

Soave, Melissa

From: Andrew Zircher <AZircher@ehe.osu.edu>
Sent: Tuesday, April 24, 2012 3:26 PM
To: Smith, Randy; herness.1@gradsch.ohio-state.edu; Wolf, Kay; Soave, Melissa
Cc: jblount@ehe.osu.edu
Subject: Semester Conversion- EHE non degree programs

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

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

[Educational Policy and Leadership non degree license and endorsement programs](#)

[Physical Activity and Educational Services non degree license and endorsement programs](#)

[Teaching and Learning non degree license and endorsement , American Sign Language, Spoken English for International Students, and English as a Second Language Composition programs](#)

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

Please let me know if you have any questions.

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

Date: April 24, 2012

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

From: Jackie Blount, Associate Dean, EHE Academic Affairs

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

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

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

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

Summary Tables

| Program | Extent of Change | Approval by EHE Curr. Committee | Approval by EHE College Council |
|---------------------------------|------------------|---------------------------------|---------------------------------|
| Superintendent Licensure | Converted | Nov. 19, '10 | Dec. 3, '10 |
| Principal Licensure | Converted | Nov. 19, '10 | Dec. 3, '10 |
| Computer/Technology Endorsement | Converted | Apr. 4, '12 | Apr. 6, '12 |

| | | | |
|--|---------------|--------------|-------------|
| Adapted Physical Education Endorsement | Re-envisioned | Apr. 4, '12 | Apr. 6, '12 |
| Business Education Teacher Education | Converted | Apr. 4, '12 | Apr. 6, '12 |
| Career Based Intervention Endorsement | Converted | Apr. 4, '12 | Apr. 6, '12 |
| Career and Technical Education Licensure | Converted | Apr. 4, '12 | Apr. 6, '12 |
| Family & Consumer Sciences Education | Converted | Apr. 4, '12 | Apr. 6, '12 |
| Pre-Kindergarten Special Needs Endorsement | Converted | Dec. 9, '10 | Jan. 4, '11 |
| School Nurse Licensure | Converted | Nov. 30, '10 | Dec. 3, '10 |
| Special Education- Early Childhood Intervention Specialist Licensure | Converted | Apr. 4, '12 | Apr. 6, '12 |
| Special Education- Mild/Moderate Intervention Specialist Licensure | Converted | Apr. 4, '12 | Apr. 6, '12 |
| Special Education- Moderate/Intensive Intervention Specialist Licensure | Converted | Apr. 4, '12 | Apr. 6, '12 |
| Early Childhood Generalist Endorsement | Converted | Dec. 9, '10 | Jan. 4, '11 |
| Middle Childhood Generalist Endorsement | Converted | Dec. 9, '10 | Jan. 4, '11 |
| P-6 Mathematics Specialist Endorsement | Converted | Dec. 9, '10 | Jan. 4, '11 |
| Reading Endorsement | Converted | Dec. 9, '10 | Jan. 4, '11 |
| TESOL Endorsement | Converted | Dec. 9, '10 | Jan. 4, '11 |
| American Sign Language Program | Converted | Dec. 9, '10 | Jan. 4, '11 |
| Spoken English Program for International Students | Converted | Dec. 9, '10 | Jan. 4, '11 |
| English as a Second Language Composition Program | Converted | Dec. 9, '10 | Jan. 4, '11 |

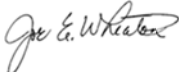
College Approval

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



April 3, 2012

To: Andrew Zircher

From: Joe Wheaton, Assoc. Director of PAES 

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

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

Non-degree License Programs

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

Non-degree Endorsement Programs

- Adapted Physical Education
- Career Based Intervention
- Pre-Kindergarten Special Needs

Quarter to Semester Conversion: Adapted Physical Education Endorsement - Non-degree

GENERAL PROGRAM INFORMATION

1. Fiscal Unit / Academic Organization: **School of Physical Activity and Educational Services-D1270**
2. Administering College: **Education and Human Ecology**
3. Semester conversion designation:
Re-envisioned with significant changes to program goals and/or curricular requirements
(*e.g., degree name changes, changes in program goals, changes in core requirements, structural changes to specializations / sub-plans*)
4. Program / Plan name: **Adapted Physical Education Endorsement – Non-degree**
5. Type of Program / Plan: **Graduate non-degree endorsement**
6. Program / Plan code abbreviation: **GNONDEG-ND**; Subplan code: **APE**
7. Degree Title (current and proposed names, if different): **Not applicable**
8. Does this program have associated Specializations / Sub-plans? **No**

PROGRAM REQUIREMENTS

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

P-12 ADAPTED PHYSICAL EDUCATION ENDORSEMENT STANDARDS

Standard 1. Candidates know and understand adapted physical education content and discipline-specific concepts related to the development of students with disabilities.

- 1.1 Candidates understand current physical education issues and laws based on historical, philosophical and sociological perspectives for students with disabilities.
- 1.2 Candidates understand and apply all criteria related to identification, due process rights, multi-factored evaluations, and Least Restrictive Environment (LRE).
- 1.3 Candidates know federal definitions of disabilities, including etiologies (causes) and characteristics, and analyze how each disability impacts motor performance.
- 1.4 Candidates recognize characteristics of students with disabilities in order to assist in identification, instruction and intervention, including participating in an Individualized Education Program (IEP) team.
- 1.5 Candidates understand and analyze the impact that disabilities have on physical growth, cognitive, social and emotional development.

Standard 2. Candidates utilize assessments to determine placement and inform instructional decisions.

- 2.1 Candidates understand the value of and utilize a variety of appropriate authentic and traditional assessment instruments, including associated psychometric properties (e.g., validity and reliability) and value-added assessment.
- 2.2 Candidates utilize eligibility criteria for placing students into the LRE for physical education.
- 2.3 Candidates use a variety of appropriate authentic and traditional assessment instruments to provide feedback and communicate student progress to students, colleagues, administrators, parents and families in an effective and professionally responsible manner.
- 2.4 Candidates interpret and use data and value-added results to make informed curricular and/or instructional decisions.

Standard 3. Candidates plan and implement modified physical education programs based on the unique needs of students with disabilities.

- 3.1 Candidates select and implement instructional strategies based on research of best practice to facilitate student learning based on the unique needs of students, in the physical education setting.
- 3.2 Candidates use appropriate assessments to develop, monitor and evaluate IEP goals for student achievement.
- 3.3 Candidates demonstrate modified and adapted pedagogical knowledge, skills, and dispositions in developing and implementing effective learning experiences for students with disabilities.

Standard 4. Candidates create a positive, safe learning environment in which students with disabilities can learn and develop.

- 4.1 Candidates utilize management strategies which establish and maintain a positive learning environment for students with disabilities.
- 4.2 Candidates apply appropriate developmental and functional practices to motivate students with disabilities to participate in physical activity.
- 4.3 Candidates identify and implement strategies to promote positive personal and social relationships for students in the LRE.
- 4.4 Candidates develop and implement an effective behavior management plan which includes safety for all students, including students with disabilities.
- 4.5 Candidates are aware of students' disabilities and design a safe learning environment which accommodates those limitations.

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

| Semester Course | Sem Hrs | Quarter Course | Qtr Hrs |
|---|---------|---|---------|
| Required Courses | | | |
| EDU PAES 5544 Introduction to Adapted Physical Activity | 3 | EDU PAES 544 Sport and Leisure Perspectives for Special Populations | 5 |
| EDU PAES 5657 Sport and Disability | 3 | EDU PAES 657 | 3 |
| EDU PAES 5676 Programming for Severe Physical Impairments | 3 | EDU PAES 676 | 3 |
| EDU PAES 8872 Advanced Study in | 3 | EDU PAES 872 | |

| | | | |
|---|---|---|---|
| Adapted Physical Education | | | |
| EDU PAES 8189.20 Field Experience in Physical Education | 3 | EDU PAES 889 Practicum | 6 |
| | | | |
| Special Education Course of Interest | | | |
| EDU PAES 5650 Introduction to Exceptional Children | 3 | EDU PAES 650 | 3 |
| EDU PAES 5678 The Parent-Professional Partnership | 3 | EDU PAES 677 The Parent/Professional Partnership | 3 |
| EDU PAES 5750 Classroom and Behavior Change Management for Students with Disabilities | 3 | EDU PAES 750 Teaching Social Behavior to Students with Disabilities | 3 |

11. Program Rationale. Statement for proposed program changes (either significant or minimal) and a description of how the changes will benefit students and enhance program quality. Include date of last significant program revision. If a new program, give rationale. [Word limit: 750 suggested]

The non degree Adapted Physical Education endorsement program provides a licensure endorsement opportunity for teachers who have a physical education certificate or license. The curriculum follows the Ohio Educator Licensure Standards for Adapted Physical Education Endorsement.

12. Quarters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards (only required if an existing program / plan). **See attached.**

13. Semesters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards. **See attached.**

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

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

CREDIT HOUR EXPLANATION

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

| 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 | 30 | 20 | 18 | 2 | |
| Required credit hours offered by the unit | Min | 24 | 15.8 | 15 | .8 |
| | Max | 30 | 20 | 18 | 2 |
| Required credit hours offered outside of the unit | Min | 0 | 0 | 0 | 0 |
| | Max | 6 | 4 | 3 | 1 |
| Required prerequisite credit hours not included above | Min | | | | |
| | Max | | | | |

17. If the difference (column D) is more than 4 semester credit hours between the values listed in columns B and C for any row in the table above, provide a rationale for the change in credit hours. **Not applicable.**

TRANSITION POLICY

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

Students will not be harmed due to the university switch to semester. Students will progress normally towards completion of the program as long as they consult with Adapted Physical Education faculty through the transition, enroll in sufficient credits each term to make progress in the program, and not encounter any academic difficulties.

Some requirements are changing with the semester curriculum. Quarter courses that have a direct equivalent will be counted in semesters as such. Students may follow the requirements of the quarter curriculum if they are close to completion and if doing so is expedient for them. If a student is following the quarter curriculum and a required quarter course was not converted for semesters, a substitute course will be determined in consultation with Adapted Physical Education faculty.

Students who began the program on quarters may also switch to the semester curriculum requirements if doing so will be expedient.

