L 607	5		
PHYSICAL SCIENCE	5			EDU T&L 668	4		
EARTH SCIENCE	5			EDU T&L 669 <i>(only required for admission to the M.Ed. program)</i>	0-5		
2 <sup>ND</sup> COURSE IN SEQUENCE	5						
<b>Social Science (10-15)**</b>				<b>AREAS OF CONCENTRATION (AOC)</b>			
ANTHROPOLOGY 202 <i>(non- western diversity)</i>	5						
PSYCH 100 <i>(social diversity)</i>	5						
Any Social Science Choice**	0-5			<i>FOR MIDDLE CHILDHOOD CHOOSE TWO AREAS: PLEASE PLACE AN X</i>			
<b>Arts and Humanities (20-25)**</b>				MATHEMATICS			
HISTORY 151	5			NATURAL SCIENCES			
HISTORY 152	5			SOCIAL SCIENCES			
LITERATURE	5			LANGUAGE ARTS			
VISUAL & PERFORMANCE ARTS	5						
Any Humanities GEC** <i>(recommend English 271 required for RLA AOC)</i>	0-5			<i>FOR EARLY CHILDHOOD CHOOSE EARLY CHILDHOOD CONCENTRATION AND ONE OTHER AREAS LISTED ABOVE PLEASE PLACE AN X</i>			
<b>Global Issues (0-5) (may overlap with other GEC)</b> Anthropology 202 or other choice	0-5			MATHEMATICS			
				NATURAL SCIENCES			
<b>USAS 100 (1)</b>	1			SOCIAL SCIENCES			
				LANGUAGE ARTS			
<b>Diversity (0-15) (must include at least one non-western course; may overlap with other GEC)</b>				<b>ELECTIVES</b>	<b>3-40</b>		
Anthropology 202 ( non –western diversity)	0-5			<b>MINIMUM CR HR REQUIRED</b>	181		
Psychology 100 (social diversity)	0-5						
Any Social Science of Humanity course	0-5						

\*\* Total Hours for the Social Science GEC area and Humanities GEC area should total 35 hours. Students will select to complete either 1 additional Social Science GEC Choice, or 1 additional Humanities GEC Choice





**Early and Middle Childhood Studies SEMESTER PROPOSAL 9/20/11**  
**Effective for NFQF and New Transfer students admitted to the College of Education and Human Ecology**

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

COURSE & NUMBER	SEM	GR	YR	COURSE & NUMBER	SEM	GR	YR
<b>UNIVERSITY REQUIREMENTS (46-50)</b>				The student must choose 2 tracks and complete 30 hours of education coursework within those tracks. Course selection should be dependent upon what best supports the students' direction in terms of the senior year internship experience.			
<b>Writing (6)</b>							
English 1110.01 or 1110.02 or 1110.03	3			<b>Pedagogy:</b>			
2 <sup>nd</sup> level writing (T&L 2367 recommended)	3			Math 1125 or 1165	5		
<b>Literature (3)</b>	3			Math 1126 or 1166	5		
(T&L 2368 recommended)				EDUTL 5101 T&L With Drama: Introduction	3		
<b>Arts (3)</b>	3			EDUTL 5123 Early Childhood Pedagogy	3		
<b>Math (3-7)</b>				EDUTL 5220 Foundations of Middle Childhood & Interdisciplinary Teaching	3		
<b>Data Analysis (3)</b>	3			EDUPL 791 Media and Technology	3		
<b>Science (10)</b>	10						
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. (HUMN NTR 2310 recommended)				<b>Children and Society:</b>			
				PAES 650 Introduction to Exceptional Children	3		
				EDUTL 5002 Inclusion: Early Childhood Education	3		
				EDUTL 5003 Inclusion: Middle Childhood Education	3		
<b>Historical Study (3 hours)</b>	3			EDUTL 5005 Equity and Diversity in Education	3		
<b>Social Sciences (6)</b>	6			EDUTL 5110 Classroom Comm and Issues of Guidance	3		
Take two social science courses from University approved GE list. Choose from 2 different subcategories				EDUTL 5173 Family Participation in MC School Programs	3		
				EDUTL 5174 Family Partic in Early Child Schl Prog	3		
(HDFS 2200, 2410, T&L 4005 recommended)							
<b>Culture &amp; Ideas or Historical Studies (3)</b>	3			<b>Language and Literacy:</b>			
<b>Open Option (6)</b>				EDUTL 3356 – Literature for Adolescents	3		
Choice (HDFS 2200, 2410, and T&L 4005)	3			EDUTL 5120 Arts Based Integrated Learning	3		
Choice	3			EDUTL 5225 Readng Multicultur Lit acrss Curr	3		
				EDUTL 5305 Literacy and Social Action	3		
<b>EHE 1100 (1)</b>	1			EDUTL 5306 Literacy and Social Change	3		
				EDUTL 5468 Reading Foundations	3		
<b>MAJOR REQUIREMENTS (54)</b>				EDUTL 5469 Understand Phonics and Role in Instruct	3		
Core Requirements (24)							
ART ED 3900 – Art & Curr Concept for Tch	2						
EDUPAES 2189.01- Fld Exp: Intro Exp in Schl System	3						
EDUPAES 2251- Intro to Special Ed	2			<b>Senior Year Culminating Experiences (10):</b>			
EDUPL 2309 – Pysch Prspctv on Ed	3			In consultation with an advisor:			
EDUPL 3206- School and Society	3			10 Internship hours in education or in related field			
EDUPL 4403 – Tchng as Profession	3						
HDFS 2200 – Family Development *	3						
HDFS 2410 – Child Development *	3						
MUSIC 3370 – Music for Elem Tch	2			<b>FREE ELECTIVES (5-9)</b>			
<i>*May overlap with General Education</i>				<b>CREDIT HOURS REQUIRED</b>	<b>120</b>		

