



## Memo

March 10, 2016

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

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

From: Bryan Warnick, Associate Dean of Academic Affairs

### **RE: CURRICULUM UPDATE: SELECT MAJORS FROM THE DEPARTMENT OF HUMAN SCIENCES**

The faculty and administration of the College of Education and Human Ecology (EHE) have approved revisions for the following majors in the Department of Human Sciences:

- Bachelor of Science in Education, major in Sport Industry,
- Bachelor of Science in Health Promotion, Nutrition and Exercise Science, major in Health Promotion, Nutrition and Exercise Science,
- Bachelor of Science in Human Development and Family Science, major in Human Development and Family Science,
- Bachelor of Science in Education, major in Physical Education, Sport, and Physical Activity, specialization in Physical Activity Specialist, and
- Bachelor of Science in Education, major in Physical Education, Sport, and Physical Activity, specialization in Physical Education Teacher Education.

The proposal was approved by the EHE Curriculum Committee. The curriculum updates are the result of a Department initiated review of undergraduate majors in the Department of Human Sciences.

In Winter of 2015 the Chair and Associate Chair for Curriculum in the Department of Human Sciences asked program area faculty to complete a program review of undergraduate majors. The purpose of the review as stated by Gene Folden was that such a *review will provide a systematic way for a department to improve majors by examining:*

1. *Adequacy of resources needed to sustain a quality program of study;*
2. *Continued ability to address market demand;*
3. *Currency of the curriculum within the evolution of the discipline or field (e.g. meeting the educational needs of students); and*
4. *Success of the program in terms of student learning, student's ability to get jobs, and/or student's ability to pursue graduate education.*

*The overall goal of the major review was to assist faculty in the academic program areas in:*

1. *Articulating the current and future relevance of their major;*
2. *Articulating the current and future viability of their major;*
3. *Articulating ways to make their major the best major possible in a cost effective way;*
4. *Providing evidence of current and future needs of the major.*

The department stated that, "Results from the review help reaffirm the department's commitment to a program/major area, confirm the program/major's linkage with the department's mission and strategic plan, and provide useful data for the department's planning cycle."

By June 2015 data was gathered using an instrument which included:

1. An Introduction of the major
2. Major goals and description
3. Peer program/major comparisons
4. Career
5. Quality of scholarly and creative work
6. Other data: learning outcomes, descriptive statistics, graduation survey results, time to degree, 4 year plans and course prerequisites

Over the summer the department reviewed the data and in Autumn 2016 faculty began working towards making curriculum revisions. The program revisions presented are the result of numerous meetings and conversations, collaborations, creative thinking, and dedication.

Each attached proposal includes:

- Department letter of support,
- Program proposal,
- Proposed and current program sheet, and
- Supporting materials including curriculum maps, 4 year plans, 2+2 plans, etc.

The following proposals are also anticipated to be at CAA soon:

- Bachelor of Science in Hospitality Management, major in Hospitality Management,
- Bachelor of Science in Human Ecology, major in Consumer and Family Financial Services, and
- Bachelor of Science in Human Ecology, major in Fashion and Retail Studies.

EHE approves the revisions to the majors above in the Department of Human Sciences and requests approval from the Council on Academic Affairs. If there are any questions, please contact me at [warnick.11@osu.edu](mailto:warnick.11@osu.edu) or our curriculum coordinator, Sarah Odum, at [odum.11@osu.edu](mailto:odum.11@osu.edu).



January 21, 2016

Sarah A. Odum, MA  
Curriculum Coordinator  
College of Education and Human Ecology Academic Affairs  
172 Arps Hall  
1945 N High Street Columbus, OH  
43210

Dear Sarah,

The members of the Department of Human Sciences undergraduate studies committee unanimously approved the proposed changes in the Sport Industry major to be effective Summer Semester 2016 (see attached letter from Dr. Brian Turner). None of the changes will require additional resources by the department.

I hope these changes can be voted on by the college curriculum committee at its January.

Let me know if you need anything further from me.

Sincerely,

H. Eugene Folden, Ph.D.  
Associate Chair, Curriculum, HS  
Chair, College Curriculum Committee  
Associate Professor, Clinical  
Department of Human Sciences  
College of Education and Human Ecology  
1787 Neil Avenue  
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January 21, 2016

Dear Human Sciences Undergraduate Curriculum Committee:

The Sport Industry Faculty propose changes to the undergraduate Sport Industry major. These changes have been made in consultation with Carl Maresh, Gene Folden, and Brian Focht from the Department of Human Sciences and Andy Zircher and Bryan Warnick from the College of Education and Human Ecology administration. This letter indicates the changes to the Sport Industry major and provides a rationale for these changes.

The Sport Industry major has shown tremendous growth in recent years. This spring, all core classes are full with waitlists (some very large). The Sport Industry faculty (with the assistance of Andy Zircher) examined curriculum at peer institutions. Additionally, the faculty reviewed the results from the questionnaire completed by graduates of the major. Based on this research and discussion with administrators of the Department of Human Sciences and the College of Education and Human Ecology, the Sport Industry faculty proposes the following changes to the Sport Industry major:

1. **Reduce the total Major hours from 51 to 42 hours.**

a. **Major Core Requirements (21 hours, down from 27)**

Based on feedback from the review of peer institutions and survey of graduates, the faculty decided to move KNSISM 4615 (Sport & Social Values) and KNSISM 5626 (Sport & Popular Culture) from the Major Requirements to Group A (see attached Sport Industry Sheet – start summer 2016).

b. **Group A (12 hours)**

Previously, the curriculum stated “Select 12 credits from Group A and B with at least 6 hours from Group A.” The courses in Group A are all within Kinesiology, with all but two courses in KNSISM.

c. **Group B (9 hours)**

As stated above, students had to select 12 hours from Group A and B. They will now select 9 hours from Group B. All but three of the choices are outside Kinesiology, giving students to learn specifically from other areas.

d. **Eliminated the Focused Concentration**

Previously, this area required 12 hours. If students want to get a minor in General Business (or a second major), they can use their free electives.

2. **Add 9 elective hours.**

As a result of the changes highlighted above, there is now the flexibility for students in the Sport Industry elective to pursue additional elective courses beyond the Major Requirements. They now have 27-31 elective hours, up from 18-22 (depending on math placement). These electives could be used to pursue additional courses that would be of interest to the student based on their future

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**Human Nutrition**  
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**Kinesiology**  
PAES Building, First Floor  
305 West 17<sup>th</sup> Avenue  
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career aspirations. In addition, these electives: a) allow students to get a minor (e.g., General Business) or a second major; b) create some flexibility for students transferring into the major late; and c) assist the students in graduating in a timely fashion.

The faculty believe these changes will give students more flexibility in completing their undergraduate degree (in four years) and will hopefully reduce the number of students on the waitlist for each required course. The changes also put us more in line with peer institutions and allows more specialization based on each student's interests.

Sincerely,

A handwritten signature in dark ink, reading "Brian A. Turner". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Brian A. Turner, Ph.D.  
Associate Professor  
Faculty Undergraduate Representative for Sport Industry  
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614.247.8374

# BACHELOR OF SCIENCE IN EDUCATION, Sport Industry

## Program Sheet

Effective for students admitted to the College of Education and Human Ecology beginning Summer 2016

COURSE & NUMBER	HRS	GR	SM/YR	COURSE & NUMBER	HRS	GR	SM/YR
<b>UNIVERSITY REQUIREMENTS (46-50 semester)</b>				<b>MAJOR REQUIREMENTS (42)</b>			
<b>Writing (6)</b>				<b>Core Course Requirements (21)</b>			
ENGLISH 1110.01 or 1110.02 or <sup>1</sup> 1110.03	3			KNSISM 3208- The Sprt Indstry	3		
<sup>2</sup> 2 <sup>nd</sup> Level Writing Course (2367)	3			KNSISM 3189- Fld Exp: Intro Exp in Schl System	3		
<b><sup>3</sup>Literature (3)</b>	3			KNSISM 4245- Ldrshp &Prgming in Sprts Indstry	3		
				KNSISM 4411-College Sprt	3		
<b><sup>3</sup>Arts (3)</b>	3			KNSISM 4509- Sprt Mrkting & Prmtn	3		
				KNSISM 4607- Lgl Aspcts of Sprt	3		
<b>Math (3-7)</b>				KNSISM 4900- Research: Sprt Indstry	3		
Math Placement M or higher, MATH 1130, 1148 or Equiv	0-4						
Next Math course past placement, MATH 1131, or other course from university approved Math & Logical Analysis list (Recommended: CSE 1111)	3			<b>GROUP A COMPLETE AT LEAST 12 SEMESTER CREDITS FROM THE FOLLOWING CHOICES (12)</b>			
				KNSISM 2260- Spt in Contemp Amer	3		
<b>Data Analysis (3)</b>				KNPE 2262- Cching the Yng Athlete	3		
STAT 1350 or 1430 or 1450	3			KNSISM 4191- Intrnshp: Sprt Indstry	6		
				KNSISM 4615- Sprt & Social Values	3		
<b><sup>4</sup>Science (10)</b>	10			KNSISM 5610- Wmn's Sprt Hstry	3		
Take two or three science courses totaling at least 10 credits from University approved GE list. At least one course must have a lab. At least one course must be a Biological Science and one must be a Physical Science.				KNSISM 5611- Premodern Sprt	3		
				KNSISM 5614- Sprt & Sexuality	3		
				KNSISM 5626- Sprt & Pop Cltre	3		
				KNSISM 5690 - Cultural Theories of Sprt	3		
<b>Historical Study-</b> KNSISM 2210	3			KINESIO 5194- Grp Stds in Kinesiology	3		
<b><sup>2</sup>Social Science (6)</b>							
<sup>2</sup> PSYCH 1100- (recommended)	3			<b>GROUP B COMPLETE AT LEAST 9 SEMESTER CREDITS FROM THE FOLLOWING CHOICES (9)</b>			
ECON 2001.01- (recommended)	3			See back of page			
<b>Culture &amp; Ideas or Historical Study-</b> KNSISM 2211	3						
<b>Open Options (6)</b>				Major Admission Requirement: Completion of 12 OSU credit hours with a 2.75 or higher CGPA			
HDFS 2200- (recommended)	3						
CONSCI 2910- (recommended)	3						
<b>EHE 1100 (1)</b>	1						
<b>ELECTIVES (27-31)</b>				<b>CREDIT HRS REQUIRED</b>	120		
KNSFHP 1137- (recommended)							

<sup>1</sup> English 1110.03 must be taken concurrently with English 1193.03

<sup>2</sup> Students must complete one Social Diversity in the US course, which may be met by taking PSYCH 1100 or by selecting a 2367 or Social Science course that meets this requirement.

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

<sup>4</sup> Two or three courses are needed to complete this requirement. Choose one biological and one physical science course. At least one course must contain a lab.

