THE OHIO STATE UNIVERSITY
COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

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

Memo

August 4, 2015

To: Randy Smith, Vice Provost of Academic Programs
           Melissa Newhouse, Program Manager

CC: Andrew Zircher, Director of Assessment and Curriculum
           Sarah Odum, Curriculum Coordinator

From: Bryan Warnick, Associate Dean of Academic Affairs

RE: AA IN EARLY CHILDHOOD DEVELOPMENT AND EDUCATION AND CHANGE OF DELIVERY

The faculty and administration of the College of Education and Human Ecology (EHE) approve an Associate of Arts degree in Early Childhood Development and Education in the Department of Human Sciences to be offered through the Columbus campus online. The proposal was approved by the EHE Curriculum Committee.

Documents included with this request include:
1. Department letter of support
2. Program proposal
3. Proposed program sheet
4. Curriculum map
5. Support letters:
    a. Steve Fink, College of Arts and Sciences
    b. Eric Anderman, Department of Educational Studies
    c. Mollie Blackburn, Department of Teaching and Learning
    d. Laura Justice, The Crane Center for Early Childhood Research and Policy

EHE approves an Associate of Arts degree in Early Childhood Development and Education in the Department of Human Sciences to be offered through the Columbus campus online and requests approval from the Council on Academic Affairs. If there are any questions, please contact me at warnick.11@osu.edu or our curriculum coordinator, Sarah Odum, at odum.11@osu.edu.

THE OHIO STATE UNIVERSITY

May 21, 2015

E. Eugene Folden, Ph.D.
Chair, College Curriculum Committee
College of Education and Human Ecology
The Ohio State University

Dear Gene and committee members,

It is my pleasure to provide this letter in enthusiastic support of the Associate of Arts degree in Early Childhood Development and Education proposed by the Human Development and Family Science program area in the Department of Human Sciences. The program is well designed and several faculty members in our department will provide their expertise in this effort. I believe this degree program provides the unique opportunity to make a profound impact on childcare and educational settings on a national scale, while helping to provide an impetus for encouraging the students enrolled in this degree program toward further educational opportunities in Human Development and Family Sciences or Early Childhood Education.

Sincerely,

Carl M. Maresh, Ph.D.
Professor and Chair
Department of Human Sciences

College of EHE Curriculum Committee

May 15, 2015

Dear Committee members;

I am writing in my role as Program Leader for the Human Development and Family Science Program Area in the Department of Human Sciences. We have developed and are proposing an on-line Associates Degree program for child care/preschool teachers.   The proposed degree would be available to students from a wide area within and outside of Ohio. For those in Ohio it could lead to a Pre Kindergarten Associate credential with the Ohio Department of Education Board of Regents. This degree fits well within the scope of courses offered by HDFS and well within our areas of expertise.

In addition, Cynthia Buettner, a faculty member in the HDFS program area has created a virtual lab school in her work with the Department of Defense. This program allows members of the military and their partners to access high quality training material for becoming preschool teachers via on-line modules. The degree would provide another credential for those using the virtual lab school. The modules from the virtual lab school will count toward some of the proposed degree requirements.

We believe the availability of this degree will be a great benefit to the citizens of Ohio and to the children that these potential teachers will serve. The program area has most of the courses already within the curriculum and most of these are already offered in an on-line format. We have the resources needed to develop on-line versions of the other courses within the degree requirements as well. I fully support moving this proposed degree forward in the process of getting it approved.

Sincerely,

Suzanne Bartle-Haring, Ph.D.
Professor, Program Leader
Human Development and Family Science

-- ASSOCIATE OF ARTS PROPOSAL to CAA and Board of Regents --

1. General Information

Name of proposed program:
Early Childhood Development and Education (ECDE)

Degree students will receive upon completion of the program:
Associate of Arts

Proposed implementation date:
Summer 2016

Academic Units (e.g., department, college) responsible for administering the program:
Department of Human Sciences, Human Development and Family Science program area, College of Education and Human Ecology

Campuses of Offering:
Columbus

Mode of instruction:
On-line

2. Rationale

Describe the rationale/purpose of the program. Identify any unique characteristics or resources that mate it particularly appropriate for Ohio State to offer the proposed program.
Rigorously designed research studies have established the importance of high quality early childhood education both for the individual child and for the economic wellbeing of the US (Keys et al., 2013; Schweinhart et al., 2005). Furthermore, the evidence supporting the importance of high quality early childhood education to outcomes for children from vulnerable backgrounds is even more compelling (Mashburn, 2008; Peisner-Feinberg & Burchinal, 1997), leading to a variety of efforts to raise the general quality of early care and education in the US. Arguably, the most important quality element in early care and education settings is the teacher/care provider. Recent policy briefs have emphasized the need for increased and different skills for todays' early childhood educators. Policy papers or position statements from the National Association for the Education of Young Children (NAEYC) and the American Association of Colleges for Teacher Education (AACTE) argue that today's early care and education professionals need to understand both child development and family influences. In addition, there is a growing recognition of the need to integrate both knowledge of the critical domains in early childhood development as well as mastery of the skills needed to translate that knowledge into effective classroom practices (Hiebert, Gallimore, & Stigler, 2002; Korthagen, 2010).