ASSESSMENT CONVERSION

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

ATTACHMENTS

20. Letter from program-offering unit (e.g., department, school, center) to the Office of Academic Affairs that:
21. Letter from the college to the Office of Academic Affairs that:
22. Co-administering letter: **Not applicable**
23. Support / concurrence letters: **Not applicable**
24. Additional documentation for Ohio Board of Regents review, if appropriate: **Not applicable**

Endorsement Program in Adapted Physical Education (APE)

The Ohio State University

A person pursuing the State Approved Endorsement Program in APE must hold a K-12 teaching licensure in physical education or be working toward licensure. All Endorsement courses are at the graduate level. The APE Endorsement can be pursued on a part-time basis.

| Course Name and Number | Credits | Semester |
|---|----------------|------------------------|
| Introduction to Adapted Physical Activity – 5544 | 3 | Autumn, Spring |
| Sport and Disability - 5657 | 3 | Autumn, Spring |
| Programming for Severe Physical Impairments - 5676 | 3 | Spring |
| Advanced Study in Adapted Physical Education – 8872 | 3 | Spring |
| Practicum in APE – 8189.20 | 3 | Autumn, Spring, Summer |
| Special Education Graduate Course of Interest | 3 | Autumn, Spring, Summer |
| Total Program Hours | 18 | |

Adapted Physical Education Endorsement

Procedures for Applying for the APE Endorsement from the State of Ohio **after completion of the required courses:**

1. Obtain an initial Ohio License Form from the Ohio Department of Education website:
2. Complete the Application form
3. Obtain a copy of your most recent transcripts identifying the course work you took towards the APE endorsement. A copy of your K-12 Teacher Certification from the State of Ohio *Copies are fine, no originals are needed.
4. Make a check out to: "Ohio, TEC" in the amount of \$10.
5. Send completed application and all documentation to my attention:

David Porretta
The Ohio State University
A244 PAES Building
305 West 17th Ave.
Columbus, Ohio 43210

Once the materials are reviewed, Dr. Porretta will submit a letter to the College of Education and Human Ecology indicating you have successfully completed all requirements for the APE Endorsement. All your information will then be forwarded to Christi Rhoads (rhoads.1@osu.edu) for processing. The College office will then forward all appropriate documentation to the State of Ohio for issuance of the APE Endorsement.

| Course | Description | Credit Hours | Prerequisites |
|--------------|---|-----------------|--|
| EDU PAES 657 | Sport & Disability | G 3 cr. | |
| EDU PAES 676 | Programming for Severe Physical Impairments | G 3 cr. | |
| EDU PAES 754 | Physical Growth and Motor Development | G 3 cr. | Grad Standing or Permission of Inst. |
| EDU PAES 755 | Inclusion in Sport and Exercise Science Education | G 3 cr. | Pre-req. EDU PAES 544 or permission of Inst. |
| EDU PAES 762 | Motor and Physical Assessment of Children with Disabilities | G 3 cr. | Pre-req. EDU PAES 650, 662, or Ed S/R 651 or permission of Inst. |
| EDU PAES 872 | Advanced Studies in Adapted Physical Education | G 3 cr. | |
| EDU PAES 889 | Practicum | G 6 cr. | Arranged; Permission of Inst. and Advisor |
| EDU PAES | Special Education Courses of Interest | G 6 cr. | Permission of Advisor |
| | | 30 Credit Hours | |

Quarter to Semester Conversion Template: Business Education Licensure-only Program

GENERAL PROGRAM INFORMATION

1. Fiscal Unit / Academic Organization: **School of Physical Activity and Educational Services-D1270**
2. Administering College: **Education and Human Ecology**
3. Co-administering College / Academic Group, if applicable: **None**
4. Semester conversion designation:
c. Converted with minimal changes to program goals and/or curricular requirements (e.g., program name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)
5. Program / Plan name (current and proposed names, if different) (*55-character maximum, Note: name changes may require concurrence from other units at OSU and review by the Ohio Board of Regents.*) **Business Education Licensure- Non-degree**
6. Type of Program / Plan (*Note: Only needed if proposing a new Program / Plan, i.e., 4a. was selected above*)
 - **Undergraduate non-degree licensure**
 - **Graduate non-degree licensure**
7. Program / Plan code abbreviation
8. Degree Title (current and proposed names, if different): **Not applicable**
9. Does this program have associated Specializations / Sub-plans? **No**

PROGRAM REQUIREMENTS

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

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

| Semester Course, Title, Credit Hours | Quarter Course, Credit Hours |
|--|---------------------------------------|
| MATH 1130: Algebra (4) | MATH 130 (4) |
| Psychology 1100: General Psychology (3) | PSYCH 100 (5) |
| Economics 2001.01: Principles of Microeconomics (3) | ECON 200 (5) |
| Economics 2002.01: Principles of Macroeconomics (3) | ECON 201 (5) |
| AG ED 3735, STAT 1350, 1430, 1450 (3) or EDU PL 6641 (3) | STAT 133, 135, 145 or EDU PL 786 (5) |
| EDU PL 2309: Psychological Perspectives on Education (3) | EDU PL 309.07 (5) |
| EDU TL 5442: Teaching Reading Across the Curriculum (3) | EDU TL 642.07 |
| EDU PAES 5622: Intro to Software Apps for Teachers/Trainers(3) | EDU PAES 622 (3) and EDU PAES 623 (3) |
| 5623: Advanced Software Apps for Teachers/Trainers (3) | EDU PAES 623 (3) and EDU PAES 632 (3) |
| 5701: Fundamental of Teaching Adults Online (3) | EDU PAES 701 (3) |
| 5189.01: Clinical Internship Classroom Observations I (2) | EDU PAES 628.01 (3) |
| 5189.02: Clinical Internship Classroom Observations II (2) | EDU PAES 628.01 (3) repeated |
| 5624: Foundations of Workforce Dev. & Education (3) | EDU PAES 624 (4) |
| 5646: Teaching Methods in Business Education (3) | EDU PAES 646 (3) and 665 (3) |
| 5649: Teaching Adults in the Workplace (3) | EDU PAES 649 (3) |
| 5650: Introduction to Exceptional Learners (3) | EDU PAES 650 (3) |
| 5672: Lifelong learning in the Adult Years (3) | EDU PAES 672 (3) |
| 5784: Student Teaching in Business Education (12) | EDU PAES 784 (12) |
| ACCTMIS 2000: Foundations of Accounting (3) | ACCTMIS 310 (5) |
| BUS-FIN 12000: Personal Finance (3) or CSCFMFNS 2260 (3) | BUS FIN 220 (4) |
| BUS-FIN 3120: Foundations of Finance (3) | BUS FIN 420 (4) |
| BUS-FIN 3500: Legal Environment of Business (1.5) | BUS FIN 510 (4) |
| BUS MHR 3100: Foundations of Mgt. & Human Resources (3) | BUS MHR 400 (4) |
| BUS M&L 3150: Foundations of Marketing Management (3) | BUS ML 450 (4) |
| BUS MGT 3130: Foundations of Operations Management (3) | BUS MGT 430 (4) |
| ENGLISH 3304: Business & Professional Writing (3) | ENGLISH 304 (5) |

12. Program Rationale. Statement for proposed program changes (either significant or minimal) and a description of how the changes will benefit students and enhance program quality. Include date of last significant program revision. If a new program, give rationale. [Word limit: 750 suggested]

The changes were very minimal. The credit hour conversion is mathematically equivalent. The major change was to pair the field experiences (5189.xx) with 5646 and 5677 to better coordinate the field experiences with the in-class components. The last revision for this

program was 2007, when we dropped P&L 609 (Teaching as a Profession) and added BUS-FIN 220 (Personal Finance). That was done because the program already had a foundations course (P&L 306) and the Ohio Department of Education began requiring the teaching of a personal finance curriculum in Ohio high schools.

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

Attached

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

Attached

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

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

CREDIT HOUR EXPLANATION

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

| 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 | | 45/129 Min/max | 30/86 Min/max | 30/84.5 Min/max | 0/-1.5 |
| Required credit hours offered by the unit | Min | 45 | 30 | 30 | 0 |
| | Max | 56 | 38 | 40 | 2 |
| Required credit hours offered outside of the unit | Min | 0* | 0* | 0 | 0 |
| | Max | 73 | 48 | 44.5 | -3.5 |
| Required prerequisite credit hours not included above | Min | ** | ** | ** | ** |
| | Max | ** | ** | ** | ** |

* It should be noted that every student entering this licensure program is different, and theoretically could have met all the requirements for courses outside the unit. Each student has a transcript and work experience analysis performed to determine required coursework.

** An appropriate baccalaureate degree is the prerequisite, not credit hours

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

Not applicable

TRANSITION POLICY

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

With this many courses in the licensure program, and with the diversity of students enrolled, a “one-size fits all” transition program is not possible. Each student enrolled in the program during 2011-12 was advised of the coming semester changes, and encouraged to take courses during 2011-12 to minimize potential problems under the switch. Individual transition programs have been developed for each student currently enrolled, so disruptions toward licensure completion are not anticipated.

ASSESSMENT CONVERSION

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

ATTACHMENTS

21. Letter from program-offering unit: **Attached**

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

23. Co-administering letter: **Not applicable**

24. Support / concurrence letters: **Not applicable**

25. Additional documentation for Ohio Board of Regents review, if appropriate: **Not applicable**

Quarter to Semester Conversion: Career Based Intervention Endorsement

GENERAL PROGRAM INFORMATION

1. Fiscal Unit / Academic Organization School of Physical Activity and Educational Services-D1270
2. Administering College: **Education and Human Ecology**
3. Co-administering College / Academic Group, if applicable: **None**
4. Semester conversion designation:
c. Converted with minimal changes to program goals and/or curricular requirements (e.g., program name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)
5. Program / Plan name (current and proposed names, if different) (55-character maximum, Note: name changes may require concurrence from other units at OSU and review by the Ohio Board of Regents.)
Career-Based Intervention Endorsement
6. Type of Program / Plan (Note: Only needed if proposing a new Program / Plan, i.e., 4a. was selected above)
 - **Undergraduate non-degree licensure endorsement**
 - **Graduate non-degree licensure endorsement**
7. Program / Plan code abbreviation (SIS code, lookup table to be provided in on-line version)
8. Degree Title (current and proposed names, if different): **Not applicable**
9. Does this program have associated Specializations / Sub-plans? **No**

PROGRAM REQUIREMENTS

10. Program Learning Goals (i.e., knowledge, skills, and attitudes / perspectives) to be attained by students at time of completion of the program.
 1. **Coordinate a middle school or high school Career Based Intervention Program**
 2. **Place students in work based learning activities consistent with federal and state standards**
 3. **Identify and enroll at-risk students who can benefit from the CBI Program**
 4. **Develop and implement courses of study for the related portion of the CBI Program**
 5. **Develop and implement a remediation program for at-risk students**
 6. **Evaluate student performance in the workplace**

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

| | |
|--|---------------------------------------|
| EDU PAES 5633: Instructional Strategies for Career-Based Intervention Programs (3) | EDU PAES 633 (3) and EDU PAES 650 (3) |
| EDU PAES 5655: Coordination of Coordination of Work-Based Learning for CTE (3) | EDU PAES 646 (3) and EDU PAES 655 (3) |
| EDU PAES 5680: Introduction to Career-Based Intervention (2) | EDU PAES 633 (3) and EDU PAES 678 (3) |

12. Program Rationale. Statement for proposed program changes (either significant or minimal) and a description of how the changes will benefit students and enhance program quality. Include date of last significant program revision. If a new program, give rationale. [Word limit: 750 suggested]

The program was very minimally changed. The ED PAES 650 course on Exceptional Learners was removed and relevant content from that course will be added to 5633 and 5680 in order to better target the information specifically for Career-Based Intervention teachers.