<sup>5</sup> Courses complete General Business minor requirements, when a grade of C- or higher is received in each minor course and the minor is declared with the College Office. Prerequisites to General Business minor courses include Math 1130 or 1148 or equiv. or higher, Econ 2001.01 or equiv., and CSE 1110 or higher.

<b>Group B</b> Credit hours selected from Group A plus Group B must equal at least 9 hours			
	<b>HRS</b>	<b>GR</b>	<b>SM/YR</b>
BUSMHR 2210 – Personal Leadership and Team Effectiveness	3		
BUSMHR 3211 – Leadership and Character	3		
CLAS 2205 – Sports and Spectacle in the Ancient World	3		
COMLDR 3530 – Foundations of Personal and Professional Leadership	3		
COMLDR 4430 – Leadership in Teams and Community Organizations	3		
COMLDR 5350 – Youth Organizations and Program Management	4		
COMM 3413 – Media Entertainment	3		
COMM 3425 Media Management	3		
ECON 4830 – Economics of Sports (prerequisite-Econ 2001.01, or .02, or .03)	3		
ESHESA 2570 – Team and Organizational Leadership	3		
HCS 3370 – Sports Turf Management	3		
HDFS 2420 – Adolescence and Emerging Adult Development	3		
HTHRHS 5550 – Survey of Sports Medicine	3		
KNPE 5657 – Sport and Disability	3		
KNSFHP 1102 – First Aid and CPR	2		
KNSISM 5630 – Recreational Sport Leadership	3		
PHYSICS 1110 – The Physics of Sports	3		
PSYCH 2420 – Psychology Applied to Sport (prerequisite-Psych 1100 or 1100h)	3		
SOCIOL 4655 – Sociology of Sport	3		
SOCWORK 2110 – Prevention & Youth Development through Sport, Recreation, and Play	3		
WGSST 4403 – Gender and Leadership	3		
<b>NOTE:</b>			

**1. Curriculum Map (B = Beginner; I = Intermediate; A = Advanced By Program Learning Goals)**

<b>Required Courses Offered By Program</b>	<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>	<b>Goal 4</b>
<b>Required Core Courses</b>				
Sport Industry 3208	B		B	B
Field Experience 3189	B	B		B
Leadership and Programming in the Sport Industry 4245	A			A
College Sport 4411			I	I
Sport Marketing and Promotion 4509	A			A
Legal Aspects of Sport 4607	A		A	A
Researching the Sport Industry 4900	A		A	A
<b>Group A (12 Semester hrs of electives are required)</b>				
Sport in Contemporary America 2260			B	
Coaching the Young Athlete 2262	I			I
Internship in the Sport Industry 4191		A		
Sport & Social Values 4615			A	A
Women's Sport History 5610			A	A
Sport in the Pre-modern World 5611			A	A
Sport and Sexuality 5614			A	A
Sport & Popular Culture 5626			A	A
Cultural Theories of Sport 5690			A	A
Group Studies 4194.21	I,B,A	I,B,A	I,B,A	I,B,A



# BACHELOR OF SCIENCE IN EDUCATION, Sport Industry

## Program Sheet

Effective for students admitted to the College of Education and Human Ecology beginning Summer 2015

COURSE & NUMBER	HRS	COURSE & NUMBER (51)	HRS
<b>UNIVERSITY REQUIREMENTS (46-50 semester)</b>		<b>MAJOR REQUIREMENTS (27)</b>	
<b>Writing (6)</b>		KNSISM 3208- The Sprt Indstry	3
ENGLISH 1110.01 or 1110.02 or <sup>1</sup> 1110.03	3	KNSISM 3189- Fld Exp: Sport Industry	3
<sup>2</sup> 2 <sup>nd</sup> Level Writing Course (2367)	3	KNSISM 4245- Ldrshp &Prgming in Sprts Indstry	3
<b><sup>3</sup>Literature (3)</b>	3	KNSISM 4509- Sprt Mrkting & Prmtn	3
		KNSISM 4607- Lgl Aspcts of Sprt	3
<b><sup>3</sup>Arts (3)</b>	3	KNSISM 4615- Sprt & Social Values	3
		KNSISM 5626- Sprt & Pop Cltre	3
<b>Math (3-7)</b>		KNSISM 4411- College Sprt	3
Math Placement M or higher, MATH 1130, 1148 or Equiv	0-4	KNSISM 4900- Research: Sprt Indstry	3
Next Math course past placement, MATH 1131, or other course from university approved Math & Logical Analysis list (Recommended: CSE 1111)	3	<b>COMPLETE AT LEAST 12 SEMESTER CREDITS FROM THE FOLLOWING CHOICES (12)</b>	
<b>Data Analysis (3)</b>			
		KNSFHP 1137- Sprt for the Spectator	2
STAT 1350 or 1430 or 1450	3	KNSISM 2260- Spt in Contemp Amer	3
		KNPE 2262- Cching the Yng Athlete	3
<b><sup>4</sup>Science (10)</b>	10	KNSISM 4191- Intrnshp: Sprt Indstry	6
Take two or three science courses totaling at least 10 credits from University approved GE list. At least one course must have a lab. At least one course must be a Biological Science and one must be a Physical Science.		KNSISM 5614- Sprt & Sexuality	3
		KNSISM 5610- Wmn's Sprt Hstry	3
		KNSISM 5611- Premodern Sprt	3
		KNSISM 5690 - Cultural Theories of Sprt	3
<b>Historical Study- KNSISM 2210</b>	3	KINESIO 5194- Grp Stds in Kinesiology	3
<b><sup>2</sup>Social Science (6)</b>		<b>FOCUSED CONCENTRATION OF COURSES OUTSIDE OF MAJOR- 12 SEMESTER CREDITS (12)</b>	
<sup>2</sup> PSYCH 1100- (recommended)	3		
ECON 2001.01- (recommended)	3		12
		Complete a minor in General Business, other minor as approved by advisor, or select a concentration of courses in consultation with advisor	
<b>Culture &amp; Ideas or Historical Study-</b>		<b>Pre-Major Admission Requirement:</b> Direct enrollment in EHE or Completion of 12 OSU credit hours with a 2.5 or higher CGPA	
KNSISM 2211	3		
<b>Open Options (6)</b>		<b>Major Admission Requirement:</b> For students admitted to the University <b>prior to Autumn 2015</b> , Completion of 12 OSU credit hours with a 2.5 or higher CGPA For students admitted to the University <b>Autumn 2015 and beyond</b> , Completion of 12 OSU credit hours with a 2.75 or higher CGPA.	
HDFS 2200- (recommended)	3		
CONSCI 2910- (recommended)	3		
<b>EHE 1100 (1)</b>	1		
<b>ELECTIVES (18-22)</b>		<b>CREDIT HRS REQUIRED</b>	120

<sup>1</sup> English 1110.03 must be taken concurrently with English 1193.03

<sup>2</sup> Students must complete one Social Diversity in the US course, which may be met by taking PSYCH 1100 or by selecting a 2367 or Social Science course that meets this requirement.

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

<sup>4</sup> Two or three courses are needed to complete this requirement. Choose one biological and one physical science course. At least one course must contain a lab.

<sup>5</sup> Courses complete General Business minor requirements, when a grade of C- or higher is received in each minor course and the minor is declared with the College Office.

Prerequisites to General Business minor courses include Math 1130 or 1148 or equiv. or higher, Econ 2001.01 or equiv., and CSE 1110 or higher.

## BACHELOR OF SCIENCE IN EDUCATION, Sport Industry

### Semester By Semester Guide

Effective for students admitted to the College of Education and Human Ecology beginning Summer 2015

*Minimum hours required for graduation: 120*

	Autumn		Spring		Summer
Year 1	GE Social Science (rec. PSYCH 1100) MATH 1148 ENGLISH 1110.01 GE Arts/Global Issues EHE 1100 Elective	3 4 3 3 1 1	KNSISM 2210 Math & Log Analysis GE Literature/Global Issues KNSISM 3189 GE Social Science (rec. ECON 2001.01)	3 3 3 3 3	
30/120		15		15	
Year 2	KNSISM 2211 KNSISM 3208 GE Second Writing/Social Diversity GE Biological Science Major Choice course	3 3 3 3 3	KNSISM 4245 KNSISM 4411 Major Choice course GE Physical Science w/Lab GE Data Analysis (Stat 1350)	3 3 3 4 3	
61/120		15		16	
Year 3	KNSISM 4509 KNSISM 5626 Major Choice course Focus Area course Science	3 3 3 3 3	KNSISM 4607 KNSISM 4615 Major Choice course Focus Area course Elective	3 3 3 3 3	
91/120		15		15	
Year 4	<b>KNSISM 4900</b> Focus Area course Elective Elective GE Open Option (rec. CONSCI 2910)	3 3 3 3 3	GE Open Option (rec. HDFS 2200) Focus Area course Elective Elective Elective	3 3 3 3 2	
120/120		15		14	
Notes:					
<ul style="list-style-type: none"> <li>• Courses in <b>bold</b> are only offered once a year in the specified term</li> <li>• Course term of offering is subject to change</li> </ul>					

ENGLISH 1110.01- Prereq: EduTL1902 (108.01) or 1902.04 (108.01), or English Placement Level 4.

KINESIO 5194- Prereq: Permission of instructor.

KNSISM 3189- prereq: Major in Sport Industry

KNSISM 3208- prereq: Major in Sport Industry

KNSISM 4191–prereq: KNSISM 3189

KNSISM 4245– prereq: Major in Sport Industry or minor in Coaching Education.

KNSISM 4509– prereq: Major in Sport Industry or minor in Coaching Education.

KNSISM 4900– AU only, prereq: Junior or senior standing

KNSISM 5610- prereq: Junior standing or above

KNSISM 5611– prereq: Junior standing or above

KNSISM 5614– prereq: Junior standing or above

KNSISM 5626– prereq: Junior standing or above

KNSISM 5690- prereq: Junior standing or above



November 23, 2015

Sarah A. Odum, MA  
Curriculum Coordinator  
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Dear Sarah,

The members of the Department of Human Sciences undergraduate studies committee unanimously approved the proposed changes in the HPNES major to be effective Summer Semester 2016 (see attached letter from Dr. Josh Bomser). None of the changes will require additional resources by the department.

I hope these changes can be voted on by the college curriculum committee at its December meeting.

Let me know if you need anything further from me.

Sincerely,

H. Eugene Folden, Ph.D.  
Associate Chair, Curriculum, HS  
Chair, College Curriculum Committee  
Associate Professor, Clinical  
Department of Human Sciences  
College of Education and Human Ecology  
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September 3, 2015

Dear Human Sciences Curriculum Committee:

Representative faculties from both Human Nutrition and Kinesiology program areas within the Department of Human Sciences, in consultation with EHE Assessment and Curriculum, have met and approved changes to the Bachelor of Science in Health Promotion, Nutrition and Exercise Science (HPNES) major. This letter highlights both major and minor changes to this major and provide rationale as to why these changes were necessary.