At the same time, there is a critical need for well-articulated career pathways to equip our state and country with well-educated and highly-skilled early childhood care and education professionals. An increasing number of children under age six require non-parental child-care in the US (15 million children as of 2013), and, despite extensive research evidence of the impact of high-quality care on child outcomes, almost a third of those currently working with children under the age of four do not have a HS diploma (only 19% have any kind of a Bachelor's degree). As federal and state entities have raised the qualifications needed to work in various federal and state early childhood care and education initiatives (e.g., Early Head Start, Head Start, and Quality Rating and Improvement Systems), the Associate's degree in Early Childhood Education (ECE) has emerged as an important intermediary credentialing step between the basic Child Development Associate (CDA) credential and a Bachelor's degree in Early Childhood Education or Child Development in state and federal efforts to improve the quality of early care and education. For example, beginning in 2011, an associate, baccalaureate or advanced degree in early childhood education was the minimal requirement for a Head Start teacher, in 2013, the requirement moved to 50% of all Head Start teachers needing a Bachelor's degree in ECE and the Associate's degree becoming a preferred degree for teacher's assistants. Thus, there is a need to move people currently working in the field forward in terms of their knowledge, skills, and credentials. The proposed online Associate's degree focused on early childhood development and education is designed to meet this need.

The proposed degree program is also an opportunity to capitalize on the Department of Defense Child Development Virtual Laboratory School (VLS), which is an online professional development system designed to meet the training needs of the 34,000 early care and education personnel working with military-dependent children on Army, Navy, Marine, and Air Force installations. Under the direction of HDFS Associate Professor, Cynthia Buettner, the VLS has been developed to align with nationally-established competencies and standards for professionals working with children aged 0 to 12 in child and youth care and education settings. Although funded through a partnership between the Department of Defense and the US Department of Agriculture to meet the needs of military childcare personnel, the VLS is open and available to the millions working in childcare settings in the US.

Thus, the online Associate's degree is of immediate benefit to those working in military childcare and education settings. All personnel hired to work in military settings are required to complete the 15 core courses of the VLS, which align with several HDFS courses that are central to the proposed online Associate's degree. We anticipate being able to execute an articulation agreement that would allow acceptance of completed VLS courses as credit towards the AA degree. This does two things. First, it provides a pathway for military childcare workers to increase their skills and to obtain a degree that will help them establish a "portable" career as the vast majority of those working in military childcare settings are military spouses who are subject to frequent moves that disrupt their ability to further their education and to find work at each new assignment. Second, it immediately identifies a specific group for OSU to target for recruitment and enrollment in the degree.

Cite the benefits for students, the institution, and the region or state. Describe career opportunities and/or opportunities for graduate or professional study available to persons who complete the program. Describe any licensure, endorsement, or certification for which this program will prepare students.
The ability to link the VLS to the proposed degree program also has the potential to benefit the state of Ohio and the nation at large. States that have early learning challenge grants (Ohio is one) must find ways to improve the skills and quality of early childhood teachers and caregivers, including those who are home-based care providers. Online learning is the most cost-effective way to do this. Thus, the proposed degree, which in Ohio will lead to a Prekindergarten Associate License, will help the state as well as the nation at large meet training needs in the early childhood area. In addition, linking the proposed online degree with the VLS means that hundreds of thousands of early childhood caregivers who will be directed to the VLS site by the US Administration for Children and Families (Head Start/Early Head Start) as well as other national networks such as Zero to Three will be exposed to Ohio State as the university that developed the VLS and that offers additional opportunities for ECE credentials, the proposed Associate's degree. Ideally, the proposed Associate's degree would be followed in the future by development of an online Bachelor's degree in early childhood, allowing Ohio State to become a leader in improving the care and education of our youngest children.

3. Goals/Objectives and Evaluation of Program

Learning Goals:
1. Identify norms/milestones of typical and atypical child development: cognitive, language, psycho-social, and motor.   (HDFS 2410; ESSPED 5650)

2. Understand and apply the interrelationship of the developmental domains (physical, emotional, social, and cognitive) to early childhood education.   (HDFS 2410; ESEPHY 2309; Language Development Course)

3. Apply knowledge of child development and methodological approaches to create healthy, respectful, supportive and challenging learning environments for all young children, in their cultural contexts.   (HDFS 3450)

4. Understand and demonstrate the skills and strategies necessary for developing positive interpersonal relationships that support and empower children and their families. (HDFS 3450; HDFS 2200).