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

Attached

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

Attached

15. Curricular Map that shows how, and at what level (e.g., beginning, intermediate, advanced), the program's courses facilitate students' attainment of program learning goals. A table format is recommended *(see example below)*. *(Notes: This information is only required for undergraduate degrees and majors. If the program has multiple specializations / sub-plans, multiple maps may be attached.):*

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

CREDIT HOUR EXPLANATION

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

| 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 | | 12 | 8 | 8 | None |
| Required credit hours offered by the unit | Min | 12 | 8 | 8 | 0 |
| | Max | 12 | 8 | 8 | 0 |
| Required credit hours offered outside of the unit | Min | 0 | 0 | 0 | 0 |
| | Max | 0 | 0 | 0 | 0 |
| Required prerequisite credit hours not included above | Min | 0 | 0 | 0 | 0 |
| | Max | 0 | 0 | 0 | 0 |

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

Not Applicable – no difference

TRANSITION POLICY

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

With only four quarter courses required, and three semester courses required in the transition, credit will be granted as follows:

ED PAES 678 will be counted as credit for 5680

ED PAES 633 and ED PAES 650 will be counted as credit for 5633

ED PAES 646 will be counted as credit for 5655

ASSESSMENT CONVERSION

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

ATTACHMENTS

21. Letter from program-offering unit: **Attached**
22. Letter from the college to the Office of Academic Affairs: **Attached**
23. Co-administering letter: **Not applicable**
24. Support / concurrence letters: **Not applicable**
25. Additional documentation for Ohio Board of Regents review, if appropriate: **Not applicable**

TO: JoVanna Zanders

FROM: Chris Zirkle

RE: Completion of Career-Based Intervention Endorsement

DATE: _____

JoVanna:

This is to certify that _____ has met all the requirements to add the Career-Based Intervention (CBI) endorsement to their existing teaching license. Below is a listing of the courses required and verification of completion.

REQUIRED COURSES

Course (quarter, year, course, institution)

ED PAES 633: Instructional Strategies for Work Experience Programs (3)

ED PAES 646: Coordination of Cooperative CTE Programs (3)

ED PAES 650: Introduction to Exceptional Children (3)

ED PAES 678: Career-Based Intervention Clinic (3)

TO: JoVanna Zanders

FROM: Chris Zirkle

RE: Completion of Career-Based Intervention Endorsement

DATE: _____

JoVanna:

This is to certify that _____ has met all the requirements to add the Career-Based Intervention (CBI) endorsement to their existing teaching license. Below is a listing of the courses required and verification of completion.

REQUIRED COURSES

Course (semester, year, course, institution)

5633: Instructional Strategies for Career-Based Intervention Programs (3)

5655: Coordination of Coordination of Work-Based Learning for CTE (3)

5680: Introduction to Career-Based Intervention (2)

Quarter to Semester Conversion Template: Career and Technical Education Teacher Licensure

GENERAL PROGRAM INFORMATION

1. Fiscal Unit / Academic Organization
School of Physical Activity and Educational Services- D1270
2. Administering College: **Education and Human Ecology**
3. Co-administering College / Academic Group, if applicable: **None**
4. Semester conversion designation:
c. Converted with minimal changes to program goals and/or curricular requirements (e.g., program name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)
5. Program / Plan name (current and proposed names, if different) (*55-character maximum, Note: name changes may require concurrence from other units at OSU and review by the Ohio Board of Regents.*)

Career and Technical Education Teacher Licensure

6. Type of Program / Plan (*Note: Only needed if proposing a new Program / Plan, i.e., 4a. was selected above*)
 - **Undergraduate non-degree licensure**
 - **Graduate non-degree licensure**
7. Program / Plan code abbreviation (*SIS code, lookup table to be provided in on-line version*)
8. Degree Title (current and proposed names, if different): **Not applicable**
9. Does this program have associated Specializations / Sub-plans? **No**

PROGRAM REQUIREMENTS

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

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

| | |
|---|---|
| | |
| EDU PAES 5189.03 Career and Technical Education Clinical Field Experience I (2) | EDU PAES 575.02 (2) and EDU PAES 668.02 (2) |
| EDU PAES5189.04 Career and Technical Education Clinical Field Experience II (2) | EDU PAES 575.03 (2) and EDU PAES 668.03 (2) |
| EDU TL 5442 Teaching & Reading Across the Curriculum (3) | |
| EDU PAES 5622 or 5623 Intro/Advanced Software Applications for Teachers & Trainers (3) | EDU PAES 623 (3) and EDU PAES 622 (3) or EDU PAES 632 (3) |
| EDU PAES 5624 Foundations of Workforce Development and Education (3) | EDU PAES 624 (4) |
| EDU PAES 5655: Coordination of Work-Based Learning for CTE (3) | EDU PAES 646 (3) and EDU PAES 655 (3) |
| EDU PAES 5665 Teaching Methods for Career and Technical Education (3) | EDU PAES 655 (3) and EDU PAES 665 (3) |
| EDU PAES 5667 Curriculum/Instruction and Assessment in Career and Technical Education (3) | EDU PAES 667 (3) and EDU PAES 675 (3) |
| EDU PAES 5668 Career and Technical Education Capstone (1) | EDU PAES 575.06 (1) and EDU PAES 668.06 (1) |
| EDU PAES 5677 New Career and Technical Education Teacher Clinic (4) | EDU PAES 668.01 (6) |

12. Program Rationale. Statement for proposed program changes (either significant or minimal) and a description of how the changes will benefit students and enhance program quality. Include date of last significant program revision. If a new program, give rationale. [Word limit: 750 suggested]

The changes were very minimal. The credit hour conversion (40 qtr. hours to 27 semester hours) is mathematically equivalent. ED PAES 650 was removed from the new requirements (content from that course will be added to 5665, and tailored to the needs of career-tech teachers) and replaced by 5624 to better meet the licensure requirements. The last revision for this program was 2007, when the Reading Across the Curriculum course was added to meet Ohio Department of Education licensure requirements.

13. Quarters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards (only required if an existing program / plan).

Attached

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

Attached

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

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

CREDIT HOUR EXPLANATION

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

| 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 | | 40 | 26.8 | 27 | .2 |
| Required credit hours offered by the unit | Min | 32 | 21.4 | 24 | 2.6 |
| | Max | 32 | 21.4 | 24 | 2.6 |
| Required credit hours offered outside of the unit | Min | 8 | 5.4 | 3 | -2.4 |
| | Max | 8 | 5.4 | 3 | -2.4 |
| Required prerequisite credit hours not included above | Min | 0 | 0 | 0 | 0 |
| | Max | 0 | 0 | 0 | 0 |

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

Not Applicable – difference is negligible

TRANSITION POLICY

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

As of the start of the 2011-12 academic year (Summer 2011), there were approximately 110 career-tech teachers in this licensure program. Each one has been advised on course enrollment for 2011-12, based on the upcoming changes, to avoid any potential conflicts or problems. With one or two student exceptions, there will be no disruptions in their progress to complete the licensure requirements. The two student exceptions will be advised individually as to how to best meet any remaining licensure requirements within the time constraints imposed by the Ohio Dept. of Education.

ASSESSMENT CONVERSION

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

ATTACHMENTS

21. Letter from program-offering unit: **Attached**
22. Letter from the college to the Office of Academic Affairs: **Attached**
23. Co-administering letter: **Not applicable**
24. Support / concurrence letters: **Not applicable**
25. Additional documentation for Ohio Board of Regents review, if appropriate: Not applicable

TO: Jovanna Zanders
FROM: Chris Zirkle

RE: Completion of Career and Technical Teacher Licensure program

DATE: _____

This is to certify that _____ has met all the requirements for the Career and Technical Teacher Licensure program. Below is a listing of the courses required and verification of completion.

REQUIRED COURSES

Course (quarter, year, course, institution)

- ED PAES 668.01: Pre-service Career Technical Teacher Certification Clinic I (6) _____
- ED PAES 575.02 or 668.02: Career & Technical Teacher Certification Clinic II (2) _____
- ED PAES 575.03 or 668.03: Career & Technical Teacher Certification Clinic III (2) _____
- ED PAES 575.04 or 668.04: Career & Technical Teacher Certification Clinic IV (2) _____
- ED PAES 575.06 or 668.06: Professional Development Clinic (1) _____
- ED PAES 650: Introduction to Exceptional Children (3) _____
- ED PAES 655: Class and Laboratory Organization and Management in CTE (3) _____
- ED PAES 665: Making Effective Technical Skill Presentations (4) _____
- ED PAES 667: Essentials of Career & Technical Curriculum and Instruction (3) _____
- ED PAES 675: Measuring Student Outcomes in Career and Technical Education (3) _____
- ED PAES 622: Business Technology I (3) _____
- Or
- ED PAES 623: Business Technology II (3) _____
- Or
- ED PAES 632: Software Applications for Business/Industry Teachers and Trainers (3) _____
- ED P&L 309: Psychological Perspectives on Education (5) _____
- ED T&L 642 Reading Across the Curriculum (3) _____

TO: Jovanna Zanders

FROM: Chris Zirkle

RE: Completion of Career and Technical Teacher Licensure program

DATE: _____

This is to certify that _____ has met all the requirements for the Career and Technical Teacher Licensure program. Below is a listing of the courses required and verification of completion.

REQUIRED COURSES

Course (semester, year, course, institution)

5677: New Career and Technical Education Teacher Clinic (4)

5189.03: Career and Technical Education Clinical Field Experience I (2)

5189.04: Career and Technical Education Clinical Field Experience II (2)

5622/5623: Intro/Advanced Software Applications for Teachers & Trainers (3)

5624: Foundations of Workforce Development and Education (3)

5655: Coordination of Work-Based Learning for CTE (3)

5665: Teaching Methods for Career and Technical Education (3)

5667: Curriculum/Instruction and Assessment in CTE (3)

5668: Career and Technical Education Capstone (1)

5442: Reading Across the Curriculum (3)

Quarter to Semester Conversion : Family and Consumer Sciences Education non-degree license

GENERAL PROGRAM INFORMATION

1. Fiscal Unit / Academic Organization:
Physical Activity and Educational Services- D1270
2. Administering College: **Education and Human Ecology**
3. Co-administering College / Academic Group, if applicable: *None*
4. Semester conversion designation:
c. **Converted with minimal changes to program goals and/or curricular requirements** (*e.g., program name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content*)
5. Program / Plan name (current and proposed names, if different) (*55-character maximum, Note: name changes may require concurrence from other units at OSU and review by the Ohio Board of Regents.*)
Family and Consumer Sciences Education
6. Type of Program / Plan (*Note: Only needed if proposing a new Program / Plan, i.e., 4a. was selected above*)
 - **Undergraduate non-degree licensure**
 - **Post-Baccalaureate**
7. Program / Plan code abbreviation (*SIS code, lookup table to be provided in on-line version*)
8. Degree Title (current and proposed names, if different): **Not applicable**
9. Does this program have associated Specializations / Sub-plans? **No**

PROGRAM REQUIREMENTS

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

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

1. *Understand big ideas, patterns of thought, and specific concepts in human ecology content to inform teaching and learning in family and consumer sciences.*
2. *Develop coherent and purposeful curriculum and assessment plans informed by human ecology content, knowledge of students' development, informed by the culture of the community, and that promote high levels of achievement in family and consumer sciences.*
3. *Plan and use problem based/critical science learning principles as the pedagogical base for teaching family and consumer sciences to a diverse population of youth.*
4. *Plan and use culturally responsive instructional methods and student activities suited to content knowledge in family and consumer science.*
5. *Recognize theory, research, and practice as ways to inform the scholarship of family and consumer sciences teaching and learning.*

6. Develop habits of thinking and action regarding teaching and learning that continuously promote high levels of learning and self-regulation to inspire continued desire to improve achievement.