HPNES is a joint undergraduate major between Human Nutrition and Kinesiology with a goal of preparing students for careers in health promotion. Students completing this major may be qualified\* to sit for the CHES (Certified Health Education Specialist) exam and qualify for the ACSM certification. With the selection of appropriate coursework and/or electives, graduates of this major will also have the required background to apply to a variety of graduate programs (Occupational/Physical Therapy, Nutrition, and Exercise Science). Students completing this major will have the necessary skills to educate individuals, groups and communities on issues related to all aspects of health promotion, with emphasis on nutrition and/or physical activity.

Upon approval and implementation of the HPNES major, several issues have arisen. First, the current major has a total credit hour requirement of 133, making it difficult for students (many who transfer late into our major) to **GRADUATE** in 4 years. Second, the number of required major courses (18) for the major are too high; limiting **FLEXIBILITY** to students who wish to pursue the large number of career paths outlined above. Finally, the **RIGID** structure of the foundational science courses does not adequately reflect the educational **DIVERSITY** of students who are enrolled in HPNES.

Upon meeting with representative faculty, and Assessment and Curriculum staff, several changes were made to HPNES in order to address these issues to be effective for students entering EHE beginning Summer 2016. The changes to the major and rationale for these changes are given below:

## **Major Changes**

### **1. Add EEOB 2520 (HUMAN PHYSIOLOGY) as an option with Physiology 3200 (HUMAN PHYSIOLOGY).**

Physiology 3200 (5 credit units) is an advanced physiology course designed to prepare students for a career in health sciences (graduate / medical school). EEOB 2520 (3 credit units) is intended as a survey course in physiology and is a better option for HPNES students interested in a career in health promotion. Having both options (EEOB 2520 or PHYSIO 3200) available to our students will increase curriculum flexibility to meet graduation deadlines and learning/career goals.

**2. Add Biochem 2210 (Elements of Biochemistry) as a foundational science option.** Currently the HPNES major requires students to take CHEM 2510 (Organic Chemistry) and BIOCHEM 4511 (Introduction to Biological Chemistry) or MOLBIOC 3311 (Fundamentals of Medical Biochemistry 1) and MOLBIOC 3312 (Fundamentals of Medical Biochemistry 2). While these foundational science requirements are suitable for the major, many of our students who benefit from taking the more general biochemistry requirement (Biochem 2210) to prepare for a career in health promotion. Those students wishing to pursue post-graduate education would benefit from the more advanced (Biochem 4511 or Molbioc 3311/3312) option. Having **Biochem 2210** as an option will increase curriculum flexibility to meet graduation deadlines and learning/career goals



**3. Keep KNHES 3414 (Applied Exercise Physiology) and 5685 (Adult Exercise Programming) and HUMNTR 4609 (Macronutrients) and 4610 (Micronutrients) as required courses but require students to choose either both KNHES 3414 and 5685 or both HUMNTR 4609 and 4610.** Currently students in HPNES are required to take all 4 of these advanced courses in kinesiology and nutrition (KNHES 3414, 5685 and HUMNTR 4609, 4610). The revised HPNES major would require students to select which advanced series to take. Those students wishing to pursue a career path with an emphasis on kinesiology would enroll in KNHES 3414/5685 while those students wishing to pursue a career path with an emphasis on nutritional science would enroll in HUMNTR 4609, 4610. This change allows for increased curriculum flexibility based on the learning/career goals of our students.

**4. Additional of Elective credit hours (0-11):** The current HPNES major has 0 elective credit hours due to the large number of required courses. Because the HPNES major is a joint major and is intended to meet the needs of a diverse group of students with diverse learning and career goals, the addition of 0-11 elective hours is necessary. A list of possible electives will be provided to students in the HPNES major. These electives will be selected to reflect the learning and career goals of our students and provide overall greater flexibility within the major.

### **MINOR CHANGES**

**5. Remove the C- or higher requirement for all Human Nutrition courses, except for HUMNT 2310.** This is the same change that occurred for BSN major. There is no evidence to suggest that the C- rule improves the nutritional knowledge of students having to retake a course due to a low grade (below C-). Maintaining the C- rule for our introductory nutrition course (HUMNT 2310) does allow faculty and advisors to identify students who might struggle in this major earlier in their academic career.

**6. Remove Biology 1114 as a requirement.** This course has significant overlap with Biology 1113. Biology 1114 exceeds the level of biological knowledge students need to be successful in the major courses, and does not contribute to the competencies needed to sit for the CHES exam.

**7. Add Chem 1220.** The knowledge of this course serves as a building block to the sciences covered in the supporting and major courses in the curriculum, it is not a formal prerequisite, but the material in that course is foundational to the overall educational outcomes of the curriculum.

**8. Remove ESWDE 5636 (School Health Teaching) and Add ESWDE 5649S (Teaching Adults in the Workplace).** The HPNES major is not intended to prepare students for school health teaching but rather health promotion in the community (workplace). ESWDE 5649S is the better option to prepare students for careers in community health promotion. ESWDE 5636 could be included as a potential elective for students whose career path/learning goals may include a school setting.

**7. Add HUMNTR 4504 (Nutrition Education and Behavior Change) as an option with KNHES 4525 (Promoting Behavior Change in Sport, Leisure, and Exercise).** Both of these courses focus on BEHAVIOR CHANGE and are similar in content. The difference is that one course emphasizes behavior change in nutrition (4504) and the other in physical activity (4525). Depending on students area of focus and career goals either course would be sufficient in delivering content necessary to be proficient in promoting behavior change these areas.

**8. Add Anatomy 2300.04 or EEOB 2510 as a required course under the Foundational Science requirement.** The current HPNES major does not have an anatomy requirement. Students need a general understanding of human anatomy in order to practice health promotion. Understanding the location and function of major organ and cellular systems is fundamental to nutrition and exercise science and critical for success in promoting health and wellness to individuals, groups and communities.



**9. Remove KHNES 5491 (1 credit) the content of this lab** does not contribute to the competencies needed to sit for the CHES exam. The focus of health promotion is on the development of educational interventions to change health practices. This course develops skills in assessment of body composition.

**The overall changes result in an increase of elective hours from 0 to a range of 0-11 and a decrease in total credit hours required from 133 to 120.**

### ADMISSION CHANGES

In addition to the major and minor changes outlined above, human nutrition and exercise science faculty propose to change admission requirements for the HPNES major. The current and proposed application requirements are given below with changes ~~struck~~.

#### **Current application requirements to HPNES:**

2.75 OSU CUM GPA  
15 OSU Semester Hours  
C- or higher in  
ENG 1110.0#  
MATH 1130 or 1148  
BIO 1113  
CHEM 1210 & 1220  
MOLBIOC 3311 & 3312 or CHEM 2510 & BIOCHEM 4511

#### **Proposed application requirements to HPNES:**

2.75 OSU CUM GPA  
15 OSU Semester Hours  
C- or higher in  
ENG 1110.0#  
MATH 1130 or 1148  
BIO 1113  
CHEM 1210 & 1220  
~~MOLBIOC 3311 & 3312 or CHEM 2510 & BIOCHEM 4511~~

**Rationale for change:** Removal of biochemistry and organic chemistry as prerequisites for admission to the major is consistent with admission requirements to related majors in our programs (Dietetics and Exercise Science). We feel that this change will encourage students to apply to HPNES earlier in their academic career and therefore place them on a path for timely graduation.

#### **Best Regards**

Joshua Bomser, PhD  
Associate Professor, Human Nutrition

\*Students must complete appropriate course work and/or select appropriate electives for CHES and ACSM certification as indicated on program sheet

## Learning Goals

1. Learn to use critical thinking, evidence-based principles, and effective communication to promote health, nutrition and physical activity.
2. Understand the biochemical, physiological and behavioral foundations of health promotion, nutrition and physical activity.
3. Design and implement effective evidence-based programs to promote healthy behaviors in individuals, groups and communities.
4. Be able to evaluate the impact of health promotion, nutrition and physical activity programs.

Undergrad Health Promotion, Nutrition & Exercise Sciences major	CURRICULUM MAP			
	Program Learning Goals			
	Goal #1	Goal #2	Goal #3	Goal #4
Req. Courses (offered by HUMNTR)				
HUMNTR 2295	Beginning			
HUMNTR 2310	Beginning			
HUMNTR 3506		Intermediate		
HUMNTR 3704	Intermed			
HUMNTR 4504	Advanced		Advanced	
HUMNTR 4609	Intermed		Intermed	
HUMNTR 4610				
HUMNTR 5705	Advanced	Advanced		
Req. Courses (offered by KNHES)				
KNHES 4525			Beginning	Beginning
KNHES 2360	Intermediate	Intermediate		
KNHES 3414				Intermed
KNHES 5651			Intermed	Advanced
KNHES			Intermed	Advanced



5652				
KNHES 5685	Advanced	Advanced		
KNHES 5703			Advanced	Intermed
KNHES 5704			Advanced	Advanced
<b>Req. Courses (offered outside of unit)</b>				
Microbiology	Intermediate	Advanced		
Org chem 1		Intermediate		
Org chem 2		Advanced		
Biochemistry		Advanced		
Physiology1		Intermediate		
Physiology2		Advanced		
PUPHEPI 2410				
ESWDE 5649S			Intermediate	
<b>General Education Courses</b>				
MATH 1148 Algebra				
MATH 1150 Pre-calculus				
Statistics	Advanced			
Biology 1113		Beginning		
CHEM1210		Beginning		
CHEM 1220		Intermediate		
GE Soc Sci- PSYCH 1100 or HDFS 2400			Beginning	

GE Soc Sci - SOCIOL 1101			Beginning	Beginning
GE Writ 1			Beginning	

**BACHELOR OF SCIENCE HEALTH PROMOTION, NUTRITION AND EXERCISE SCIENCE**  
**Health Promotion, Nutrition & Exercise Science<sup>9</sup>**

Effective for students admitted to the College of Education and Human Ecology beginning Summer 2016