5. Plan, implement, and adapt developmentally appropriate activities for all young children, with sensitivity to individuals' needs, by using a variety of techniques and materials that encompass aesthetics, creativity, and a sound knowledge of child development. (Curriculum Course; Creativity Course)

6. Use developmentally appropriate guidance techniques to support constructive behaviors, promote development, and encourage positive relationships.   (HDFS 3450; HDFS 2350)

7. Establish and maintain responsible practices for promoting childhood health, safety, and nutrition. (KNSFHP 1103)

8. Comply with a variety of legal and organizational regulations, policies, ethical guidelines, and program standards associated with the provision of early childhood education services, including proper report and document preparation.   (Embedded in HDFS 3800)

9. Understand the goals, benefits, techniques, and responsible uses of assessment. (HDFS 3450; Curriculum Course).

How will learning outcomes be assessed?

Direct Measures:
1. Final Course Grades (FCG) in core required classes
2. Exam/paper evaluations in core required classes
3. Classroom discussion participation

Indirect Measures:
1. Instructor & Course Evaluations
2. Retention/Graduation of students in the AA Degree
3. Departmental faculty consultations on curriculum development and student academic performance

What will be the criteria for Success?

Direct Measures:
1. FCG's:
    a. FCG's of "C" or better in general education classes for 85% of students
    b. FCG's of "B" or better in core requirements classes for 75% of students

2. Exam/paper evaluations will conform to Bloom's Taxonomy of the Cognitive Domain
    a. exam questions will test ability to remember, understand, apply, analyze, evaluate, & create
Minimum acceptable criterion for this supporting outcome method (exam or paper) is 75% of students scoring 70% or higher on the identified assessment tasks for the measurement of achievement for this outcome. When 95% of the students obtain scores of 90% or higher on the selected assessment associated assignment, the performance standard constituting programmatic excellence for this learning outcome measure will be attained.

3. Classroom participation will be evaluated using Bloom's Taxonomy as a qualitative rubric

Indirect Measures:
1. Instructor and Course Evaluation: learning mastery @ 60% or better (5.0 based on 1-6)
2. Summary Reports by academic concentration: 60% or better
3. Departmental Meeting Minutes

4. Relationship to Other Programs/Benchmarking

Describe current programs in the department and how they relate to the proposed program:
Currently the HDFS program area within Human Sciences offers a BS degree in Human Development and Family Science with one program option, Family Science. The major requirements include courses in family development, human development across the life span, and intimate relationships. The electives offered include early childhood curriculum, prevention and intervention programming. ==Thus, we have the expertise to offer the proposed degree, but it will provide a more focused and specialized option for those interested in early childhood education.==

Identify any overlaps with other programs or departments within the university (append letters of concurrence or objections from related units):
The Department of Teaching and Learning in the College of Education and Human Ecology has proposed a tract of study in ECDE in one of their undergraduate majors. At a recent EHE Curriculum Committee, at which the chair of T&L was present, this AA proposal was discussed. The chair of T & L had no objections to the overlap in the curriculum and inferred that a letter of support would be given for this program.

Indicate any cooperative arrangements with other institutions and organizations that will be used to offer this program:
Eventually a formal arrangement will be created between OSU and DOD, however DOD wants the program to be in place before such an agreement is entered into.

Specify any articulation arrangements (direct transfer opportunities with other institutions that will be in effect for this program:
This topic is addressed in the rational for the degree.

Provide information on the use of consultants or advisory committees in the development of the program:
The faculty in HDFS will be working with two curriculum consultants in the construction of three new courses required for this degree: creativity/creative arts; language and literacy development in ECDE; development of ECDE curriculum.

Indicate if this program or a similar program was submitted for approval previously:
To the best of our knowledge no other programs in the College or across the University offer this curriculum and no program like this has been submitted for approval in the past.

Indicate where students will be drawn from e.g., existing academics programs, outside of the university. Estimate the mix of students entering the program internally and externally.
The articulation arrangement with the Department of Defense and the VLS will allow those in the DOD to more easily obtain an associate's degree if they so desire, and will allow those not in the DOD to have access to the VLS in order to obtain the virtual experience that other degrees in early childhood education do not offer.