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

| | |
|---|---------------------------------------|
| | |
| <u>Education</u> | |
| EDU PAES 5650 Introduction to Exceptional Children U G 3 | EDU PAES 650 (3) |
| EDU PAES 5623 Advanced Software Applications for Teachers and Trainers (3) | EDU PAES 623 (3) and EDU PAES 632 (3) |
| EDU PAES 5624 Foundations of WDE (3) | EDU PAES 624 (4) |
| ED T&L 5442 Teaching Reading Across the Curriculum U G 3 | EDU TL 642.07 (3) |
| ED P&L 2309 Psychological Perspectives on Education U 3 | EDU PL 309.07 (5) |
| | |
| <u>Family and Consumer Sciences Education</u> | |
| EDU PAES 2189.40 Field Experience in FCS I: Observing Family and Consumer Sciences Teaching (3) | FCSED 289 (2) |
| EDU PAES 5189.05 Field Experience in FCS II: Teaching in an Urban Family and Consumer Sciences Classroom (3) (UG) | FCSED 689.01 (2) and FCSED 689.03 (2) |
| EDU PAES 5741 Culturally Responsive Teaching in Family and Consumer Sciences (3) (UG) | FCSED 742 (3) |
| EDU PAES 5746 Problem-based Instruction in Family and Consumer Sciences (4) with LAB (UG) | FCSED 746.03 (5) |
| EDU PAES 5747 Planning for Teaching & Learning in Family and Consumer Sciences (5) with LAB (UG) | FCSED 746.01 (5) |
| EDU PAES 5691 Toward Just, Healthy, Secure Choices (2) (UG) | |
| EDU PAES 5790 Analyzing Student Work Samples in Family and Consumer Sciences (1) (UG) | FCSED 689.03 (2) |
| EDU PAES 5791.01 Designing Family and Consumer Sciences Instruction Internship (4) (UG) | FCSED 791.01 (4) |
| EDU PAES 5791.02 Facilitating Learning in Family and Consumer Sciences Classrooms Internships (4) (UG) | FCSED 791.02 (4) |
| EDU PAES 5791.03 Professional Development of Teachers in Family and Consumer Sciences (4) (UG) | FCSED 791.03 (4) |
| | |
| <u>Human Ecology</u> | |
| HDFS 2410 Child Development (3) | HDFS 361 (5) |
| HDFS 2200 Family Development (3) | HDFS 360 (5) |
| HDFS 2400 Life Span Human Development (3) | HDFS 364 (5) |
| HDFS 2350 Parenting (3) | HDFS 665 (3) |
| HUMNNTR 2310 Fundamentals of Nutrition (3) | HUMN NTR 310 (5) |
| HUMNNTR 3313 Food in Different cultures (2) or HUMNNTR 3415 Global Nutrition Issues (2) | HUMN NTR 313 (3) or HUMN NTR 3415 (3) |
| CS CFFS 2260 Family Financial Management (3) | CSCFMFNS 260 (5) |
| CS CFFS 2910 Consumer Problems and Perspectives (3) | CSCFMFNS 243 (5) |

12. Program Rationale. Statement for proposed program changes (either significant or minimal) and a description of how the changes will benefit students and enhance program quality. Include date of last significant program revision. If a new program, give rationale. [Word limit: 750 suggested]

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

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

See attached

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

See Attached

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

N/A

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

CREDIT HOUR EXPLANATION

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

| 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 | | 93 | 61.4 | 73 | 11.6 |
| Required credit hours offered by the unit | Min | 34 | 22.4 | 31 | 16.6 |
| | Max | 34 | 22.4 | 31 | 15.4 |
| Required credit hours offered outside of the unit | Min | 56 | 37 | 41 | 4 |
| | Max | 62 | 41 | 42 | 1 |
| Required prerequisite credit hours not included above | Min | | | | |
| | Max | | | | |

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

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

TRANSITION POLICY

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

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

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

ASSESSMENT CONVERSION

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

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

ATTACHMENTS

21. Letter from program-offering unit: **Attached**
22. Letter from the college to the Office of Academic Affairs: **Attached**
23. Co-administering letter: Not applicable
24. Support / concurrence letters: Not applicable
25. Additional documentation for Ohio Board of Regents review, if appropriate: Not applicable

**Family and Consumer Sciences Education Post-Baccalaureate Program
The Ohio State University, College of Education & Human Ecology
Workforce Development and Education
Post-Baccalaureate* Six-Quarter** Plan**

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

| Winter Yr: | | Spring Yr: | | Summer Yr: | |
|--|--------------|---------------------------|-----------|-----------------------------------|-----------|
| Course | Cr. | Course | Cr. | Course | Cr. |
| FCS ED 289 | 2 | CS FMRSM 243 | 5 | FCS ED 742 (1 st term) | 3 |
| EDU T&L 642 | 3 | EDU P&L 309 | 5 | EDU P&L 306 | 5 |
| HDFS 360 | 5 | HDFS 364 | 5 | CS FMRSM 260 | 5 |
| CS HSPSG 350.02 (4) or HUMN NTR 314 (5) | 4-5 | HDFS 665 | 3 | HUMN NTR 210 | 5 |
| Total Credit Hours | 14-15 | Total Credit Hours | 18 | Total Credit Hours | 18 |

| Autumn Yr: | | Winter Yr: | | Spring Yr: | |
|--|--------------|---------------------------|-----------|---------------------------|-----------|
| Course | Cr. | Course | Cr. | Course | Cr. |
| FCS ED 746.01 | 5 | FCS ED 746.03 | 5 | FCS ED 791.01 | 4 |
| FCS ED 689.01 | 2 | FCS ED 689.03 | 2 | FCS ED 791.02 | 4 |
| FCS ED 640 | 3 | HDFS 361 | 5 | FCS ED 791.03 | 4 |
| EDU PAES 650 | 3 | CS TXTCL 200 | 3 | | |
| EDU PAES 622 (3) or EDU P&L 370 (4) or EDU P&L 671 (4) | 3-4 | | | | |
| Total Credit Hours | 16-17 | Total Credit Hours | 15 | Total Credit Hours | 12 |

*The Post-Baccalaureate program adds an Ohio FCS teacher license only. You must have a 2.75 CPHR to qualify.

PRAXIS exams are required for an Ohio teacher license.

**Please plan ahead; quarter and time courses are offered change and pre-requisite courses may be needed.

Human Ecology Course Titles:

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

Education Course Titles:

- EDU PAES 650 Introduction to Exceptional Children (3)
- EDU P&L 306 School and Society (5)
- EDU P&L 309 Psychological Perspectives on Education (5)
- EDU T&L 642 Teaching Reading Across the Curriculum (3)
- EDU PAES 622 Business Technology Education I (3) or EDU P&L 370 Computers in the Classroom: An Introduction (4) or EDU P&L 671 Fundamentals of Computer Applications in Education and Training (4)

FCS Teacher Licensure Course Titles:

FCS ED 289 Introductory Professional Development in FCS Education (2)
FCS ED 640 Workforce Education through Family and Consumer Sciences (3) (Autumn only online – must be taken at Ohio State)
FCS ED 742 Culturally Sensitive Teaching (3) (Summer only first term)
FCS ED 746.01 Instruction for Effective Learning in Family and Consumer Science Education (5)
FCS ED 746.03 Instruction for Problem-Based Learning (5)
FCS ED 689.01 Professional Development: Accommodating Diversity (2)
FCS ED 689.03 Professional Development: Context for Improving Teaching and Learning (2)
FCS ED 791.01 Designing Instruction (4)
FCS ED 791.02 Facilitating Learning in Family and Consumer Sciences (4)
FCS ED 791.03 Professional Development and Other Supporting Experiences (4)

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

Additional State of Ohio Requirements for FCS Teacher Licensure (must complete those highlighted in yellow for the Four-year Resident Educator License, Family and Consumer Sciences #090120):

- Pass BCI and FBI Criminal Background Check
- Pass PRAXIS II Learning and Teaching Exam (ETS)
- Pass PRAXIS II Family and Consumer Sciences Exam (ETS)

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

This transcript review is completed by Ruth E. Dohner, The Ohio State University, and is **valid for only one year from this date.**

**Five Semester Plan for FCS Teacher License
Post Baccalaureate Family and Consumer Sciences Education**

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

| <i>Autumn Semester</i> | <i>Spring Semester</i> | <i>Summer Session</i> |
|--|--|--|
| EDU T&L 5442 (3) | HDFS 2400 (3) | HDFS 2200 (3) |
| ED P&L 2309 (3) | ED PAES 5623 (3) | HDFS 2350 (3) |
| ED PAES 5624 (3) | HUMN NUTR 2310 or 2210(3) | HDFS 2410 (3) |
| HUMN NTR 3313 or 3415 (2) | 2189.40 Field Experience in FCS I: Observing Family and Consumer Sciences Teaching (3) | 5691 Toward Just, Healthy, Secure Choices (2)+ EDU PAES 5194 Group Studies in WDE(1-2) |
| CS CFFS 2910 (3) | 5746 Problem-based Instruction in Family and Consumer Sciences (4) | 5741 Culturally Responsive Teaching in Family and Consumer Sciences (3) |
| 14 credits | 16 credits | 15-17 credits |
| 5747 Planning for Teaching & Learning in Family and Consumer Sciences (5) with LAB | 5791.01 Designing FCS Instruction Internship(4) | |
| 5189.05 Field Exp in FCS II: Teaching in an Urban Family and Consumer Sciences Classroom (3) | 5791.02 Facilitating Learning in FCS Internship(4) | |
| EDU PAES 5650 (3) | 5791.03 Prof Dev of FCS teachers(4) | |
| CS CFFS 2260 (3) | 5790 Analyzing Student Work Samples in Family and Consumer Sciences (1) | |
| 15 credits | 13 Credits | |

Education

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

Family and Consumer Sciences Education

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

Human Ecology

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

Admission to major

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

Quarter to Semester Conversion: Pre-Kindergarten Special Needs Endorsement - Non-degree

GENERAL PROGRAM INFORMATION

1. Fiscal Unit / Academic Organization: **School of Physical Activity and Educational Services- D1270**
2. Administering College: **Education and Human Ecology**
3. Semester conversion designation:
Converted with minimal changes to program goals and/or curricular requirements (*e.g., program name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content*)
5. Program / Plan name: **Adapted Physical Education Endorsement – Non-degree**
6. Type of Program / Plan:
Undergraduate non-degree endorsement
Graduate non-degree endorsement
7. Program / Plan code abbreviation
8. Degree Title (current and proposed names, if different): **Not applicable**
9. Does this program have associated Specializations / Sub-plans? **No**