COURSE & NUMBER	HRS	COURSE & NUMBER	HRS
<b>UNIVERSITY REQUIREMENTS (52-54)</b>		<b>Foundational Science Requirements (14-21)</b>	
<b>Writing (6)</b>		ANATOMY 2300.04 or <sup>4</sup> EEOB 2510	4 or 3
<sup>6</sup> ENGLISH 1110.01 or 1110.02 or <sup>1</sup> 1110.03	3	<sup>6</sup> BIOCHEM 2210 OR	4, 8, or 6
<sup>3, 5</sup> 2 <sup>nd</sup> level Writing Course (2367)	3	CHEM 2510 and BIOCHEM 4511 OR	
<sup>2, 5</sup> <b>Literature (3)</b>	3	MOLBIOC 3311 and 3312	
<sup>2, 5</sup> <b>Arts (3)</b>	3	<sup>4</sup> MICROBIO 4000	4
		PHYSIO 3200 or EEOB 2520	5 or 3
<b>Math (5-7)</b>		<b>MAJOR REQUIREMENTS (42-44)</b>	
<sup>6</sup> Math Placement M or higher, MATH 1148 or Equiv	0-4	<sup>8</sup> ESWDE 5649S Teaching Adults in the Workplace	3
MATH 1149 or 1150	3-5	HUMNNTR 2295 Careers in Nutrition	1
<b>Data Analysis (3)</b> STAT 1350 or equiv	3	HUMNNTR 2310 Fund of Nutrition	3
<b>Science (14)</b>		HUMNNTR 3506 Nutrition Across Life Span	3
BIOLOGY 1113	4	<sup>8</sup> HUMNNTR 3704 Pbhc Hlth Nutrition	2
CHEM 1210	5	<sup>8</sup> HUMNNTR 4504 Nutrition Education and Behavior Change OR <sup>8</sup> KNHES 4525 Promoting Behavior Chnge in Sprt, Leisure, and Exs	3
CHEM 1220	5	HUMN NTR 5705 Nutr & Phys Performance	2
<sup>2, 3, 5</sup> <b>Historical Study (3)</b>	3	KNHES 2360 Kinesiology	4
		<sup>8</sup> KNHES 5651 Hlth Prog Plning	3
<b>Social Sciences (6)</b>		<sup>8</sup> KNHES 5652 Wrkste Hlth	3
<sup>3, 8</sup> PSYCH 1100 or <sup>8</sup> HDFS 2400	3	<sup>8</sup> KNHES 5703 Hlth Beh Theory	3
SOCIOL 1101	3	<sup>8</sup> KNHES 5704 Hlth Prog Eval	3
		<sup>8</sup> PUBH EPI 2410 Intro to Epi	3
<sup>2</sup> <b>Culture &amp; Ideas or <sup>2</sup>Historical Study (3)</b>	3	<i>Complete courses from Group A or Group B</i>	
		Group A	
<b>Open Option (2 courses, 6 credit hours)</b>		<sup>6</sup> HUMNNTR 4609 Macronutrient Metabolism	3
Choice (recommended: <sup>4</sup> MICROBIO 4000)	3	<sup>6</sup> HUMNNTR 4610 Micronutrient Metabolism	3
Choice (recommended: <sup>4</sup> EEOB 2510)	3	Group B	
		KNHES 3414 Applied Exercise Physiology	4
		KNHES 5685 Adlt Exer Prog- Implementation	4
<b>EHE 1100 (1)</b>	1	<sup>7</sup> Pre-major and Major Admission Requirements (see below)	
<b>Electives (0-11)</b>	0-11	<b>TOTAL HOURS REQUIRED:</b>	<b>120</b>

<sup>1</sup> English 1110.03 must be taken concurrently with English 1193.03

<sup>2</sup>Students must complete two Global Issues courses, which are typically met by selecting Literature, Art, Cultures & Ideas, or Historical Study courses that meet this requirement.

<sup>3</sup> Students must complete one Social Diversity in the US course, which is typically met by selecting a 2nd Writing, Historical Study, or Social Science course that meets this requirement.

<sup>4</sup>Recommended GE overlaps with major and can fulfill both GE and major requirement

<sup>5</sup> Highlights category where overlap within the GE may occur, such as between Arts and Historical Study, Literature and Social Sciences, 2nd Writing and Social Sciences, etc.

<sup>6</sup> If HUMNNRT 4609 and 4610 will be taken, students should not choose BIOCHEM 2210 as it will not meet the prerequisite.

<sup>7</sup> Pre-major Admission Requirements: Minimum GPA of 2.75 after completion of 15 OSU credit hours. Major Admission Requirements: Competitive review process requiring completion of Application packet, including: Minimum GPA of 2.75 after completion of 15 OSU credit hours. Completion of the following courses with a C- or higher: ENGLISH 1110; MATH 1148 or higher; BIOLOGY 1113; CHEM 1210 and 1220; both MOLBIOC 3311 and 3312, or both CHEM 2510 and BIOCHEM 4511, or BIOCHEM 2210; March 1st deadline (for autumn term admission).

<sup>8</sup> Completion of major requirements includes the course content required to sit for the CHES certification exam.

<sup>9</sup>Completion of the HPNES major does not meet requirements for the didactic program in dietetics

# BACHELOR OF SCIENCE, Health Promotion, Nutrition & Exercise Science

## Program Sheet

Effective for students admitted to the College of Education and Human Ecology beginning Summer 2014

COURSE & NUMBER	HRS	GR	SM/YR	COURSE & NUMBER	HRS	GR	SM/YR
<b>UNIVERSITY REQUIREMENTS (56-58)</b>				<b>Foundational Science Requirements (16-18)</b>			
<b>Writing (6)</b>				<sup>4</sup> MICROBIO 4000	4		
<sup>6</sup> ENGLISH 1110.01 or 1110.02 or <sup>1</sup> 1110.03	3			CHEM 2510 OR MOLBIOC 3311	3-4		
<sup>3, 5</sup> 2 <sup>nd</sup> level Writing Course (2367)	3			BIOCHEM 4511 OR MOLBIOC 3312	3-4		
<sup>2, 5</sup> <b>Literature (3)</b>	3			PHYSIO 3101 and 3102	3+3		
<sup>2, 5</sup> <b>Arts (3)</b>	3			OR	OR		
				PHYSIO 3200	5		
<b>Math (5-7)</b>							
<sup>6</sup> Math Placement M or higher, MATH 1148 or Equiv	0-4			<b>MAJOR REQUIREMENTS (56)</b>			
				<b>(All Human Nutrition courses require a C- or higher)</b>			
MATH 1149 or 1150	3-5			HUMNNTR 2295 Careers in Nutrition	1		
<b>Data Analysis (3)</b> STAT 1350 or equiv	3			HUMNNTR 2310 Fund of Nutrition	3		
<b>Science (13)</b>				KNHES 5651 Hlth Prog Plning	3		
BIOLOGY 1113	4			HUMNNTR 3506 Nutrition Across Life Span	3		
BIOLOGY 1114	4			HUMNNTR 4609 Macronutrient Metabolism	3		
CHEM 1210	5			HUMNNTR 4610 Micronutrient Metabolism	3		
				KNHES 5652 Wrkste Hlth	3		
<sup>2, 3, 5</sup> <b>Historical Study (3)</b>	3			KNHES 4525 Prom Beh Chnge	3		
				KNHES 2360 Kinesiology	4		
<b>Social Sciences (6)</b>				KNHES 5704 Hlth Prog Eval	3		
<sup>3</sup> PSYCH 1100 or HDFS 2400	3			KNHES 3414 Applied Exercise Physiology	4		
SOCIOL 1101	3			KNHES 5491 Body Composition Evaluation	1		
				HUMN NTR 3704 Pblc Hlth Nutrition	2		
<sup>2</sup> <b>Culture &amp; Ideas or <sup>2</sup>Historical Study (3)</b>	3			HUMN NTR 5705 Nutr & Phys Performance	2		
				KNHES 5703 Hlth Beh Theory	3		
<b>Open Option (6)</b>				KNHES 5685 Adlt Exer Prog- Implementation	3		
<sup>4</sup> MICROBIO 4000	4			PUBH EPI 2410 Intro to Epi	3		
CHEM 1220	5			ESWDE 5636- Schl Hlth Tching	3		
<b>EHE 1100 (1)</b>	1						
<b>Electives (0)</b>	0			<b>TOTAL HOURS REQUIRED</b> Minimum: 120 Without overlap <sup>4, 5</sup> : 133			

<sup>1</sup> English 1110.03 must be taken concurrently with English 1193.03

<sup>2</sup>Students must complete two Global Issues courses, which are typically met by selecting Literature, Art, Cultures & Ideas, or Historical Study courses that meet this requirement.

<sup>3</sup> Students must complete one Social Diversity in the US course, which is typically met by selecting a 2nd Writing, Historical Study, or Social Science course that meets this requirement.

<sup>4</sup>Recommended GE overlaps with major and can fulfill both GE and major requirement

<sup>5</sup> Highlights category where overlap within the GE may occur, such as between Arts and Historical Study, Literature and Social Sciences, 2nd Writing and Social Sciences, etc.

<sup>6</sup>Major Admission Requirements: Competitive review process requiring completion of Application packet and course work, consult with an academic advisor.

## Health Promotion, Nutrition, and Exercise Science

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### Program Assessment - Summary Questions

Please complete the following information about your program.

#### Assessment Contact

Name	Joshua Bomser
Title	Associate Professor
Phone Number	614-247-6622
Email Address	Bomser.1@osu.edu

Please complete the following questions about your program's assessment activities for the current reporting period (AY 2013-2014).

To what extent has your program implemented its assessment plan?

- Not at all implemented
- Partially implemented
- Completely implemented

For this reporting period, did you make any changes to your program's assessment plan?

- Yes
- No

To which part of the assessment plan did you make changes?

- Goals/Objectives/Outcomes
- Methods: Means/Measures
- Criteria
- Planned Use
- Implementation Schedule

Please provide a summary of the changes below. (200 word limit)

**For this reporting period, for which part of the assessment cycle did you provide new or updated information for at least one goal or objective? (check all that apply)**

- Evidence
- Review and Use of Evidence
- Actions Taken
- Future Planning

**Please provide a brief summary of the updated information. (200 word limit)**

Updated "Review and Communication of Findings" for assessment goal 3 "Communication".

**Direct Measures (means of assessment that measure the performance directly, are authentic, and minimize mitigating or intervening factors; examples are provided below)**

**How many direct measures did your program use during the current reporting cycle?**

- None
- At least one

**Please select which direct measures were used during the current reporting cycle. (check all that apply)**

**Standardized tests**

- National standardized examination
- Certification or licensure examination
- Local comprehensive or proficiency examination

**Classroom assignments**

- Embedded testing
- Pre- and post-testing
- Other classroom assessment methods

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

- Practicum, internship, or research evaluation of student work
- Portfolio evaluation of student work
- Senior thesis or major product
- Capstone course reports, papers, or presentations
- Performance, recital, or gallery display of work

**Direct assessment methods specifically applicable to graduate programs  
(Note: other tools listed above may be used for evaluating student attainment of learning goals in graduate programs)**

- Candidacy exams
- Research proposals written and grants awarded
- Thesis/dissertation and defense and/or other oral presentations
- Thesis/dissertation (written document)
- Publications

**Additional direct assessment tools and methods**

- Rubrics
- Other, Please specify: \_\_\_\_\_

**If a rubric was used, please indicate what the rubric(s) is(are) intended to evaluate (e.g. Written Communication, a capstone project, a performance, intercultural competence)**

In 5651 students conduct a community health needs assessment and design a health behavior change program to address a health problem identified by the needs assessment. This results in a comprehensive paper (average length 60 pages) that is evaluated. The Skills identified in the Certified Health Education Specialist exam are used as the rubric.