5. Student Enrollment

Indicate the number of students you anticipate will be admitted to the program each year for the first four years of the program (full-and part time if appropriate). Indicate any estimated summer enrollment if appropriate.
50 in 2016-2017; 100 in 2017-2018; 200 in 2018-2019; 400 in 2019-2020; 600 in 2020-2021

6. Curricular Requirements

Provide curriculum advising sheet formatted to meet the unit's standards. (If the program has multiple specializations / sub-plans, multiple advising sheets may be attached.)
See attachment

List the courses (department, title, credit hours, description) which constitute the requirements and other components of the major. If any courses have prerequisites, please indicate so. Indicate which courses are currently offered and which ones will be new, which ones will be changed, and which ones may need to be withdrawn.
FYI. Required coursework is based on "best practices" as evidenced by similar associate of arts degree programs across the USA, and on pre-kindergarten associate standards as stated by the Ohio Department of Education.

HDFS 2200 -- Family Development
3 credit hours; course is currently offered online. No changes anticipated.
Dynamics of family interaction over the life cycle; emphasis on developmental, social, and cultural influences on the family experience. No Prereq. GE soc sci indivs and groups course.
This course is a Virtual Lab School Equivalent.
This course is correlated with learning goal #4.

HDFS 2410 -- Child Development
3 credit hours; course is currently offered online. No changes anticipated.
Study of the nature, nurture, and development of children from conception through the childhood years. No Prereq. GE soc sci indivs and groups course.
This course is a Virtual Lab School Equivalent.
This course is correlated with learning goal #1 and #2.

HDFS 3450 -- Managing and Supporting Behavior in Social Contexts
3 credit hours; course is currently offered but NOT online. **Change anticipated – to make online.**
Examines strategies to help promote adaptive behavior in home, school, and community contexts. Students will learn strategies for managing and preventing behavioral problems and develop an understanding of behavior management practices. Prereq: Soph, Jr, or Sr standing; or permission of instructor.
This course is a Virtual Lab School Equivalent.
This course is correlated with learning goal #3, #4 & #6.

KNSFHP 1103 -- Health and Wellness in America
2 credit hours; course is currently offered online. No changes anticipated.
A study of student health problems; designed to foster understandings and attitudes needed for intelligent decision-making related to present and future health needs. No Prereqs.
This course is a Virtual Lab School Equivalent.
This course is correlated with learning goal #7.

HDFS 3800 -- Professional Development
1 credit hour; course is currently offered but NOT online.   **Change anticipated – to make online**.
The professional: performance, role in society, position securement, involvement in organizations, and continuing development. Students are encouraged to take this course early in the major. No Prereqs.
This course is a Virtual Lab School Equivalent.
This course is correlated with learning goal #8.

HDFS 3189.01-- Field Work with Children
1 credit hour; course is currently offered. No online component necessary. No change anticipated.
Field Work for students who are interested in working with children.
Prereq: 2410, and Jr or Sr standing; or permission of instructor. Repeatable to a maximum of 6 cr hrs or 6 completions.

ESEPHY 2309 -- Psychological Perspectives of Education
3 credit hours; course is currently offered online. No changes anticipated.
Examination of research, theory, and practice pertaining to important aspects of learning and teaching; the nature of learners, cognition, problem solving, motivation, teaching approaches and assessment. No Prereqs.
This course is correlated with learning goal ##2

ESSPED 5650 -- Introduction to Exceptional Children
3 credit hours; course is currently offered but NOT online. **Change anticipated – to make online.**
An overview of the education of exceptional learners including a discussion of their characteristics and a review of historical approaches to their education and of contemporary educational practices. No Prereqs.
This course is correlated with learning goal #1.

HDFS 2800 -- Promoting Early Language and Literacy Development in ECDE
3 credit hours; no course currently exists. **New Course – develop an online course.**
This course focuses on theories of language development, the sequence of speech and language development and differentiating between normal and atypical speech. Emphasis will also be placed on the teacher's role in facilitating communication and literacy skills, on planning and implementing appropriate language and literacy activities, on selecting and using literature to enhance language development, and on supporting children and families whose first language is not English. No Prereqs.

This course is correlated with learning goal #2.
This course will be developed by Dr. Laura Justice, EHE Distinguished Professor, Teaching and Learning Administration; Crane Center for Early Childhood Research and Policy

HDFS 2810 – Developing Age Appropriate Curriculum in ECDE
3 credit hours; no course currently exists. **New Course – develop an online course**.
This course presents an overview of care giving for infants and toddlers in group settings. Developmentally appropriate programming for infants and toddlers is emphasized across developmental areas through routines, environment, and experiences with a focus on language and brain development. The role of staff and parent relationships is explored as well as Ohio's Rules for Licensed Child Care Centers. No Prereqs.
This course is correlated with learning goal #5
This course will be developed by Dr. Sarah Schoppe-Sullivan, Professor, Human Development and Family Science; Director – Crane Center for Early Childhood Research and Policy.