PROGRAM REQUIREMENTS

10. Program Learning Goals (i.e., knowledge, skills, and attitudes / perspectives) to be attained by students at time of completion of the program.
 1. Demonstrate an understanding of special education foundations.
 2. Demonstrate an understanding of the development and characteristics of young children with special needs.
 3. Demonstrate an understanding of individual learning differences.
 4. Understand and apply evidence-based instructional strategies for young children with special needs.
 5. Demonstrate an understanding of learning environments and promoting social interactions.
 6. Understand and apply strategies for promoting language development.
 7. Demonstrate instructional planning skills.
 8. Understand and apply appropriate assessments.
 9. Demonstrate competency with ethical professional practice.
 10. Demonstrate collaboration skills.
11. List of semester courses (department, title, credit hours) and categories of courses that constitute the requirements of the program. (*Notes: If this is a proposal for a graduate program, list any requirements beyond those stipulated by the Graduate School.*)

| Semester Course | Sem Hrs | Quarter Course | Qtr Hrs |
|---|---------|--|---------|
| Required Courses | | | |
| EDU PAES 5650 Introduction to Exceptional Children | 3 | EDU PAES 650 | 3 |
| EDU PAES 5760 Educational Assessment in Early Childhood Special Education | 3 | EDU PAES 760 | 3 |
| EDU PAES 5761 Educational Intervention for Young Children with Disabilities | 3 | EDU PAES 761 | 3 |
| EDU PAES 5742 Applied Behavior Analysis for Teachers | 3 | EDU PAES 742 | 3 |
| EDU PAES 8189.10 Planned Field Experience- Special Education | 4 | EDU PAES 884.10 | 6 |
| Choose from Courses | | | |
| HDFS 2410 Introduction to Child Development | 3 | HDFS 361 | 3 |
| HDFS 7765 Advanced Child Development | 4 | HDFS 765 | 3 |
| SPHHRNG 5725- Language Acquisition and Early Intervention in Language Delay | 3 | SPHHRNG 725- Language Acquisition | 5 |
| EDU TL 5557 Language and Children with Disabilities | 3 | EDU TL 660 Language Competence of Children and Youth with Disabilities | 3 |
| EDU TL 7348 Linguistic Diversity and Literacy: Varieties of English and Education | 3 | EDU TL 848 Understanding Preschool Play | 3 |

12. Program Rationale. Statement for proposed program changes (either significant or minimal) and a description of how the changes will benefit students and enhance program quality. Include date of last significant program revision. If a new program, give rationale. [Word limit: 750 suggested]

The non degree Pre-Kindergarten Special Needs endorsement program provides a licensure endorsement opportunity for anyone holding a current State of Ohio Special Education or an Early Childhood License. The curriculum follows the Ohio Educator Licensure Standards for Pre-Kindergarten Special Needs Endorsement.

13. Quarters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards (only required if an existing program / plan). **See attached.**

14. Semesters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards. **See attached.**

15. Curricular Map that shows how, and at what level (e.g., beginning, intermediate, advanced), the program's courses facilitate students' attainment of program learning goals. A table format is recommended (*see example below*). (Notes: This information is only required for undergraduate degrees and majors. If the program has multiple specializations / sub-plans, multiple maps may be

attached.): **Not required for non-degree program**

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

CREDIT HOUR EXPLANATION

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

| 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 | | 34 | 22.4 | 25 | 2.6 |
| Required credit hours offered by the unit | Min | 27 | 17.8 | 16 | 1.8 |
| | Max | 27 | 17.8 | 16 | 1.8 |
| Required credit hours offered outside of the unit | Min | 10 | 6.6 | 9 | 2.4 |
| | Max | 13 | 8.6 | 9 | .4 |
| Required prerequisite credit hours not included above | Min | | | | |
| | Max | | | | |

18. If the difference (column D) is more than 4 semester credit hours between the values listed in columns B and C for any row in the table above, provide a rationale for the change in credit hours. **Not applicable.**

TRANSITION POLICY

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

Students will not be harmed due to the university switch to semester. Students will progress normally towards completion of the program as long as they consult with Pre-Kindergarten Special Needs faculty through the transition, enroll in sufficient credits each term to make progress in the program, and not encounter any academic difficulties.

Some requirements are changing with the semester curriculum. Quarter courses that have a direct equivalent will be counted in semesters as such. Students may follow the requirements of the quarter curriculum if they are close to completion and if doing so is expedient for them. If a student is following the quarter curriculum and a required quarter course was not converted for semesters,

substitute courses are available.

Students who began the program on quarters may also switch to the semester curriculum requirements if doing so will be expedient.

ASSESSMENT CONVERSION

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

ATTACHMENTS

21. Letter from program-offering unit (e.g., department, school, center) to the Office of Academic Affairs that:

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

23. Co-administering letter: **Not applicable**

24. Support / concurrence letters: **Not applicable**

25. Additional documentation for Ohio Board of Regents review, if appropriate: **Not applicable**

Coursework for Pre-Kindergarten Special Needs Endorsement

To receive Endorsement by completing the following program of study, students must already have a Bachelor's degree from an accredited college or university and current certification/license in Special Education or Pre-Kindergarten.

| COURSE NUMBER | SHORT TITLE | CREDITS | GRADE/COMPLETION DATE |
|---|---|-------------|-------------------------|
| EDU PAES 650 | Introduction to Exceptional Children | 3 | _____ |
| HDFS 361 OR HDFS 765 | Introduction to Child Development (U) Advanced Child Development (G) | 5 4 | _____ _____ |
| SHS 725 OR EDU T&L 820 OR EDU T&L 660 | Language Acquisition Developing Early Communication of Children with Physical, Sensory & Multiple Disabilities (G) Language Competence of Children & Youth With Disabilities | 5 3 3 | _____ _____ _____ |
| EDU PAES 677 | The Parent/Professional Partnership | 3 | _____ |
| EDU PAES 760 | Educational Assessment in Early Childhood Special Education | 3 | _____ |
| EDU PAES 761 | Educational Intervention for Young Children with Disabilities | 3 | _____ |
| EDU PAES 742 | Applied Behavior Analysis for Teachers | 3 | _____ |
| EDU PAES 832 | Planning & Implementing Instruction for Generalized Outcomes (G) | 3 | _____ |
| EDU T&L 848 OR EDU T&L 849 | Understanding Preschool Play (G) Observing and Facilitating Preschool Play (G) | 3 3 | _____ _____ |
| EDU PAES 884.10 | Planned Field Experience – Special Education (G) | 6 | _____ |

U = Only open to students enrolled as undergraduate students

G = Only open to students enrolled as graduate students

TOTAL HOURS: 34-37

1. Completion of this program leads to eligibility for endorsement in the state of Ohio. Candidates must also pass the Praxis examination, meet appropriate FBI and BCI requirements, and apply formally for the endorsement

Coursework for Pre-Kindergarten Special Needs Endorsement

To receive Endorsement by completing the following program of study, students must already have a Bachelor's degree from an accredited college or university and current certification/license in Special Education or Pre-Kindergarten.

| COURSE NUMBER | SHORT TITLE | CREDITS | GRADE/COMPLETION DATE |
|---------------------------|---|---------|-----------------------|
| EDU PAES 5650 | Introduction to Exceptional Children | 3 | _____ |
| EDU PAES 5760 | Educational Assessment in Early Childhood Special Education | 3 | _____ |
| EDU PAES 5761 | Educational Intervention for Young Children with Disabilities | 3 | _____ |
| EDU PAES 5742 | Applied Behavior Analysis for Teachers | 3 | _____ |
| EDU PAES 8189.10 | Planned Field Experience – Special Education (G) | 4 | _____ |
| EDU T&L 7348 | Linguistic Diversity and Literacy: Varieties of English and Education (G) | 3 | _____ |
| HDFS 2410 OR | Introduction to Child Development (U) | 3 | _____ |
| HDFS 7765 | Advanced Child Development (G) | 3 | _____ |
| SPHHRNG 5725 OR | Language Acquisition | 3 | _____ |
| EDU T&L 5557 | Language Competence of Children & Youth With Disabilities | 3 | _____ |

U = Only open to students enrolled as undergraduate students
G = Only open to students enrolled as graduate students

TOTAL HOURS: 25

1. Completion of this program leads to eligibility for endorsement in the state of Ohio. Candidates must also pass the Praxis examination, meet appropriate FBI and BCI requirements, and apply formally for the endorsement

Quarter to Semester Conversion Plan

School Nurse Licensure Only Program

1. **NAME OF PROGRAM:** School Nurse Licensure
2. **DEGREE TITLE:** NA
3. **UNIT:** The School of Physical Activity and Educational Services (PAES)(WDE)
4. **TYPE OF DEGREE:** NA
5. **SEMESTER CONVERSION DESIGNATION:** (B) converted with minimal changes to program and/or curricular requirements
6. **PROGRAM GOALS AND COMPETENCIES:**

The following program goals and competencies are consistent with those established by the National Association for School Nursing:

1. collects client data, analyzes assessment data in determining nursing diagnose, identifies expected outcomes, develops a plan of care/action, implements interventions, and evaluates clients progress
2. collaborates with the student, family, school staff, community and other providers in providing client care
3. evaluates the quality and effectiveness of school nursing practice. The School Nurse promotes use of research findings in school nursing practice
4. considers factors related to safety, effectiveness, and cost when planning and delivering care
5. uses effective written and verbal/non-verbal communication skills.
6. assists students, families, the school staff, and community to achieve optimal levels of wellness through appropriately designed and delivered health education
7. evaluates one’s own nursing practice in relation to professional practice standards, and relevant statutes, regulations, and policies; acquires and maintains current knowledge and competency, interacts with and contributes to professional development of peers and school personnel, and decides and acts on behalf of clients in an ethical manner

7. List of School Nurse Licensure Semester Courses

| | | | | | | |
|-------------|------|--------------------------------------|---|-----|-------------------|---|
| EDU PAES | 5635 | School Health Services | 3 | 635 | | 3 |
| EDU PAES | 5650 | Introduction to Exceptional Children | 3 | 650 | | 3 |
| EDU | 5645 | School Health Counseling | 3 | 605 | Health Counseling | 3 |

| | | | | | | |
|----------|------|---|---|-----|--|------|
| PAES | | | | | | |
| EDU PAES | 5636 | School Health Teaching Practices | 3 | 636 | Teaching of Health | 3 |
| EDU PAES | 5189 | School Health Practicum for School Nurses | 3 | 788 | Practicum for School Nurses | 3-15 |
| NURSING | 6330 | Advanced Pediatric Physical Assessment for the School Nurse | 2 | 723 | Child and Adolescent Assessment for the School Nurse | 3 |
| NURSING | 7260 | Concepts and Issues in Advanced Family Nursing | 2 | 721 | Theories, Concepts and Issues in Advanced Family Nursing | 3 |

8. CURRENT ADVISING SHEETS

School Nurse Licensure Only

1 Course per Quarter (all courses are three credits)

| Year | Summer | Fall | Winter | Spring |
|------|-------------|--------------|--------------|--------------|
| 1 | Nursing 723 | EDU PAES 612 | Nursing 721 | EDU PAES 636 |
| 2 | | EDU PAES 605 | EDU PAES 635 | EDU PAES 637 |
| 3 | | EDU PAES 650 | NUR 309 | EDU PAES 788 |

2 Courses per Quarter (all courses are three credits)

| Year | Summer | Fall | Winter | Spring |
|------|-------------|--------------|--------------|--------------|
| 1 | Nursing 723 | EDU PAES 612 | EDU PAES 635 | EDU PAES 636 |
| | | EDU PAES 605 | Nursing 721 | EDU PAES 637 |
| 2 | | EDU PAES 650 | NUR 309 | EDU PAES 788 |

TOTAL CREDITS 30

PROPOSED ADVISING SHEET

School Nurse Licensure Only

| | Fall | | Spring | | Summer | |
|--------|------------------------|--------|------------------------|--------|-----------|---|
| Year 1 | PAES 5635 PAES 5650 | 3 3 | PAES 5636 NURS 7260 | 3 2 | NURS 6330 | 2 |
| Year 2 | PAES 5645 | 3 | PAES 5189 | 3 | | |

Total credits 19

9. Rationale for Proposed Program Changes and Description of How the Changes will Benefit Students and Enhance Program Quality (Include date of last program revision):

In general, we are making minimal changes to the school nurse licensure program. Core content from the previous PAES 637 has been added to PAES 5635. A research component has been added to the field experience course. The program has been streamlined to fit with the working schedules of most of our licensure students who are working school nurses. The credit hours have been reduced to make the program more marketable yet essential content has not been sacrificed. For example the essential content from PAES 612 has been incorporated with the health counseling skill set in PAES 6645. The change will benefit our students because the semester system will enable more in depth study of important topics and more time in practicum placements. For example, the field requirement under the semester system will allow the students four additional weeks gaining experience working in a school health office.