**National Standardized/Certification/Licensure Examination**

**What national standardized examination was given?**

The National Certified Health Education Specialist Exam is offered on OSU campus each year.

**If information on the outcomes of the examination is available, please provide the following. If information is not available or not applicable, please leave the text box blank. Please enter numbers only.**

Number of students who took the examination	8
Number of students who passed the examination the first time	8
The average score on the examination	Not provided
At what percentile does the average score fall	

**What certification or licensure examination was given?**

CHES: Certified Health Education Specialist

If information on the outcomes of the examination is available, please provide the following. If information is not available or not applicable, please leave the text box blank. Please enter numbers only.

Number of students who took the examination	
Number of students who passed the examination the first time	
The average score on the examination	
At what percentile does the average score fall	

**Indirect Measures** (means of assessment that are related to direct measures but are steps removed from those measures; examples are provided below):

How many indirect measures did your program use during the current reporting cycle?

- None
- At least one

Please select which indirect measures were used during the current reporting cycle. (check all that apply)

**Surveys and Interviews**

- Student survey
- Alumni survey
- Employer feedback or survey
- Student evaluation of instruction
- Student interviews or focus groups
- Alumni interviews or focus groups
- Employer interviews or focus groups

**Additional types of indirect evidence:**

- Job or post-baccalaureate education placement
- Student or alumni honors/recognition achieved
- Peer review of program
- External program review
- Curriculum or syllabus review
- Grade review
- Outreach participation
- Comparison or benchmarking
- Other, please specify \_\_\_\_\_

**Use of Data** (how the program uses or will use student learning outcomes information periodically to make evidence-based improvements to the program)

Please select how your program used student learning outcome information during the current reporting cycle. (check all that apply)

- Meet with students directly to discuss their performance
- Analyze and discuss trends with the unit's faculty
- Analyze and report to college/school



- Analyze and report to accrediting organization
- Make improvements in curricular requirements (e.g. add, subtract courses)
- Make improvements in course content
- Make improvements in course delivery and learning activities within courses
- Make improvements in learning facilities, laboratories, and/or equipment
- Periodically confirm that current curriculum and courses are facilitating student attainment of program goals
- Benchmark against best programs in the field
- Other, please specify \_\_\_\_\_

**During the current reporting cycle, were any actions taken or changes made in the program based on outcomes information?**

- Yes
- No

**If yes, what actions have been taken or what changes have been made? (Check all that apply)**

- Revisions to major program
- Development of new major
- Revisions to a minor program
- Development of a new minor
- Revisions to existing courses
- Development of new courses
- Changes in instructional delivery
- Changes in assessment methods
- Changes in advising
- Other, please specify \_\_Clarified assignment instructions in the syllabus to clearly indicated student expectations for term paper

**Identify assessment-related activities that occurred in your program during the current reporting cycle. (Check all that apply)**

- Instructional grants
- Publicity for assessment
- Papers/presentations on assessment
- Participation in course redesign
- Other, please specify \_\_\_\_\_

**During the current reporting cycle, did your program use assessment findings and learning outcomes information to inform the following activities? (Check all that apply)**

- Academic Unit Review
- Strategic planning
- Specialized accreditation
- Other activities, please specify \_\_\_\_\_

**Describe or provide examples of how your program's assessment findings and learning outcomes information were used to inform your unit's Academic Unit Review.**

**Describe or provide examples of how your program's assessment findings and learning outcomes information were used to inform your unit's strategic planning.**

**Describe or provide examples of how your program's assessment findings and learning outcomes information were used to inform your unit's specialized accreditation review.**

**Describe or provide examples of how your program's assessment findings and learning outcomes information were used to inform other activities in your unit.**

**Assessment Plan Summary**

**Please confirm, revise, or provide a brief summary of your program's overall assessment plan. (limit 200 words)**

**Assessment Report Summary**

**Please provide a brief summary of the assessment report for the current reporting cycle giving special emphasis to your analysis and use of evidence for continuous quality improvement. (limit 200 words)**

**Best Practices**

**Describe or provide any examples of practices that have been especially successful, or steps taken, or innovations employed in your unit's teaching and learning environment that have led to documented improvements in student learning.**

**If available, please provide a weblink to any site that provides additional outcomes information.**

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## Health Promotion, Nutrition and Exercise

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### Plan Summary

1. Learn to use critical thinking, evidence-based principles, and effective communication to promote health, nutrition and physical activity.
2. Understand the biochemical, physiological and behavioral foundations of health promotion, nutrition and physical activity.
3. Design and implement effective evidence-based programs to promote healthy behaviors in individuals, groups and communities.
4. Be able to evaluate the impact of health promotion, nutrition and physical activity programs.

### Means/Methods of Assessment

<u><i>Direct Measures</i></u>	<u><i>Indirect Measures</i></u>
Certification or licensure examination	Alumni survey
Embedded testing	Employer feedback or survey
Practicum	
Internship	
Research evaluation of student work	

### Use of Data

- Analyze and discuss trends with the unit's faculty.
- Analyze and report to college/school
- Make improvements in curricular requirements (e.g. add, subtract courses)
- Make improvements in course content
- Make improvements in course delivery and learning activities within courses
- Periodically confirm that current curriculum and courses are facilitating student attainment of program goals
- Benchmark against best programs in the field

Plan/Report Details – Health Promotion, Nutrition and Exercise Sciences

**Goal 1 Learn to use critical thinking, evidence-based principles, and effective communication to promote health, nutrition and physical activity.**

<b>Methods: Means/Methods</b>	1. Embedded exam questions and written term paper in HN4609 or KNHES 3414 2. KNHES 5652 Worksite Health Promotion 3. KNHES 5651 Health Program Planning
<b>Criteria</b>	1. The minimal acceptable criterion for these supporting outcomes methods is 75% of students scoring 70% or higher on the identified assessment tasks for the measurement of achievement for this outcome. When 90% of the students obtain scores of 90% or higher on the selected assessment associated assignments, the performance standard constituting programmatic excellence for this learning outcome will be attained. 2. Students conduct in-depth reviews of the literature, design and implement class presentations on the effectiveness of health promotion programs. The minimal acceptable criterion for these supporting outcomes methods is 75% of students scoring 70% or higher on the identified assessment tasks for the measurement of achievement for this outcome. When 90% of the students obtain scores of 90% or higher on the selected assessment associated assignments 3. Students conduct in-depth reviews of health promotion research and compose a series of 7 papers during the quarter. The minimal acceptable criterion for these supporting outcomes methods is 75% of students scoring 70% or higher on the identified assessment tasks for the measurement of achievement for this outcome. When 90% of the students obtain scores of 90% or higher on the selected assessment associated assignments
<b>Planned Use</b>	
<b>Implementation Schedule</b>	
<b>Indicate whether the minimum criteria were:</b>	<input type="checkbox"/> Not met <input type="checkbox"/> Partially met <input type="checkbox"/> Met <input type="checkbox"/> Met well above minimum

	<input type="checkbox"/> Not assessed
<b>If criteria for excellence were established, please indicate whether the minimum criteria were:</b>	<input type="checkbox"/> Not met <input type="checkbox"/> Partially met <input type="checkbox"/> Met <input type="checkbox"/> Not assessed
<b>Review and Communication of Findings: Indicate how the findings were shared and reviewed</b>	
<b>Changes Made: Describe any actions taken or changes that were made as a result of the assessment review</b>	
<b>If actions were taken of changes were made, please indicate how they will be assessed.</b>	
<b>Next Steps: Describe any actions that are planned as a result of the assessment review, how the plan will continue to be implemented or refined, and any other activities planned to improve the outcomes.</b>	

**Goal 2: Understand the biochemical, physiological and behavioral foundations of nutrition and physical activity.**

<b>Methods: Means/Methods</b>	1. Embedded exam questions in HN4609/HN4610 or KNHES 3414 2. Embedded exam questions in HN5705
<b>Criteria</b>	1. The minimal acceptable criterion for these supporting outcomes methods is 75% of students scoring 70% or higher on the identified assessment tasks for the measurement of achievement for this outcome. When 90% of the students obtain scores of 90% or higher on the selected assessment associated assignments, the performance standard constituting programmatic excellence for this learning outcome will be attained. 2. The minimal acceptable criterion for these supporting

	<p>outcomes methods is 75% of students scoring 70% or higher on the identified assessment tasks for the measurement of achievement for this outcome. When 90% of the students obtain scores of 90% or higher on the selected assessment associated assignments, the performance standard constituting programmatic excellence for this learning outcome will be attained. 3. Student performance on the final comprehensive examination will be used to measure achievement of this outcome. The minimal acceptable criterion for this outcome is 80% of students will score at least 87% on the final examination. 4. Student Performance on labs 4 and 5-graded exercise and performance lactate testing will be used to measure achievement of this outcome. The minimal acceptable criterion for this outcome is 80% of students will score at least 87% on these lab write-ups.</p>
<b>Planned Use</b>	
<b>Implementation Schedule</b>	
<b>Indicate whether the minimum criteria were:</b>	<input type="checkbox"/> Not met <input type="checkbox"/> Partially met <input type="checkbox"/> Met <input type="checkbox"/> Met well above minimum <input type="checkbox"/> Not assessed
<b>If criteria for excellence were established, please indicate whether the minimum criteria were:</b>	<input type="checkbox"/> Not met <input type="checkbox"/> Partially met <input type="checkbox"/> Met <input type="checkbox"/> Not assessed
<b>Review and Communication of Findings: Indicate how the findings were shared and reviewed</b>	
<b>Changes Made: Describe any actions taken or changes that were made as a result of the assessment review</b>	
<b>If actions were taken of changes were made, please indicate how they will be assessed.</b>	
<b>Next Steps: Describe any actions that are planned as a result of the assessment review, how</b>	

<p><b>the plan will continue to be implemented or refined, and any other activities planned to improve the outcomes.</b></p>	
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**Goal 3: Design and implement effective evidence-based programs to promote healthy behaviors in individuals, groups and communities.**