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.

Transition Plan:

The Office of Academic Affairs Pledge to Undergraduate Students for the transition to semesters serves as the foundation for the Bachelor of Science in Education students on regional campuses of The Ohio State University. The current regional campus undergraduate program for the BSED has two years of General Education requirements. During the transition to semesters the Education advisors will use the Gen Ed's for the freshman and sophomore students. Until the new undergraduate BSED with license is implemented, PreK -3rd students can also be advised toward the basic Education courses, i.e. FEED, Music 270 and 370, Art Ed 600, Ed T&L 467, and others. The 4th- 9th students can be guided toward their areas of concentration and basic Education Courses, i.e. FEED, P&L 370, P&L 600, T&L 467, Advanced Field Placement and others. Students admitted to, and wishing to complete the current major requirements may do so through the guidance of their academic advisor.

MAJOR REQUIREMENTS (43-51)	
Oral Communication: Select a course: Com 105, 305, 321, 367 or AGR Com 367, 390. or EDU T&L 5101	3
Math 1125 ( <i>minimum C- required</i> )	5
Math 1126	5
EDU PAES 2571/2891 or EDU P&L 4403	3-8
EDU PAES 1251 or 5650	3
EDU P&L 2270	3
EDU P&L 5260	3
EDU P&L 4410 or 4280	3
EDU T&L 3160	3
EDU T&L 2368	3
EDU T&L 4189	3
EDU T&L 2367	3
EDU T&L 5468	3
EDU T&L 5469 ( <i>only required for admission to the M.Ed. program</i> )	0-3

Course Number:	Know about, understand, and value the importance and complex characteristics of children, their families and communities.	Integrate their understanding of and relationships with children and families, their understandings of developmentally appropriate approaches to teaching and learning, and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for youth.	Create learning environments that build on resources in community-based educational settings and meet the needs of youth and families in communities.	Know options for acquiring resources that support learning in community-based and/or school-based educational settings.	Experience out-of-school learning in a supervised community-based or school-based internship.
Art Ed 600		B	B	B	
Math 105-107		B	B	B	
Music 370		B	B	B	
PAES 251	B	B	B	B	
PAES 271	B	B	B	B	
PAES 650	B	B	B	B	
P&L 306	I	I	I		
P&L 309	I	I		I	
P&L 609				I	
P&L 791	B	B	B	B	
T&L 2189					I
T&L 2368		B	B		
T&L 3230		B	B	B	
T&L 3270		B	B	B	
T&L 3275		B	B	B	
T&L 3280		B	B	B	
T&L 5002	A	A	A		
T&L 5003	A	A	A		
T&L 5005	A	A	A	A	
T&L 5101		I	I	I	
T&L 5102		I	I	I	
T&L 5108		I	I	I	
T&L 5110	A			A	
T&L 5123		I	I	I	
T&L 5129		I	I	I	
T&L 5137		I	I	I	
T&L 5173	A		A		
T&L 5174	A		A		
T&L 5189					A
T&L 5195					A
T&L 5220		A	A	A	

T&L 5225		A	A	A	
T&L 5226		A	A	A	
T&L 5230		A	A	A	
T&L 5270		A	A	A	
T&L 5275		A	A	A	
T&L 5280		A	A	A	
T&L 5339		I	I	I	
T&L 5453		I	I	I	
T&L 5468		I	I	I	
T&L 5469		I	I	I	