10. Credit Hour Changes

| Program requirements: Undergraduate Moderate- Intensive and Early Intervention | A.) Number of credit hours in current program (<i>Quarter credit hours</i>) | B.) Calculated result for 2/3rds of current quarter credit hours | C.) Number of credit hours required for proposed program (<i>Semester credit hours</i>) |
|--|---|--|---|
| Total required for completion of program | 30 | 20 | 19 |
| Prerequisite courses required for admission to program which are not counted toward total hours | 0 | 0 | 0 |
| Required courses offered by the unit | 18 | 12 | 15 |
| Required courses offered outside of the unit | 12 | 8 | 4 |
| Double counted courses that meet two or more requirements (e.g., prerequisites, GECs, and/or program requirements) | 0 | 0 | 0 |
| Free Electives | 0 | 0 | 0 |

11. Rationale if difference is more than 4 semester hours between values listed in B and C for any row in the table above.

NA

TRANSITION POLICY

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 will not be harmed due to the university switch to semester. Students will progress normally towards completion of the program as long as they consult with School Nurse

faculty through the transition, enroll in sufficient credits each term to make progress in the program, and not encounter any academic difficulties.

Some requirements are changing with the semester curriculum. Quarter courses that have a direct equivalent will be counted in semesters as such. Students may follow the requirements of the quarter curriculum if they are close to completion and if doing so is expedient for them. If a student is following the quarter curriculum and a required quarter course was not converted for semesters, a substitute course will be determined in consultation with School Nurse faculty.

Students who began the program on quarters may also switch to the semester curriculum requirements if doing so will be expedient.

ASSESSMENT CONVERSION

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.)*

NA

**Quarter to Semester Conversion:
Special Education - Mild/Moderate Intervention Specialist Licensure Non-degree**

GENERAL PROGRAM INFORMATION

1. Fiscal Unit / Academic Organization: **School of Physical Activity and Educational Services-D1270**
2. Administering College: **Education and Human Ecology**
3. Semester conversion designation:
Converted with minimal changes to program goals and/or curricular requirements (*e.g., program name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content*)
4. Program / Plan name: **Special Education – Mild/Moderate Intervention Specialist Licensure Non-degree**
5. Type of Program / Plan: **Graduate non-degree license**
6. Program / Plan code abbreviation:
7. Degree Title (current and proposed names, if different): **Not applicable**
8. Does this program have associated Specializations / Sub-plans? **No**

PROGRAM REQUIREMENTS

9. Program Learning Goals (i.e., knowledge, skills, and attitudes / perspectives) to be attained by students at time of completion of the program.
 1. Demonstrate an understanding of special education foundations.
 2. Demonstrate an understanding of the development and characteristics of learners with special needs.
 3. Demonstrate an understanding of individual learning differences.
 4. Understand and apply evidence-based instructional strategies.
 5. Demonstrate an understanding of learning environments and promoting social interactions.
 6. Understand and apply strategies for promoting language development.
 7. Demonstrate instructional planning skills.
 8. Understand and apply appropriate assessments.
 9. Demonstrate competency with ethical professional practice.
 10. Demonstrate collaboration skills.

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

| Semester Course | Sem Hrs | Quarter Course | Qtr Hrs |
|--|---------|---|---------|
| Required Courses within EDU PAES | | | |
| EDU PAES 5650- Introduction to Exceptional Children | 3 | EDU PAES 650 | 3 |
| EDU PAES 5750 Classroom and Behavior Change Management for Students with Disabilities | 3 | EDU PAES 750 Teaching Social Behavior to Students with Disabilities | 3 |
| EDU PAES 5742 Applied Behavior Analysis | 3 | EDU PAES 742 | 3 |
| EDU PAES 5743 Educational Assessment of Students with Mild/Moderate Disabilities | 3 | EDU PAES 743 | 3 |
| EDU PAES 5769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs | 3 | EDU PAES 769 | 3 |
| EDU PAES 5734 Methods of Instruction for Elementary Children with Mild/Moderate Disabilities | 3 | EDU PAES 734 | 3 |
| EDU PAES 5735 Methods of Instruction for Secondary Students with Mild/Moderate Disabilities | 3 | EDU PAES 735 | 3 |
| EDU PAES 8189.20 Field Experience in Special Education | 4 | EDU PAES 884.10 | 6 |
| Required Courses outside EDU PAES | | | |
| EDU TL 2368 Introduction to Children's Literature | 3 | EDU TL 467 | 3 |
| EDU TL 5468 Reading Foundations | 3 | EDU TL 668.70 | 4 |
| EDU TL 5469 Understanding Phonics and Its Role in Instruction | 3 | EDU TL 669.70 | 5 |
| EDU TL 5470 Assessment and Instruction for Struggling Readers | 3 | EDU TL 670 | 4 |
| EDU TL 5471 Clinical Practice in Treating Reading Disabilities or EDU PAES 5738 Teaching Reading to Students with Disabilities | 3 | EDU TL 671 | 5 |

11. Program Rationale. Statement for proposed program changes (either significant or minimal) and a description of how the changes will benefit students and enhance program quality. Include date of last significant program revision. If a new program, give rationale. [Word limit: 750 suggested]

The non degree Special Education Mild/Moderate Intervention Specialist non degree license program provides an opportunity for teachers who have a teaching license to acquire an additional credential. The curriculum follows the NCATE/CEC standards for the preparation of special education teachers..

12. Quarters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards (only required if an existing program / plan). **See attached.**
13. Semesters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards. **See attached.**
14. Curricular Map that shows how, and at what level (e.g., beginning, intermediate, advanced), the program's courses facilitate students' attainment of program learning goals. A table format is recommended (*see example below*). (*Notes: This information is only required for undergraduate degrees and majors. If the program has multiple specializations / sub-plans, multiple maps may be attached.*): **Not required for non-degree program**
15. Will this program have an associated pre-major or area of interest? **Not applicable**

CREDIT HOUR EXPLANATION

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

| 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 | | 57 | 38 | 40 | 2 |
| Required credit hours offered by the unit | Min | 36 | 24 | 25 | 1 |
| | Max | 36 | 24 | 28 | 4 |
| Required credit hours offered outside of the unit | Min | 21 | 14 | 15 | 1 |
| | Max | 21 | 14 | 15 | 1 |
| Required prerequisite credit hours not included above | Min | | | | |
| | Max | | | | |

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

Additional content has been added to courses that converted from 3 quarter hours to 3 semester hours. By course, here are examples of additional topics covered in semesters-

EDU PAES 5650- expanded coverage of working with parents, the parent as part of the IEP team, working with parents and students from cultures different than one's own, and special considerations when writing the IEP

EDU PAES 5750- Two quarter courses combined for EDU PAES 5750- EDU PAES 750- Teaching Social Behavior to Students with Disabilities and EDU PAES 721- Classroom Management for Children with Special Needs

EDU PAES 5742- Classical conditioning, operant conditioning, and reinforcement scheduling

EDU PAES 5743- Formal versus informal assessment and curriculum-based measurement

TRANSITION POLICY

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

Students will not be harmed due to the university switch to semesters. Students will progress normally towards completion of the program as long as they consult with Special Education faculty through the transition, enroll in sufficient credits each term to make progress in the program, and not encounter any academic difficulties.

Quarter courses that have a direct equivalent will be counted in semesters as such. This program is consists mostly of courses that are converting with a one-to-one match. Because one course is required in the quarter curriculum that is not required in the semester curriculum, students may switch to the semester curriculum if it is expedient for them.

ASSESSMENT CONVERSION

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

ATTACHMENTS

20. Letter from program-offering unit (e.g., department, school, center) to the Office of Academic Affairs

21. Letter from the college to the Office of Academic Affairs

22. Co-administering letter: **Not applicable**

23. Support / concurrence letters: **Not applicable**

24. Additional documentation for Ohio Board of Regents review, if appropriate: **Not applicable**

**Coursework for Licensure in Special Education
Mild/Moderate Intervention Specialist**

To receive licensure by completing the following program of study, students must already have a bachelor's degree from an accredited college or university and a current state of Ohio teaching certification or license. **All courses are offered for Undergraduate or Graduate credit except the Planned Field Experience.**

| COURSE NUMBER | SHORT TITLE | CREDITS | GRADE/COMPLETION DATE |
|-----------------|---|---------|-----------------------|
| EDU PAES 650 | Introduction to Exceptional Children | 3 | _____ |
| EDU PAES 677 | The Parent/Professional Partnership | 3 | _____ |
| EDU PAES 716 | Assistive Technologies for Individuals with Disabilities | 3 | _____ |
| EDU PAES 742 | Applied Behavior Analysis for Teachers | 3 | _____ |
| EDU PAES 743 | Educational Assessment of Exceptional Learners | 3 | _____ |
| EDU PAES 769 | Delivering Effective Services to Enhance the Inclusion of Students with Special Needs | 3 | _____ |
| EDU PAES 750 | Teaching Social Behavior to Students with Disabilities | 3 | _____ |
| EDU PAES 734 | Methods of Instruction I for Students with Mild/Moderate Disabilities | 3 | _____ |
| EDU PAES 735 | Methods of Instruction II for Students with Mild/Moderate Disabilities: Middle and Upper Grades | 3 | _____ |
| EDU PAES 747 | Transition from School to Adult Life | 3 | _____ |
| EDU PAES 884.10 | Planned Field Experience – Special Education | 6 | _____ |
| EDU T&L 467 | Introduction to Children's Literature | 3 | _____ |
| EDU T&L 668.70 | Reading Foundations | 4 | _____ |
| EDU T&L 669.70 | Understanding Phonics and its Role in Reading Instruction | 5 | _____ |
| EDU T&L 670 | Remedial and Clinical Reading Instruction | 4 | _____ |
| EDU T&L 671 | Clinical Practice in treating Reading Disabilities | 5 | _____ |

TOTAL HOURS: 57

1. Completion of this program leads to eligibility for licensure in the state of Ohio. Candidates must also pass the Praxis examination, meet appropriate FBI and BCI requirements, and apply formally for the license.