<p><b>Methods: Means/Methods</b></p>	<p>1. Embedded exam questions in HN4504 or KNHES4525 2. KNHES 5651 and 5652 3. KNHES 5703</p>
<p><b>Criteria</b></p>	<p>1. The minimal acceptable criterion for these supporting outcomes methods is 75% of students scoring 70% or higher on the identified assessment tasks for the measurement of achievement for this outcome. When 90% of the students obtain scores of 90% or higher on the selected assessment associated assignments, the performance standard constituting programmatic excellence for this learning outcome will be attained. 2. Students complete an extensive review of the behavioral literature on effective programs.. This data is incorporated into the PRECEDE program planning model resulting a evidence based program plan. The minimal acceptable criterion for these supporting outcomes methods is 75% of students scoring 70% or higher on the identified assessment tasks for the measurement of achievement for this outcome. 3. Students design heath behavior change programs based on 9 different theories of human behavior. The minimal acceptable criterion for these supporting outcomes methods is 75% of students scoring 70% or higher on the identified assessment tasks for the measurement of achievement for this outcome.</p>
<p><b>Planned Use</b></p>	
<p><b>Implementation Schedule</b></p>	
<p><b>Indicate whether the minimum criteria were:</b></p>	<p><input type="checkbox"/> Not met <input type="checkbox"/> Partially met <input type="checkbox"/> Met <input checked="" type="checkbox"/> Met well above minimum <input type="checkbox"/> Not assessed</p>
<p><b>If criteria for excellence were established, please indicate whether the minimum criteria were:</b></p>	<p><input type="checkbox"/> Not met <input type="checkbox"/> Partially met <input type="checkbox"/> Met <input type="checkbox"/> Not assessed</p>



<b>Review and Communication of Findings: Indicate how the findings were shared and reviewed</b>	
<b>Changes Made: Describe any actions taken or changes that were made as a result of the assessment review</b>	
<b>If actions were taken or changes were made, please indicate how they will be assessed.</b>	
<b>Next Steps: Describe any actions that are planned as a result of the assessment review, how the plan will continue to be implemented or refined, and any other activities planned to improve the outcomes.</b>	

**Goal 4: Be able to evaluate the impact of health promotion, nutrition and physical activity programs.**

<b>Methods: Means/Methods</b>	1. Written assignment in HN4504 2. KNHES 5704 Evaluation of Health Programs 3. KNHES 5685
<b>Criteria</b>	1. The minimal acceptable criterion for these supporting outcomes methods is 75% of students scoring 70% or higher on the identified assessment tasks for the measurement of achievement for this outcome. When 90% of the students obtain scores of 90% or higher on the selected assessment associated assignments, the performance standard constituting programmatic excellence for this learning outcome will be attained. 2. Students apply research skills of: sampling, research design, behavioral assessment, data analysis and report writing. The minimal acceptable criterion for these supporting outcomes methods is 75% of students scoring 70% or higher on the identified assessment tasks for the measurement of achievement for this outcome.

<b>Planned Use</b>	
<b>Implementation Schedule</b>	
<b>Indicate whether the minimum criteria were:</b>	<input type="checkbox"/> Not met <input type="checkbox"/> Partially met <input type="checkbox"/> Met <input checked="" type="checkbox"/> Met well above minimum <input type="checkbox"/> Not assessed
<b>If criteria for excellence were established, please indicate whether the minimum criteria were:</b>	<input type="checkbox"/> Not met <input type="checkbox"/> Partially met <input type="checkbox"/> Met <input type="checkbox"/> Not assessed
<b>Review and Communication of Findings: Indicate how the findings were shared and reviewed</b>	
<b>Changes Made: Describe any actions taken or changes that were made as a result of the assessment review</b>	
<b>If actions were taken or changes were made, please indicate how they will be assessed.</b>	
<b>Next Steps: Describe any actions that are planned as a result of the assessment review, how the plan will continue to be implemented or refined, and any other activities planned to improve the outcomes.</b>	

## Concurrence Email For Blochem 2210 (HPNES MAJOR)

Hello Joshua,

As the current instructor of Biochemistry 2210, I am pleased to see that this course is being considered as part of the “foundational option” for your HPNES program. I know that a major portion of the “clientele” for this course currently are students in the Exercise Science program (or who aspire to be). How does the HPNES program differ or does it?

I very much enjoy working with this group of students. Most are attentive and work very hard on learning the material. They know they need it to further their career goals. We do cover quite a lot of material and I realize that this presents a challenge for some students. As you may know, about 40% of the course covers fundamental organic chemistry (major organic chemical classes, functional groups, and fundamental chemical reactions relevant to biochemistry). The remaining 60% covers fundamentals in biochemistry (biomolecules, bioenergetics, metabolism, DNA replication, transcription, and translation). Former students have told me that this course prepares them well for subsequent courses in the program such as physiology. Some of my former students have chosen to switch to pre-med and I have been told that the organic chemistry taught in Biochemistry 2210 has assisted them with MCATS and with subsequent organic chemistry courses required of pre-meds.

So, I strongly believe that your students will be well served by Biochemistry 2210. We don't go into the depth of organic chemistry or biochemistry as do Chem 2510 and Biochem 4511 but much of the same material is covered in as much depth as students and time allow and I think they will be well prepared if they apply themselves fully to learning.

Thank you again for your consideration of Biochemistry 2210 as “foundational option”. If you have any questions about the course, do not hesitate to contact me directly.

Best regards,

Richard Swenson, Ph.D.

Professor of Biochemistry

**Concurrence Email For EEOB 2520 (HPNES MAJOR)**

Thu 11/5/2015 4:36 PM

Hi Joshua,

I checked with the instructor of 2520, Cindy Bronson, and we're all good with the proposal. In what form would you like our concurrence to be sent to you?

Norm

On 10/23/2015 12:59 PM, Bomser, Joshua wrote:

Hello Dr. Johnson.

I sent the email below to Sue Ellen, but it was recommended that I send to you as well. Basically, we are trying to make some changes to our Health Promotion, Nutrition and Exercise Science (HPNES) undergraduate major within the Department of Human Sciences. One of the changes is adding EEOB 2520 as a physiology option within the curriculum. The current program requires Physiology 3200 but we feel this course may not be the best option for ALL of our majors. The rationale for adding EEOB 2520 as an option is given below:

Physiology 3200 (5 credit units) is an advanced physiology course designed to prepare students for a career in health sciences (graduate / medical school). EEOB 2520 (3 credit units) is intended as a survey course in physiology and is a better option for HPNES students interested in a career in health promotion. Having both options (EEOB 2520 or PHYSIO 3200) available to our students will increase curriculum flexibility to meet graduation deadlines and learning/career goals.

I am writing to seek concurrence with this change from EEOB. Any feedback you could provide would be much appreciated. Thanks



Norman F. Johnson, Professor  
Martha N. and John C. Moser Chair in Arthropod Biosystematics and Biological Diversity  
Associate Chair, Department of Evolution, Ecology & Organismal Biology  
Director, C.A. Triplehorn Insect Collection  
College of Arts & Sciences Department of Evolution, Ecology & Organismal Biology  
1220 Museum of Biological Diversity, 1315 Kinnear Road, Columbus, OH 43212  
614-292-6595 Office / 614-292-7774 Fax  
[johnson.2@osu.edu](mailto:johnson.2@osu.edu) [wasps.osu.edu](http://wasps.osu.edu)



December 14, 2015

Sarah A. Odum, MA  
Curriculum Coordinator  
College of Education and Human Ecology Academic Affairs  
172 Arps Hall  
1945 N High Street Columbus, OH  
43210

Dear Sarah,

The members of the Department of Human Sciences undergraduate studies committee unanimously approved the proposed changes in the HDFS major to be effective Summer Semester 2016 (see attached letter from me to the HSUG Committee that explains these changes). None of the proposed changes will require additional resources by the department.

I hope these changes can be voted on by the college curriculum committee at its January 2016 meeting.

Let me know if you need anything further from me.

Sincerely,

H. Eugene Folden, Ph.D.  
Associate Chair, Curriculum, HS  
Chair, College Curriculum Committee  
Associate Professor, Clinical  
Department of Human Sciences  
College of Education and Human Ecology  
1787 Neil Avenue  
129 Campbell Hall  
Columbus, OH 43210  
614-292-5676  
Folden.1@osu.edu



December 10, 2015

PAES Building, First Floor  
305 West 17<sup>th</sup> Avenue  
Columbus, OH 43210

Dear Human Sciences Undergraduate Studies Committee:

614-688-1444 Phone  
614-292-7229 Fax

The Human Development and Family Science Faculty propose changes to the undergraduate HDFS major. These changes have been encouraged, reviewed, and endorsed by Sarah Odum and Andy Zircher in the Assessment and Curriculum Office within the College of Education and Human Ecology.

[go.osu.edu/HS](http://go.osu.edu/HS)

Several issues have prompted the need to revise the undergraduate major:

**Consumer Sciences**  
262 Campbell Hall  
1787 Neil Avenue  
614-292-4389 Phone  
614-688-8133 Fax

- 1) the elimination (withdraw) of six DAPS courses due to the departures of three faculty members (Goldstein, Glassman, and Petril);
- 2) allowing for a donated major/double major and/or a minor without added hours toward graduation;
- 3) positioning our major requirements with other liberal arts/social science major requirements at OSU and at Universities with HDFS departments;
- 4) the elimination of the 'family studies program option'. The use of the term 'program option' is a holdover from the past when HDFS had 3 program options, ECDE, MCDE, and FMST. There is only one option today, which is the major;
- 5) adding two courses proposed in the AA degree (HDFS 2800 and HDFS 2810) as options in the 'select' credit hour category.

**Human Development and Family Science**  
135 Campbell Hall  
1787 Neil Avenue  
614-292-7705 Phone  
614-292-4365 Fax

**Human Nutrition**  
325 Campbell Hall  
1787 Neil Avenue  
614-292-0827 Phone  
614-292-4339 Fax

Responding to these issues resulted in the HDFS faculty proposing the following changes in the undergraduate major:

- 1) reducing the overall number of major credit hours, from 65 to 40;
- 2) increasing the number of elective hours from 2-8 to 27-33 (we are a 'receiver' major not a 'destination' major, meaning most of our majors come to us with MANY credit hours already earned, so increasing the number of elective hours will be more attractive to students transferring from another major);
- 3) moving the program option courses into the major core requirements;
- 4) the elimination of specializations (specializations are NOT helpful to students who are transferring from colleges within OSU with a substantial number of credit hours in other disciplines).

**Kinesiology**  
PAES Building, First Floor  
305 West 17<sup>th</sup> Avenue  
614-292-5679 Phone  
614-292-7229 Fax

The proposed changes also remove the need for a premajor beginning Summer Semester 2016 as they allow for students admitted and in good standing with the University to be directly admitted into the major.

We bring these changes to you for your approval.

Sincerely,

H. Eugene Folden, Ph.D.  
Associate Chair, Curriculum, HS  
Chair, College Curriculum Committee  
Associate Professor, Clinical  
Department of Human Sciences  
College of Education and Human Ecology  
1787 Neil Avenue, 129 Campbell Hall  
Columbus, OH 43210

College of Education and Human Ecology  
Department of Human Sciences Program Change Proposals  
Addendum Responding to Questions from CAA Subcommittee C

Message from Subcommittee C:

For the proposals from Human Science, we are ready to approve the first two, the major in Sport Industry and HPNES. We have a couple minor questions to be answered by email and would like to schedule these asap, if you would agree to separate them from the rest of the proposal. For HDFS, PESPA, and PETE, we are asking for some changes to the proposal and would expect you to need a bit more time to get that done.