HDFS or EDUT&L 2820 – Creativity and the Creative Arts in ECDE
3 credit hours; no course currently exists. **New Course – develop an online course.**
This course deals with the principles of creativity and its importance in the life of the young child. Focus is on the sequence of development in the child's use of creative material. Techniques for creative arts, movement and music will be explored, demonstrated and implemented. Environments that support and encourage creativity will be discussed. Students will develop and evaluate materials, objectives and activities in these areas. No Prereqs.
This course is correlated with learning goal #5.
This course will be developed by . . . .

HUMN NTR 2210 -- Human Nutrition
3 credit hours; course is currently offered online. No changes anticipated.
Basic principles of biological science, emphasizing the interaction between nutrients and physiological (including cellular) processes. No Prereqs.
This course is a required GEN ED course.

PSYCH 1100 – Introduction to Psychology
3 credit hours; course is currently offered online. No Changes anticipated.
A prerequisite to advanced courses; a broad survey of psychological science. Application of the scientific method to the empirical study of behavior with emphasis on individual and cultural differences. No Prereqs.
This (or SOC 1101) is a required GEN ED course.
or
SOC 1101 – Introductory Sociology
3 credit hours; course is currently offered online. No changes anticipated.
Fundamental concepts of sociology and introduction to the analysis of social problems and interactions (e.g. wealth, gender, race, inequality, family, crime) using sociological theories. No Prereqs.
This (or PSYCH 1100) is a required GEN ED course.

HDFS 2350 – Parenting
3 credit hours; course is currently offered online. No changes anticipated.
Identification and examination of the theoretical approaches applicable to child rearing in families; emphasis on developing practical skills for working with parents and children. No Prereqs.
This is a required GEN ED course.

Include a curriculum 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 Attachment

If the program has an associate pre-major or area of interest, describe proposed pre-major requirements, which may include prerequisite courses and any minimum grade point or specialized grade point hour requirements.
There are no pre-major requirements.

State the minimum number of credits required for completion of the major.
28 credits in major courses; 32 credits in GEN ED courses**.**

State the average number of credits expected for a student at completion of the major.
28 credits in major courses; 32 credits in GEN ED courses.

Submit a sample four-year student plan which gives the average number of credits taken per semester by a typical student.

Su 2016	Au 2016	SP 2017	Au 2017	Sp 2018	Su 2018
	English 1110.01	2nd writing course	HUMN NTR 2210	Physical Science	
	Math 1116	History Choice	HDFS 2350	ESSPED 5650	
	HDFS 2200	HDFS 2410	HDFS 3450	SS Choice	
	PSYCH 1100	LIT or VIS/PER Art	ESEPSY 2309	Promoting EL Development	
	HDFS 3800	KNSFHP1103	Creativity	Curriculum	
				HDFS 3189.01	
	15 credit hours	15 credit hours	15 credit hours	15 credit hours	

Give the number of credits students are required to take in other departments; list the departments, number of credits, and level (lower-division undergraduate, upper-division undergraduate, or dual career undergraduate/graduate).
Educational Studies (2 courses, 6 credits); one lower-division and one upper division
English (1 course, 3credits); lower-division undergraduate
Math (1 course, 3 credits); lower-division undergraduate
Psychology (1 course, 3 credits); lower-division undergraduate
Or
Sociology (1 course, 3 credits); lower-division undergraduate
EDU T & L 2820 (1 course, 3 credits, recommended course); lower-division undergraduate

Give the number of credits a typical student might take as electives in other departments; list the department, number of credits, and level (lower-division undergraduate, upper-division undergraduate, or dual career undergraduate/graduate).

There are no electives in this degree

Describe other major requirements in addition to course requirements: e.g., examinations, internships, final projects.

There are no other course requirements

Identify the specialized professional association(s) from which accreditation will be sought. List any additional resources that will be necessary to gain such accreditation.

There is no accreditation associated with this degree

Describe the number and qualifications of faculty. List the current faculty, areas of expertise, and whether they have full-time or part-time status.

There are 12 full-time faculty members in HDFS/HS with expertise in child, youth, and adult development in the context of the family.

Suzanne Bartle-Haring, Ph.D. Professor: development of self within the family system, methodology and measurement, Couple and Family Therapy

Michael Betz, Ph.D., Assistant Professor: regional and urban economics, poverty, public policy.

Cynthia Buettner, Ph.D., Associate Professor, at-risk children and their families, early childhood education systems.