**Coursework for Licensure in Special Education
Mild/Moderate Intervention Specialist**

To receive licensure by completing the following program of study, students must already have a bachelor's degree from an accredited college or university and a current state of Ohio teaching certification or license. **All courses are offered for Undergraduate or Graduate credit except the Planned Field Experience.**

| COURSE NUMBER | SHORT TITLE | CREDITS | GRADE/COMPLETION DATE |
|----------------------|---|----------------|------------------------------|
| EDU PAES 5650 | Introduction to Exceptional Children | 3 | _____ |
| EDU PAES 5742 | Applied Behavior Analysis | 3 | _____ |
| EDU PAES 5743 | Educational Assessment of Students with Mild/Moderate Disabilities | 3 | _____ |
| EDU PAES 5769 | Delivering Effective Services to Enhance the Inclusion of Students with Special Needs | 3 | _____ |
| EDU PAES 5750 | Classroom and Behavior Change Management for Students with Disabilities | 3 | _____ |
| EDU PAES 5734 | Methods of Instruction for Elementary Children with Mild/Moderate Disabilities | 3 | _____ |
| EDU PAES 5735 | Methods of Instruction for Secondary Students with Mild/Moderate Disabilities | 3 | _____ |
| EDU PAES 8189.20 | Field Experience in Special Education | 4 | _____ |
| EDU TL 2368 | Introduction to Children's Literature | 3 | _____ |
| EDU TL 5468 | Reading Foundations | 3 | _____ |
| EDU TL 5469 | Understanding Phonics and Its Role in Instruction | 3 | _____ |
| EDU TL 5470 | Assessment and Instruction for Struggling Readers | 3 | _____ |
| EDU TL 5471 | Clinical Practice in Treating Reading Disabilities | 3 | _____ |
| OR | | | |
| EDU PAES 5738 | Teaching Reading to Students with Disabilities | | |

TOTAL HOURS: 40

1. Completion of this program leads to eligibility for licensure in the state of Ohio. Candidates must also pass the Praxis examination, meet appropriate FBI and BCI requirements, and apply formally for the license.

**Quarter to Semester Conversion:
Special Education - Early Childhood Intervention Specialist Licensure Non-degree**

GENERAL PROGRAM INFORMATION

1. Fiscal Unit / Academic Organization: **School of Physical Activity and Educational Services-D1270**
2. Administering College: **Education and Human Ecology**
3. Semester conversion designation:
Converted with minimal changes to program goals and/or curricular requirements (*e.g., program name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content*)
4. Program / Plan name: **Special Education - Early Childhood Intervention Specialist Licensure Non-degree**
5. Type of Program / Plan: **Graduate non-degree license**
6. Program / Plan code abbreviation:
7. Degree Title (current and proposed names, if different): **Not applicable**
8. Does this program have associated Specializations / Sub-plans? **No**

PROGRAM REQUIREMENTS

9. Program Learning Goals (i.e., knowledge, skills, and attitudes / perspectives) to be attained by students at time of completion of the program.
 1. Demonstrate an understanding of special education foundations.
 2. Demonstrate an understanding of the development and characteristics of learners with special needs.
 3. Demonstrate an understanding of individual learning differences.
 4. Understand and apply evidence-based instructional strategies.
 5. Demonstrate an understanding of learning environments and promoting social interactions.
 6. Understand and apply strategies for promoting language development.
 7. Demonstrate instructional planning skills.
 8. Understand and apply appropriate assessments.
 9. Demonstrate competency with ethical professional practice.
 10. Demonstrate collaboration skills.

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

| Semester Course | Sem Hrs | Quarter Course | Qtr Hrs |
|--|---------|---|---------|
| Required Courses within EDU PAES | | | |
| EDU PAES 5650- Introduction to Exceptional Children | 3 | EDU PAES 650 | 3 |
| EDU PAES 5750 Classroom and Behavior Change Management for Students with Disabilities | 3 | EDU PAES 750 Teaching Social Behavior to Students with Disabilities | 3 |
| | | EDU PAES 721 Classroom Management for Children with Special Needs | 3 |
| EDU PAES 5722 Communication Skills for Children with Moderate/Intensive Disabilities | 3 | EDU PAES 722 | 3 |
| EDU PAES 5742 Applied Behavior Analysis | 3 | EDU PAES 742 | 3 |
| EDU PAES 5761 Educational Intervention for Young Children with Disabilities | 3 | EDU PAES 761 | 3 |
| EDU PAES 5769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs | 3 | EDU PAES 763 | 3 |
| EDU PAES 5734 Methods of Instruction for Elementary Children with Mild/Moderate Disabilities | 3 | EDU PAES 734 | 3 |
| EDU PAES 8189.20 Field Experience in Special Education | 4 | EDU PAES 884.10 | 6 |
| Required Courses outside EDU PAES | | | |
| EDU TL 2368 Introduction to Children's Literature | 3 | EDU TL 467 | 3 |
| EDU TL 5468 Reading Foundations | 3 | EDU TL 668.70 | 4 |
| EDU TL 5469 Understanding Phonics and Its Role in Instruction | 3 | EDU TL 669.70 | 5 |
| EDU TL 5470 Assessment and Instruction for Struggling Readers | 3 | EDU TL 670 | 4 |
| EDU TL 5471 Clinical Practice in Treating Reading Disabilities or EDU PAES 5738 Teaching Reading to Students with Disabilities | 3 | EDU TL 671 | 5 |

11. Program Rationale. Statement for proposed program changes (either significant or minimal) and a description of how the changes will benefit students and enhance program quality. Include date of last significant program revision. If a new program, give rationale. [Word limit: 750 suggested]

The non degree Special Education Early Childhood Intervention Specialist non degree license program provides an opportunity for teachers who have a teaching license to acquire an additional credential. The curriculum follows the NCATE/CEC standards for the preparation of special education teachers..

12. Quarters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards (only required if an existing program / plan). **See attached.**
13. Semesters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards. **See attached.**
14. Curricular Map that shows how, and at what level (e.g., beginning, intermediate, advanced), the program's courses facilitate students' attainment of program learning goals. A table format is recommended (*see example below*). (*Notes: This information is only required for undergraduate degrees and majors. If the program has multiple specializations / sub-plans, multiple maps may be attached.*): **Not required for non-degree program**
15. Will this program have an associated pre-major or area of interest? **Not applicable**

CREDIT HOUR EXPLANATION

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

| 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 | | 60 | 40 | 40 | 0 |
| Required credit hours offered by the unit | Min | 39 | 26 | 25 | 1 |
| | Max | 39 | 26 | 28 | 2 |
| Required credit hours offered outside of the unit | Min | 21 | 14 | 15 | 1 |
| | Max | 21 | 14 | 15 | 1 |
| Required prerequisite credit hours not included above | Min | | | | |
| | Max | | | | |

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

TRANSITION POLICY

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

Students will not be harmed due to the university switch to semesters. Students will progress normally towards completion of the program as long as they consult with Special Education faculty through the transition, enroll in sufficient credits each term to make progress in the program, and not encounter any academic difficulties.

Quarter courses that have a direct equivalent will be counted in semesters as such. This program is consists mostly of courses that are converting with a one-to-one match. The exception is EDU PAES 750 and 712 converting to EDU PAES 5750. Students will be advised to complete both courses prior to conversion or neither, as a student with only one will still need to take EDU PAES 5750.

ASSESSMENT CONVERSION

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

ATTACHMENTS

20. Letter from program-offering unit (e.g., department, school, center) to the Office of Academic Affairs

21. Letter from the college to the Office of Academic Affairs

22. Co-administering letter: **Not applicable**

23. Support / concurrence letters: **Not applicable**

24. Additional documentation for Ohio Board of Regents review, if appropriate: **Not applicable**

Coursework for Licensure in Special Education Early Childhood Intervention Specialist

To receive licensure by completing the following program of study, students must already have a bachelor’s degree from an accredited college or university and a current state of Ohio teaching certification or license. All courses except the Planned Field Experience are offered for Undergraduate or Graduate credit.

| COURSE NUMBER | SHORT TITLE | CREDITS | GRADE/COMPLETION DATE |
|----------------------|---|----------------|------------------------------|
| EDU PAES 650 | Introduction to Exceptional Children | 3 | _____ |
| EDU PAES 677 | The Parent/Professional Partnership | 3 | _____ |
| EDU PAES 716 | Assistive Technologies for Individuals with Disabilities | 3 | _____ |
| EDU PAES 721 | Classroom Management for Children w/Special Needs | 3 | _____ |
| EDU PAES 722 | Comm. Skills for Children w/Moderate/Intensive Needs | 3 | _____ |
| EDU PAES 742 | Applied Behavior Analysis for Teachers | 3 | _____ |
| EDU PAES 750 | Teaching Social Behavior to Students with Disabilities | 3 | _____ |
| EDU PAES 760 | Educational Assessment in Early Childhood Special Education | 3 | _____ |
| EDU PAES 761 | Educational Intervention for Young Children with Disabilities | 3 | _____ |
| EDU PAES 763 | Inclusion in Early Childhood Special Education | 3 | _____ |
| EDU PAES 734 | Methods of Instruction I for Students with Mild/Moderate Disabilities | 3 | _____ |
| EDU PAES 884.10 | Planned Field Experience – Special Education | 6 | _____ |
| EDU T&L 467 | Introduction to Children’s Literature | 3 | _____ |
| EDU T&L 668.70 | Reading Foundations | 4 | _____ |
| EDU T&L 669.70 | Understanding Phonics and its Role in Reading Instruction | 5 | _____ |
| EDU T&L 670 | Remedial and Clinical Reading Instruction | 4 | _____ |
| EDU T&L 671 | Clinical Practice in treating Reading Disabilities | 5 | _____ |

TOTAL HOURS: 60

1. Completion of this program leads to eligibility for licensure in the state of Ohio. Candidates must also pass the Praxis examination, meet appropriate FBI and BCI requirements, and apply formally for the license.