1. Sport Industry: no questions or concerns.
2. HPNES: no questions or concerns
3. (amend proposal) HDFS, PESPA, and PETE. For all three of these, there is a substantial reduction in required credit hours. While the subcommittee understood in general the logic and supports the idea of making the majors easier to complete, we would like a more explicit rationale for which courses were removed and which were retained as requirements. Although it would be possible to go through the advising sheets and deduce which courses have been removed from requirements, we want these explicitly listed in the proposal. In addition, we need to see some rationale for how the ones kept and deleted were chosen. For example, in the first two programs, on page 4 and pages 12-13, there is a clear explanation of how the changes were made and how the students will still get the appropriate content. But in the proposals for HDFS, PESPA, and PETE, it simply says “required credits were reduced from xx to yy.” Please add an explanation of specifically which courses were eliminated and which were retained, including why those eliminated are not necessary and why those retained are necessary.

**HDFS rationale:**

In the quarter system and into the semester system the HDFS UG major required students to choose a “professional specialization area” that consisted of 22 quarter hours/18 semester hours. Those areas included: aging, adolescence, human services, sexuality, social policy, premed, and integrated studies. However after many discussions with the academic advisors and with our own undergraduate students we determined that these “professional specialization areas” were too limiting for students in terms of the careers or grad programs they were choosing. Many of our students were commenting that it would be more advantageous to them to be able to choose a minor or double major in a field of their choosing. What we really consider to be the HDFS “major has not changed. We used the “professional specializations” to help students bring coherence to their elective hours, but with the revised minor and double-major policies, the professional specializations were a barrier to students pursuing these options. Also, as a practical matter, we often allowed students to petition other courses to count for the professional specialization areas, so this curriculum change will eliminate some bureaucracy for students, advisors, and faculty. Thus,

the HDFS faculty voted to eliminate the “professional specialization areas” and move those 18 hours over to electives.

4. (amend proposal). Please explain what DAPS is and provide more information about why having a few faculty leave changes what is required for the degree. One would think that if the content was essential to the degree and the faculty with that expertise left, the response would be to recruit new faculty with expertise in that area. If the physics department lost all its faculty with expertise in atomic structure, they would not decide that course in atomic structure were no longer required for a physics major, right? We would like to see a rationale for removing this part of major justified on ground other than logistics.

**HDFS Response:**

In the quarter system several faculty members, led by Dr. Howard Goldstein, were passionate about an area of inquiry emerging in some HDFS programs across the county – Developmental and Prevention Science. Under their guidance a program of study was created along with a number of courses pertaining to this area of inquiry. The program of study was not approved by CAA in the conversion to semesters due to a concern about concurrence. Soon thereafter ALL of the faculty members who created the program of study and the DAPS coursework either left the university and chose to move to another college on campus, and faculty not associated with the proposal were not interested in seeking a resolution to the concurrence issue. Thus HDFS had NO DAPS program of study and although we had OAA approved DAPS coursework we had NO faculty members with the expertise to teach them. While Development and Prevention Science remains an emerging focus in some HDFS programs nationally, it is not essential. Based on the program review conducted in Spring Semester 2015, the faculty are confident that the revised curriculum is appropriate relative to our peers. Thus, it makes sense to the current faculty to eliminate the existing DAPS courses.

5. (suggestion) We note that in some of the human sciences majors, these are seen as majors people find after arrival rather than ones they come to OSU interested in to begin with. So part of the motivation in simplifying the major is for people who transfer in late. This raised a suggestion that you may want to address advising and advertising for these programs to get people in sooner.

We will work on that. Thank you.



**BACHELOR OF SCIENCE IN HUMAN DEVELOPMENT AND FAMILY SCIENCE**

**MAJOR SHEET**

Effective for NFYS and new transfer students admitted to the College of Education and Human Ecology from SUMMER 2016

COURSE & NUMBER	HR	GR	SM/YR	COURSE & NUMBER	HR	GR	SM/YR
<b>UNIVERSITY REQUIREMENTS (47-53)</b>				<b>MAJOR CORE REQUIREMENTS (31)</b>			
<b>Writing (6)</b>				HDFS 2200 Family Development	3		
ENGLISH 1110.01 or 1110.02 or <sup>1</sup> 1110.03 + 1193.03	3			HDFS 2210 Helping Skills in Context	4		
2nd Level Writing Course (Recommended: HDFS 2367)	3			HDFS 2367 American Family Issues	3		
				HDFS 2900 Research Methods or HDFS 4960 Developmental and Prevention Science Research Methods	3		
				HDFS 2410 Early & Middle Childhood	3		
<sup>2</sup> Literature (3) choice	3			HDFS 2420 Adolescent & Emerging Adulthood	3		
				HDFS 3200 Foundations of Family Science	3		
<sup>2</sup> Arts (3) choice	3			HDFS 3440 Human Sexuality	3		
				HDFS 4370 Families and Stress	3		
<b>Math (3-9)</b>				<b>Choose ONE of the third level writing courses below</b>			
Math Placement M or higher, MATH 1148 or equivalent				<b>(the course you choose can NOT be double counted)</b>			
MATH 1131, 1150, PHILOS 1500, CSE 1111, or 2111	0-4			HDFS 5200 Foundations of Couple & Family Therapy	3		
	3-5			HDFS 5340 Intimate Relationships	3		
<b>Data Analysis (3)</b>				HDFS 5350 Families with Adolescents	3		
Stat 1350 or 1450	3			HDFS 5410 Infant & Toddler Development	3		
				HDFS 5430 Adult Development & Aging	3		
<b>Science (10)</b>				HDFS 5440 Human Sexuality in Context	3		
Take two or three science courses totaling at least 10 credits from University approved GE list. At least one course must have a lab. At least one course must be a Biological Science and one must be a Physical Science. (HUMN NTR 2210 recommended)							
				<b>SELECT AN ADDITIONAL 9 CREDIT HOURS FROM THE FOLLOWING HDFS COURSES :</b>			
				HDFS 2189 Field Work	4		
				HDFS 2350 Parenting	3		
<sup>2</sup> Historical Study (3) choice	3			HDFS 2400 Life Span Human Development	3		
				HDFS 2600 Foundations of Prevention Science	3		
<b>Social Science (6)</b>				HDFS 2800 Promoting Early Language and Literacy Development in ECDE	3		
SOCIO 1101 or RURAL SOC 1500	3			HDFS 2810 Developing Age Appropriate Curriculum for ECDE	3		
<sup>3</sup> PSYCH 1100	3			<sup>4</sup> HDFS 3193 Practicum in Research	1-3		
				HDFS 3450 Managing & Supporting Behavior in Social Contexts	3		
<sup>2</sup> Culture & Ideas or <sup>2</sup> Historical Study (3) choice	3			HDFS 3620 Intervention & Prevention Practices: Development and Evaluation	3		
				HDFS 3800 Professional Development	1		
<b>Open Option (6) choice</b>	6			HDFS 4640 Promoting Emotional Wellbeing	3		
Suggested courses to fulfill the choice option include:				HDFS 5200 Foundations of Couple & Family Therapy	3		
HDFS 2350 Parenting (3)				HDFS 5340 Intimate Relationships	3		
HDFS 2400 Life Span Human Development (3)				HDFS 5350 Families with Adolescents	3		
CSFRS 2372 Appearance, Dress, & Cultural Diversity (3)				HDFS 5430 Adult Development and Aging	3		
EDSTCFL 3206 School and Society (3)				HDFS 5440 Human Sexuality in Context	3		
				HDFS 5410 Infant & Toddler Development	3		
<b>EHE 1100 (1)</b>	1			HDFS 5890, 5891, 5892, 5893, 5897 Special Topics	3		
<b>ELECTIVES (27-33)</b>				<b>MINIMUM SEM HR REQUIRED</b>	<b>120</b>		

Deleted: ¶

<sup>1</sup> English 1110.03 must be taken concurrently with English 1193.03

<sup>2</sup> Students must complete two Global Issues courses, which are typically met by selecting Literature, Art, Cultures & Ideas, or Historical Study courses that meet this requirement.

<sup>3</sup> Students must complete one Social Diversity in the US course, which is met by taking PSYCH 1100.

<sup>4</sup> Contract developed with faculty/researcher 1 term prior to registration.

NOTE: By completing the major requirements students may have completed part or all of the coursework to become a Child Life Specialist. If interested in pursuing this credential, please visit ([www.childlife.org](http://www.childlife.org)) and talk with your advisor about it.

# BACHELOR OF SCIENCE IN HUMAN DEVELOPMENT AND FAMILY SCIENCE

## Semester By Semester Guide

Effective for students admitted to the College of Education and Human Ecology beginning Summer 2016

*Minimum hours required for graduation: 120*

	Autumn		Spring		Summer
Year 1	MATH 1148 ENGLISH 1110.01 GE Arts/Global Issues EHE 1100 GE Social Science: SOCIOL 1101 or RURAL SOC 1500	4 3 3 1 3	Math & Log Analysis GE Literature/Global Issues GE Social Science/Diversity: PSYCH 1100 HDFS 2200 HDFS 2900	3 3 3 3 3	
29/120		14		15	
Year 2	GE Second Writing (rec. HDFS 2367) GE Biological Science GE Open Option HDFS 3200 HDFS 2210	3 4 3 3 4	GE Physical Science w/Lab GE Data Analysis: STAT 1350/1450 GE Cultures&Ideas/Hist HDFS 2420 HDFS 2410	4 3 3 3 3	
62/120		17		16	
Year 3	GE Biological Science GE Historical Study/Global Issues Elective Elective Elective	3 3 3 3 3	Select 9 course Select 9 course HDFS 3440 Elective Elective	3 3 3 3 3	
93/120		15		15	
Year 4	GE Open Option HDFS Third Level Writing Course Select 9 course Elective Elective	3 3 3 3 3	Elective HDFS 4370 Elective Elective Elective	1 3 3 3 3	
120/120		15		13	
<b>Notes:</b> <ul style="list-style-type: none"> <li>• Courses in <b>bold</b> are only offered once a year in the specified term</li> <li>• Course term of offering is subject to change</li> </ul>					

ENGLISH 1110.01- Prereq: 1109 (109.02) or EduTL1902 (108.01), or English Placement Level 4.  
 ENGLISH 1110.01- Prereq: EduTL1902 or 1902.04, or English Placement Level 4.  
 HDFS 2189- Prereq: 2210, and CPHR 2.5 or above, and permission of instructor.  
 HDFS 2210- Prereq: 2200.  
 HDFS 2367- Prereq: English 1110.01 (110.01), 1110.02 (110.02), or 1110.03 (110.03).  
 HDFS 2367- Prereq: English 1110.01 (110.01), 1110.02 (110.02), or 1110.03 (110.03).  
 HDFS 3189.xx- Prereq: 2410, and Jr or Sr standing.  
 HDFS 3193- Prereq: 2900 or equiv, and permission of instructor.  
 HDFS 3200- Prereq: 2200.  
 HDFS 3450- Prereq: Soph, Jr, or Sr standing; or permission of instructor.  
 HDFS 3620- Prereq: Soph, Jr, or Sr standing, or permission of instructor.  
 HDFS 4370- Prereq: 2200, or permission of instructor.  
 HDFS 4640- Prereq: Soph, Jr, or Sr standing; or permission of instructor.