Xin Feng, Ph.D. Associate Professor, interplay of temperament, parenting behavior and contextual influences on the development of emotion regulation and emotional problems in early and middle childhood.

Eugene Folden, Ph.D. Associate Clinical Professor: development in later life, aging, coping with loss, maintaining sibling ties later in life, family theory.

Claire Kamp Dush, Ph.D., Associate Professor: development of romantic relationships across the lifespan, examining how romantic relationship experiences and transitions shape individual development.

Keeley Pratt, Ph.D., Assistant Professor: intergenerational family factors that contribute to modifiable treatment of child/adolescent obesity, evaluation of intervention, Medical Family Therapy.

Kelly Purtell, Ph.D., Assistant Professor: Influence of family poverty on adolescent's expectations and preparation for the transition to adulthood, educational settings' influence on academic development of economically disadvantaged youth.

Sarah Schoppe-Sullivan, Ph.D., Professor: family influences on young children's socio-emotional development, co-parenting relationships, fathering.

Natasha Slesnick, Ph.D., Professor: families and adolescents with issues pertaining to homelessness, substance abuse, child abuse, depression, high risk behaviors, development and evaluation of interventions for runaway and homeless youth and their families.

Anastasia Snyder, Ph.D., Associate Professor: family demography, family formation patterns, changing family structure and family contexts for children, youth development.

Deanna Wilkinson, Ph.D. Associate Professor: urban issues, crime and violence, at-risk youth, adolescent development, quantitative and qualitative methods.

Describe the number and type of additional faculty needed in the same manner.
It is anticipated that as the program flourishes one additional faculty member will be hired to provide leadership over the curricular and field work requirements in maintaining licensure standards in ECDE.

Describe existing facilities, equipment, and off-campus field experience and clinical sites to be used. Indicate how the use of these facilities, equipment, etc., will impact other existing programs.
Existing facilities are sufficient, however when the program grows a distance learning lab will be beneficial.

Describe additional university resources (including advisors and libraries) that will be required for the new major.
None

Describe the major as it would appear in the appropriate college bulletin.
The Associate of Arts degree in Early Childhood Development and Education prepares individuals to work with young children (birth to age 5) in a variety of educational and care settings, i.e., nursery schools, day care centers, etc. Upon successful completion of this degree students may be able to apply most of the coursework toward a bachelor's degree in HDFS or early childhood education.   In the State of Ohio, this associate degree leads to Associate Licensure in Pre-Kindergarten Education.

EHE Curriculum Committee - Unit Head Check-List

Concurrence
☐ Has a good faith effort to obtain letters of concurrence from appropriate units across the university been made?

Unit Approval
☐ Did appropriate faculty committees review and approve the proposal in accordance with department rules and patterns of administration?

Rationale
☐ A rationale for the new course/program. Why is the new course/program necessary?
☐ Has the evidence for the need been provided?
☐ Was a curriculum map provided?

Fiscal Impact for:
☐ Establishing a New Course
☐ Does this course replace an existing course (i.e., another course will be deactivated)?
☐ Will the course require new continuing resources?
☐ What new resources will be needed on an on-going basis to offer the course? Examples include GA's, fee auths, lecturers, faculty, space, expendables, supervision cost?
☐ Who is the target audience for the course?
☐ What is the expected course size, the minimum and the maximum number of students to enroll?
☐ Is this course being proposed as a substitution for another course?

Fiscal Impact for:
Establishing a New Program
☐ Has a Fiscal Impact Form been completed (See EHE Curriculum Handbook, Appendix I: Fiscal Impact Statement for New Degree Programs)?

EARLY CHILDHOOD DEVELOPMENT and EDUCATION
ASSOCIATE OF ARTS DEGREE
(Department of Human Sciences, HDFS Program Area, College of Education and Human Ecology)

(Effective for NFQF and new transfer students admitted to the College of Education and Human Ecology from Summer Semester 2016 through Spring Semester 2017)