**Coursework for Licensure in Special Education
Early Childhood Intervention Specialist**

To receive licensure by completing the following program of study, students must already have a bachelor's degree from an accredited college or university and a current state of Ohio teaching certification or license. All courses except the Planned Field Experience are offered for Undergraduate or Graduate credit.

| COURSE NUMBER | SHORT TITLE | CREDITS | GRADE/COMPLETION DATE |
|----------------------|---|----------------|------------------------------|
| EDU PAES 5650 | Introduction to Exceptional Children | 3 | _____ |
| EDU PAES 5750 | Classroom and Behavior Change Management for Students with Disabilities | 3 | _____ |
| EDU PAES 5722 | Communication Skills for Children with Moderate/Intensive Disabilities | 3 | _____ |
| EDU PAES 5742 | Applied Behavior Analysis | 3 | _____ |
| EDU PAES 5761 | Educational Intervention for Young Children with Disabilities | 3 | _____ |
| EDU PAES 5769 | Delivering Effective Services to Enhance the Inclusion of Students with Special Needs | 3 | _____ |
| EDU PAES 5734 | Methods of Instruction for Elementary Children with Mild/Moderate Disabilities | 3 | _____ |
| EDU PAES 8189.20 | Field Experience in Special Education | 4 | _____ |
| EDU TL 2368 | Introduction to Children's Literature | 3 | _____ |
| EDU TL 5468 | Reading Foundations | 3 | _____ |
| EDU TL 5469 | Understanding Phonics and Its Role in Instruction | 3 | _____ |
| EDU TL 5470 | Assessment and Instruction for Struggling Readers | 3 | _____ |
| EDU TL 5471 | Clinical Practice in Treating Reading Disabilities | 3 | _____ |
| OR | | | |
| EDU PAES 5738 | Teaching Reading to Students with Disabilities | | |

TOTAL HOURS: 40

1. Completion of this program leads to eligibility for licensure in the state of Ohio. Candidates must also pass the Praxis examination, meet appropriate FBI and BCI requirements, and apply formally for the license.

**Quarter to Semester Conversion:
Special Education – Moderate/Intensive Intervention Specialist Licensure Non-degree**

GENERAL PROGRAM INFORMATION

1. Fiscal Unit / Academic Organization: **School of Physical Activity and Educational Services-D1270**
2. Administering College: **Education and Human Ecology**
3. Semester conversion designation:
Converted with minimal changes to program goals and/or curricular requirements (*e.g., program name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content*)
4. Program / Plan name: **Special Education –Moderate/Intensive Intervention Specialist Licensure Non-degree**
5. Type of Program / Plan: **Graduate non-degree license**
6. Program / Plan code abbreviation:
7. Degree Title (current and proposed names, if different): **Not applicable**
8. Does this program have associated Specializations / Sub-plans? **No**

PROGRAM REQUIREMENTS

9. Program Learning Goals (i.e., knowledge, skills, and attitudes / perspectives) to be attained by students at time of completion of the program.
 1. Demonstrate an understanding of special education foundations.
 2. Demonstrate an understanding of the development and characteristics of learners with special needs.
 3. Demonstrate an understanding of individual learning differences.
 4. Understand and apply evidence-based instructional strategies.
 5. Demonstrate an understanding of learning environments and promoting social interactions.
 6. Understand and apply strategies for promoting language development.
 7. Demonstrate instructional planning skills.
 8. Understand and apply appropriate assessments.
 9. Demonstrate competency with ethical professional practice.
 10. Demonstrate collaboration skills.

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

| Semester Course | Sem Hrs | Quarter Course | Qtr Hrs |
|--|---------|---|---------|
| Required Courses within EDU PAES | | | |
| EDU PAES 5650- Introduction to Exceptional Children | 3 | EDU PAES 650 | 3 |
| EDU PAES 5676 Programming for Severe Physical Impairments | 3 | EDU PAES 676 | 3 |
| EDU PAES 5750 Classroom and Behavior Change Management for Students with Disabilities | 3 | EDU PAES 750 Teaching Social Behavior to Students with Disabilities | 3 |
| | | EDU PAES 721 Classroom Management for Children with Special Needs | 3 |
| EDU PAES 5722 Communication Skills for Children with Moderate/Intensive Disabilities | 3 | EDU PAES 722 | 3 |
| EDU PAES 5736 Methods of Instruction I for Students with Moderate/Intensive Disabilities | 3 | EDU PAES 736 | 3 |
| EDU PAES 5737 Methods of Instruction II for Students with Moderate/Intensive Disabilities with Practicum | 3 | EDU PAES 737 | 3 |
| EDU PAES 5742 Applied Behavior Analysis | 3 | EDU PAES 742 | 3 |
| EDU PAES 5769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs | 3 | EDU PAES 769 | 3 |
| EDU PAES 8189.20 Field Experience in Special Education | 4 | EDU PAES 884.10 | 6 |
| Required Courses outside EDU PAES | | | |
| EDU TL 2368 Introduction to Children's Literature | 3 | EDU TL 467 | 3 |
| EDU TL 5468 Reading Foundations | 3 | EDU TL 668.70 | 4 |
| EDU TL 5469 Understanding Phonics and Its Role in Instruction | 3 | EDU TL 669.70 | 5 |
| EDU TL 5470 Assessment and Instruction for Struggling Readers | 3 | EDU TL 670 | 4 |
| EDU TL 5471 Clinical Practice in Treating Reading Disabilities or EDU PAES 5738 Teaching Reading to Students with Disabilities | 3 | EDU TL 671 | 5 |

11. Program Rationale. Statement for proposed program changes (either significant or minimal) and a description of how the changes will benefit students and enhance program quality. Include date of last significant program revision. If a new program, give rationale. [Word limit: 750 suggested]

The non degree Special Education Moderate/Intensive Intervention Specialist non degree license program provides an opportunity for teachers who have a teaching license to acquire an additional credential. The curriculum follows the NCATE/CEC standards for the preparation of special education teachers.

12. Quarters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards (only required if an existing program / plan). **See attached.**

13. Semesters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards. **See attached.**

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

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

CREDIT HOUR EXPLANATION

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

| 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 | | 63 | 42 | 43 | 1 |
| Required credit hours offered by the unit | Min | 42 | 28 | 28 | 3 |
| | Max | 42 | 28 | 31 | 3 |
| Required credit hours offered outside of the unit | Min | 21 | 14 | 15 | 1 |
| | Max | 21 | 14 | 15 | 1 |
| Required prerequisite credit hours not included above | Min | | | | |
| | Max | | | | |

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

TRANSITION POLICY

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

Students will not be harmed due to the university switch to semesters. Students will progress normally towards completion of the program as long as they consult with Special Education faculty through the transition, enroll in sufficient credits each term to make progress in the program, and not encounter any academic difficulties.

Quarter courses that have a direct equivalent will be counted in semesters as such. This program is consists mostly of courses that are converting with a one-to-one match. The exception is EDU PAES 750 and 712 converting to EDU PAES 5750. Students will be advised to complete both courses prior to conversion or neither, as a student with only one will still need to take EDU PAES 5750. Because one course is required in the quarter curriculum that is not required in the semester curriculum, students may switch to the semester curriculum if it is expedient for them.

ASSESSMENT CONVERSION

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

ATTACHMENTS

20. Letter from program-offering unit (e.g., department, school, center) to the Office of Academic Affairs
21. Letter from the college to the Office of Academic Affairs
22. Co-administering letter: **Not applicable**
23. Support / concurrence letters: **Not applicable**
24. Additional documentation for Ohio Board of Regents review, if appropriate: **Not applicable**

**Coursework for Licensure in Special Education
Moderate/Intensive Intervention Specialist**

To receive licensure by completing the following program of study, students must already have a bachelor's degree from an accredited college or university and a current state of Ohio teaching certification or license. **All courses are offered for Undergraduate or Graduate credit except the Planned Field Experience.**

| COURSE NUMBER | SHORT TITLE | CREDITS | GRADE/COMPLETION DATE |
|------------------------|---|----------------|------------------------------|
| EDU PAES 650 | Introduction to Exceptional Children | 3 | _____ |
| EDU PAES 676 | Programming for Severe Physical Impairments | 3 | _____ |
| EDU PAES 677 | The Parent/Professional Partnership | 3 | _____ |
| EDU PAES 716 | Assistive Technologies for Individuals with Disabilities | 3 | _____ |
| EDU PAES 721 | Classroom Management for Children w/Special Needs | 3 | _____ |
| EDU PAES 722 | Comm. Skills for Children w/Moderate/Intensive Needs | 3 | _____ |
| EDU PAES 737 | Methods of Instruction II for Students w/Moderate/Intensive Disabilities: Implementing and Evaluating Programs | 3 | _____ |
| EDU PAES 742 | Applied Behavior Analysis for Teachers | 3 | _____ |
| EDU PAES 769 | Delivering Effective Services to Enhance the Inclusion of Students with Special Needs | 3 | _____ |
| EDU PAES 750 | Teaching Social Behavior to Students with Disabilities | 3 | _____ |
| EDU PAES 736 | Methods of Instruction I for Students w/Moderate/Intensive Disabilities: Planning for & Developing Instructional Programs | 3 | _____ |
| EDU PAES 747 | Transition from School to Adult Life | 3 | _____ |
| EDU PAES 884.10 | Planned Field Experience – Special Education | 6 | _____ |
| EDU T&L 467 | Introduction to Children's Literature | 3 | _____ |
| EDU T&L 668.70 | Reading Foundations | 4 | _____ |
| EDU T&L 669.70 | Understanding Phonics and its Role in Reading Instruction | 5 | _____ |
| EDU T&L 670 | Remedial and Clinical Reading Instruction | 4 | _____ |
| EDU T&L 671 | Clinical Practice in treating Reading Disabilities | 5 | _____ |
| TOTAL HOURS: 63 | | | |

1. Completion of this program leads to eligibility for licensure in the state of Ohio. Candidates must also pass the Praxis examination, meet appropriate FBI and BCI requirements, and apply formally for the license.

**Coursework for Licensure in Special Education
Moderate/Intensive Intervention Specialist**

To receive licensure by completing the following program of study, students must already have a bachelor's degree from an accredited college or university and a current state of Ohio teaching certification or license. **All courses are offered for Undergraduate or Graduate credit except the Planned Field Experience.**

| COURSE NUMBER | SHORT TITLE | CREDITS | GRADE/COMPLETION DATE |
|----------------------|--|----------------|------------------------------|
| EDU PAES 5650 | Introduction to Exceptional Children | 3 | _____ |
| EDU PAES 5676 | Programming for Severe Physical Impairments | 3 | _____ |
| EDU PAES 5750 | Classroom and Behavior Change Management for Students with Disabilities | 3 | _____ |
| EDU PAES 5722 | Communication Skills for Children with Moderate/Intensive Disabilities | 3 | _____ |
| EDU PAES 5736 | Methods of Instruction I for Students with Moderate/Intensive Disabilities | 3 | _____ |
| EDU PAES 5737 | Methods of Instruction II for Students with Moderate/Intensive Disabilities with Practicum | 3 | _____ |
| EDU PAES 5742 | Applied Behavior Analysis | 3 | _____ |
| EDU PAES 5769 | Delivering Effective Services to Enhance the Inclusion of Students with Special Needs | 3 | _____ |
| EDU PAES 8189.20 | Field Experience in Special Education | 4 | _____ |
| EDU TL 2368 | Introduction to Children's Literature | 3 | _____ |
| EDU TL 5468 | Reading Foundations | 3 | _____ |
| EDU TL 5469 | Understanding Phonics and Its Role in Instruction | 3 | _____ |
| EDU TL 5470 | Assessment and Instruction for Struggling Readers | 3 | _____ |
| EDU TL 5471 | Clinical Practice in Treating Reading Disabilities | 3 | _____ |
| OR | | | |
| EDU PAES 5738 | Teaching Reading to Students with Disabilities | | |

TOTAL HOURS: 43

1. Completion of this program leads to eligibility for licensure in the state of Ohio. Candidates must also pass the Praxis examination, meet appropriate FBI and BCI requirements, and apply formally for the license.