COURSE & NUMBER	HR	GR	sm/yr	COURSE & NUMBER	HR	GR	sm/yr
UNIVERSITY REQUIREMENTS (32)				**CORE REQUIREMENTS (28 hours)**			
				HDFS 2200 family development (Virtual Lab School Equivalent)	3	dl	
Writing and Related Skills **(6)**				HDFS 2410 child development (Virtual Lab School Equivalent)	3	dl	
				HDFS 3450 managing and supporting behavior in social contexts (Virtual Lab School Equivalent)	3	ndl	
English 1110.01 or 1110.02 or 1110.03	3	dl		KNSFHP 1103 health and wellness in America (Virtual Lab School Equivalent)	2	dl	
Second level writing course -- HDFS 2367 recommended	3	dl		HDFS 3800 professional development (Virtual Lab School Equivalent)	1	ndl	
Quantitative and Logical Skills **(5)**				ESEPSY 2309 psychological perspectives of education	3	dl	
Math 1116	5	dl		ESSPED 5650 into exceptional children	3	ndl	
				HDFS 3189.01 field work with children	1		
Natural Science **(6)**							
Human Nutrition 2210	3	dl		HDFS 2800 promoting early language & literacy development in ECDE (there is no such course; it will need to be created)	3	ndl	
Physical Science choice – Chem 1100 recommended	3	dl		HDFS 2810 developing age appropriate curriculum for ECDE (there is no such course; it will need to be created)	3	ndl	
				HDFS 2820 or EDU T & L 2820 creativity and the creative arts in ECDE (there is no such course; it will need to be created)	3	ndl	
Humanities **(6)**							
Literature or Visual/Performing Art choice	3	dl					
History choice	3	dl					
Social Science **(9)**							
Psych 1100 or Soc 1101	3	dl					
HDFS 2350	3	dl					
Choice	3	dl					
dl = distance learning							
ndl = no distance learning				**MINIMUM SEM HR REQUIRED**	60		

April 15, 2015

Curriculum Map for the Associate of Arts Degree, EDCE

Required Courses:	Identify norms/milestones of typical and atypical child development: cognitive, language, psycho-social, and motor	Understand and apply the interrelationship of the developmental domains (physical, emotional, social, and cognitive) to early childhood education.	Apply knowledge of child development and methodological approaches to create healthy, respectful, supportive and challenging learning environments for all young children, in their cultural contexts	Understand and demonstrate the skills and strategies necessary for developing positive interpersonal relationships that support and empower children and their families.	Plan, implement, and adapt developmentally appropriate activities for all young children, with sensitivity to individuals' needs, by using a variety of techniques and materials that encompass aesthetics, creativity, and a sound knowledge of child development	Use developmentally appropriate guidance techniques to support constructive behaviors, promote development, and encourage positive relationships.	Establish and maintain responsible practices for promoting childhood health, safety, and nutrition	Comply with a variety of legal and organizational regulations, policies, ethical guidelines, and program standards associated with the provision of early childhood education services, including proper report and document preparation.	Understand the goals, benefits, techniques, and responsible uses of assessment
HDFS 2200				beginning					
HDFS 2410	beginning	beginning							
HDFS 3450			intermediate			intermediate			intermediate
KNSFHP 1103				intermediate			beginning		
HDFS 3800								intermediate	
HDFS 3189.01									
ESEPSY 2309		beginning							
ESSPED 5650	intermediate								
HDFS 2800		beginning							
HDFS 2810					beginning				beginning
HDFS or EDU T & L 2820					beginning				
HDFS 2350						beginning			
PSYCH 1100 or SOC 1101	beginning	beginning	beginning						
HUMN NTR 2210							beginning		

July 22, 2015

Dr. Carl Maresh, Chair
Department of Human Sciences
College of Education and Human Ecology
The Ohio State University

Dear Dr. Maresh:

I am writing to convey to you the College of Arts and Sciences' strong support for the development of an Associate of Arts Degree in Early Childhood Development and Education. This degree, developed by the Department of Human Sciences in collaboration with the College of Arts and Sciences (where the AA degree officially resides, and which offers the bulk of the General Education courses offered to students pursuing this degree), is to be delivered as an on-line distance education program. The immediate target audience for this program is early care and education personnel working with military-dependent children at US military installations, and the AA program builds upon the work already done by HDFS with the Department of Defense Child Development Virtual Laboratory School (VLS).

The College of Arts and Sciences has worked closely with EHE to coordinate the Early Childhood curriculum with the General Education requirements for the AA degree. Independent of this particular degree program, the College of Arts and Sciences has been—and continues to be—engaged in developing on-line versions of many of our most popular General Education courses, and we are quite proud of the very high quality of the General Education courses that have been developed. These courses, developed by some of our most outstanding faculty, are identical in content and curricular learning goals to our traditional in-person courses, but have been adapted, with the assistance of Arts and Sciences Technical personnel and the OSU Office of Distance Education and e-Learning, for state-of-the-art on-line delivery.

We believe that this Associate of Arts program incorporates a uniformly strong curriculum, both in terms of the Early Childhood and the General Education components. We are enthusiastic about its value and potential. This on-line Associate Degree program fills a very real need for our country and military families. It is an opportunity for OSU to engage new national and global audiences, while it contributes to OSU's commitment to expanding our on-line course and program offerings. The program has the unqualified support of the College of Arts and Sciences.

Sincerely,

Steve Fink, Associate Executive Dean

THE OHIO STATE UNIVERSITY

College of Education and Human Ecology

Department of Educational Studies

121 Ramseyer Hall
29 West Woodruff Avenue
Columbus, OH 43210-1177

614-688-5721 Phone
614-292-3415 Fax

http://ehe.osu.edu/educational-studies

May 27, 2015

Dr. Gene Folden
Chair, EHE College Curriculum Committee
Department of Human Sciences
The Ohio State University
College of Education and Human Ecology
129 Campbell Hall
Columbus, OH 43210

Dear Dr. Folden and Curriculum Committee Members:

On behalf of the Department of Educational Studies, I am writing to provide support and concurrence for the proposed AA degree in Early Childhood Development and Education. The faculty in the Department of Educational Studies are committed to working with others in the college toward the success of this new program.

Specifically, we agree to create an on-line section of ESSPED 5650. We also agree to have flexible caps on enrollments for ESEPSY 2309 and ESSPED 5650. Most years we also offer multiple sections of these courses, so enrollments should not be any problem.

Please feel free to contact me if I can provide you with any additional information.

Sincerely,

Eric M. Anderman
Chair, Department of Educational Studies

H. Eugene Folden, Ph.D.
1787 Neil Avenue
129 Campbell Hall
Columbus, OH 43210
614-292-5676
Folden.1@osu.edu

May 6, 2015

Dear Dr. Folden:

I write to offer concurrence on the Associate of Arts Degree in Early Childhood Development and Education (ECDE) proposal being submitted by the Human Sciences Department in the College of Education. I have spoken with Brian Edmiston, the convener of the specialization in Drama and Art Teaching and Learning (DArTL) within the Department of Teaching and Learning, and he is committed to developing an on-line course on creativity and the creative arts in early childhood developmental education (ECDE). We understand that increasing numbers of students in the AA Degree will require either flexible caps on enrollment in or multiple sections offered of the newly developed course. Please keep us informed as this proposal moves forward.

Sincerely,

Mollie V. Blackburn, Ph. D.
Professor and Vice Chair of Undergraduate Studies
Department of Teaching and Learning
College of Education and Human Ecology
The Ohio State University
200 Ramseyer Hall
29 West Woodruff Avenue
Columbus, OH 43210-1172
(w) 614-247-7310
Blackburn.99@osu.edu

FYI

From: Schoppe-Sullivan, Sarah
Sent: Wednesday, April 15, 2015 4:01 AM
To: Folden, H
Subject: FW: HDFS AA program

Gene,

Laura responded affirmatively/positively – see below!

Sarah

From: Justice, Laura
Sent: Wednesday, April 15, 2015 2:22 AM
To: Schoppe-Sullivan, Sarah
Subject: RE: HDFS AA program

This is great and I'm very excited to support it. I would be happy to develop that course (the first one) and maybe could do it as my load next year. Or just move into HDFS.

The answer is yes to all.

Have fun in Sweden!

From: Schoppe-Sullivan, Sarah
Sent: Tuesday, April 14, 2015 3:23 PM
To: Justice, Laura
Subject: HDFS AA program

Hi Laura,

Greetings from Sweden!

Right before I left I spoke to Gene Folden, the head of curriculum for Human Sciences, about the proposal for an AA degree in *Early Childhood Development and Education (ECDE)*. Please see the attached documents – but please do not share these with others right now. They are not yet ready for distribution.
Gene wanted to know two things from us:

(1) if the SFC/CCEC would be interested in helping to develop two of the online courses necessary for this program:

HDFS 2800 -- Promoting Early Language and Literacy Development in ECDE
3 credit hours; no course currently exists. **New Course – develop an online course.**
This course focuses on theories of language development, the sequence of speech and language development and differentiating between normal and atypical speech. Emphasis will also be placed on the teacher's role in facilitating communication and literacy skills, on planning and implementing appropriate language and literacy activities, on selecting and using literature to enhance language development, and on supporting children and families whose first language is not English. No Prereqs.

HDFS 2810 – Developing Age Appropriate Curriculum in ECDE
3 credit hours; no course currently exists. **New Course – develop an online course**.
This course presents an overview of care giving for infants and toddlers in group settings. Developmentally appropriate programming for infants and toddlers is emphasized across developmental areas through routines, environment, and experiences with a focus on language and brain development. The role of staff and parent relationships is explored as well as Ohio's Rules for Licensed Child Care Centers. No Prereqs.

(2) If SFC/CCEC would be willing to contribute a letter of support for the name of the proposed program: Early Childhood Development and Education. Gene is anticipating some pushback regarding use of the word "education" but we both feel strongly that this word is more appropriate than other terms (i.e., "care" for example).

Let me know what you think. Thanks!

Sarah