HDFS 4960- Prereq: Soph, Jr or Sr standing, or permission of instructor.  
 HDFS 5200- Prereq: Jr, Sr, or Grad standing, or by petition.  
 HDFS 5340- Prereq: 2400, or Grad standing.  
 HDFS 5350- Prereq: 2200 or 2400, or equiv; or Grad standing.  
 HDFS 5410- Prereq: 2410 or equiv, and Jr or Sr standing.  
 HDFS 5430- Prereq: 2400 or 2420, or equiv, and Jr or Sr standing.  
 HDFS 5440- Prereq: Jr standing or above, and 2400 or 2200 or equiv, or Sexuality Studies major or minor.  
 HDFS 5890 - Prereq: 2400 or 2200, or equiv, and Jr or Sr standing.  
 HDFS 5891- Prereq: 2400 or 2410 or equiv, and Jr or Sr standing.  
 HDFS 5892- Prereq: 2400 or 2420, or equiv, and Jr or Sr standing.  
 HDFS 5893- Prereq: 2400 or 5430, or equiv, and Jr or Sr standing.  
 HDFS 5897- Prereq: 2400 or 2600, or equiv, and Jr or Sr standing.  
 MATH 1148- Prereq: A grade of C- or above in 1075, or credit for 104 or 148, or Math Placement Level N, or permission of department.  
 PSYCH 1100- Prereq: Not open to students with credit for 100, 1100H (100H) or 1100E (100E). This course is available for EM credit.  
 STAT 1350- Prereq: Math 1050, or Math Placement Level S, or permission of instructor.

**CURRICULUM MAP FOR HUMAN DEVELOPMENT & FAMILY SCIENCE MAJOR**

<b>REQUIRED COURSES (offered by unit)</b>	<u><b>Learning Goal #1.</b></u> Students will understand the conditions in the family, community, and society, as well as biological and cognitive changes, that enhance, support, and impede individual development and family well-being across time.	<u><b>Learning Goal #2.</b></u> Students will understand human development across the various stages of the life-span.	<u><b>Learning Goal #3.</b></u> Students will understand how effective and ineffective family systems affect the health and well-being of the members of the system.	<u><b>Learning Goal #4.</b></u> Students will understand issues and methods of inquiry in human development and family science research.
HDFS 2200 (family development)	beginning		beginning	
HDFS 2210 (helping skills in context)			beginning	
HDFS 2367 (american family issues)	intermediate		intermediate	
HDFS 2900 (research methods) or HDFS 4960 (developmental and prevention science research methods).				beginning
HDFS 2410 (early & middle childhood development)		beginning		
HDFS 2420 (adolescent & emerging adulthood development)		beginning		
HDFS 3200 (foundations of family science)	intermediate		intermediate	
HDFS 3440 (human sexuality)		beginning		
HDFS 4370 (families & stress)	advanced		advanced	
<b>Choose one of the following:</b>				
HDFS 5200 (foundations of CFT)			advanced	
HDFS 5340 (intimate relationships)	advanced	advanced	advanced	
HDFS 5350 (families with adolescents)	advanced	advanced		
HDFS 5410 (infant & toddler development)	advanced	advanced		
HDFS 5430 (adult development & aging)	advanced	advanced		
HDFS 5440 (sexuality in context)		advanced		
HDFS 5890 (special topics in family development)	advanced	advanced	advanced	advanced
HDFS 5891 (special topics in child development)		advanced		advanced

HDFS 5892(special topics in adolescent development)		advanced		advanced
HDFS 5893 (special topics in adult development)		advanced		advanced
HDFS 5897 (special topics in prevention science)	advanced	advanced	advanced	advanced

<b>REQUIRED COURSES (offered by unit)</b>	<u>Learning Goal #1.</u>	<u>Learning Goal #2.</u>	<u>Learning Goal #3.</u>	<u>Learning Goal #4.</u>
		Students will understand the conditions in the family, community, and society, as well as biological and cognitive changes, that enhance, support, and impede individual development and family well-being across time.	Students will understand human development across the various stages of the life-span.	Students will understand how effective and ineffective family systems affect the health and well-being of the members of the system.
<b>Select 9 hours from the following:</b>				
HDFS 2180 (field work)			beginning	
HDFS 2350 (parenting)		beginning	beginning	
HDFS 2400 (life span human development)		beginning		
HDFS 2600 (foundations of prevention science)	beginning		beginning	
HDFS 2800 (promoting early language and literacy in ECDE)	beginning			
HDFS 2810 (developing age appropriate curriculum for ECDE)	beginning			
HDFS 3193(practicum in research)				
HDFS 3450 (managing and supporting behavior in social contexts)	intermediate		intermediate	
HDFS 3620 (intervention & prevention practices: development and evaluation)	intermediate		intermediate	
HDFS 3800 (professional development)				
HDFS 4640 (promoting emotional well-being)	intermediate		intermediate	
HDFS 5200 (foundations of CFT)			advanced	
HDFS 5340 (intimate relationships)	advanced	advanced	advanced	

HDFS 5350 (families with adolescents)	advanced	advanced		
HDFS 5410 (infant and toddler development)	advanced	advanced		
HDFS 5430 (adult development and aging)	advanced	advanced		
HDFS 5440 (sexuality in context)		advanced		
HDFS 5890 (special topics in family development)	advanced	advanced	advanced	advanced
HDFS 5891 (special topics in child development)		advanced		advanced
HDFS 5892 (special topics in adolescent development)		advanced		advanced
HDFS 5893 (special topics in adult development)		advanced		advanced
HDFS 5897 (special topics in prevention science)	advanced	advanced	advanced	advanced

**BACHELOR OF SCIENCE IN HUMAN DEVELOPMENT AND FAMILY SCIENCE**  
**Human Development and Family Science, Family Studies Specialization**  
**Program Sheet**

Effective for students admitted to the College of Education and Human Ecology beginning Summer 2014

COURSE & NUMBER	HR	COURSE & NUMBER	HR
<b>UNIVERSITY REQUIREMENTS (47-53)</b>		<b>MAJOR REQUIREMENTS (19)</b>	
		*HDFS 2200 Family Development	3
<b>Writing (6)</b>		HDFS 2900 Research Methods OR HDFS 4960 Developmental and Prevention Science Research Methods	3
ENGLISH 1110.01 or 1110.02 or <sup>1</sup> 1110.03	3		
2nd Level Writing (Recommended: HDFS 2367)	3		
		*HDFS 2410 Early & Middle Childhood	3
<b><sup>2</sup>Literature (3)</b>	3	HDFS 2420 Adolescent & Emerging Adlthd	3
		HDFS 3440 Human Sexuality	3
<b><sup>2</sup>Arts (3)</b>	3	HDFS 3800 Professional Development	1
		<b>Choose ONE of the third level writing courses below</b> (The course you choose cannot be double counted)	
<b>Math (3-9)</b>		HDFS 5200 Foundations of Couple & Family Thrpy	3
Math Placement M or higher, MATH 1148 or equivalent	0-4	HDFS 5340 Intimate Relationships	
MATH 1131, 1150, PHILOS 1500, CSE 1111, or 2111	3-5	HDFS 5350 Families with Adolescents	
		HDFS 5410 Infant & Toddler Development	
<b>Data Analysis (3)</b>	3	HDFS 5430 Adult Development & Aging	
STAT 1350 or 1450		HDFS 5440 Human Sexuality in Context	
<b><sup>3</sup>Science (10)</b>		<b>OPTION REQUIREMENT (28)</b>	
BIOLOGY 1101	4	<b>(Required- 10hours)</b>	
BIOLOGY 1102, HUMN NTR 2210, or GE List	3	HDFS 2210 Helping Skills in Context	4
Physical Science	3	*HDFS 3200 Foundations of Family Studies	3
		HDFS 4370 Families and Stress	3
<b><sup>2</sup>Historical Study (3)</b>	3	<b>(Select and additional 18 hours from the following HDFS courses)</b>	
		*HDFS 2350 Parenting	3
<b>Social Science (6)</b>		HDFS 2367 American Family Issues	3
SOCIOLOG 1101 or RURAL SOC 1500	3	HDFS 2600 Foundations of Prevention Science	3
<sup>4</sup> PSYCH 1100	3	<sup>5</sup> HDFS 3193 Practicum in Research	1-3
		HDFS 3360 International Family Issues	3
<b><sup>2</sup>Culture &amp; Ideas or <sup>2</sup>Historical Study (3)</b>	3	HDFS 3450 Mng & Supp Beh in Socl Contexts	3
		HDFS 3620 Intrvntion & Prevntn Practic: Dev&Eval	3
<b>Open Option (6)</b>	6	HDFS 3630 Family Policy & Ethics	3
		HDFS 4630 Etiology and Mdls of Human Developm	3
		HDFS 4640 Promoting Emotional Wellbeing	3
		HDFS 4650 Intrdscplnry Clib & Conslt: Fam & Com	3
		HDFS 5200 Foundations of Couple & Family Thrpy	3
		HDFS 5340 Intimate Relationships	3
		HDFS 5350 Families with Adolescents	3
		HDFS 5430 Adult Development and Aging	3
<b>EHE 1100 (1)</b>	1	HDFS 5440 Human Sexuality in Context	3
		HDFS 5890, 5891, 5892, 5893, 5897 Special Topics	3
<b>ELECTIVES (2-8)</b>	2-8	<b>Professional Specialization (18)</b>	
		<sup>6</sup> Program A (select additional 14 hours)	14
		HDFS 2189 Introduction to Field Work	4
		<sup>6</sup> Program B (select 18 hours)	
		<b><sup>6</sup>MINIMUM SEM HR REQUIRED</b>	120

<sup>1</sup> English 1110.03 must be taken concurrently with English 1193.03

<sup>2</sup>Students must complete two Global Issues courses, which are typically met by selecting Literature, Art, Cultures & Ideas, or Historical Study courses that meet this requirement.

<sup>3</sup> Two or three courses are needed to complete this requirement. Choose one biological and one physical science course. At least one course must contain a lab. Courses may overlap with Pre-Med requirements; follow the back of the sheet and see your advisor for details.

<sup>4</sup> Students must complete one Social Diversity in the US course, which is met by taking PSYCH 1100.

<sup>5</sup>Contract developed with faculty/researcher 1 term prior to registration.

<sup>6</sup>From suggested supporting courses on the back of this sheet; list courses on back. Students completing the PreMed option will exceed 18 credit hours when completing all of the required courses, students should consult with an HDFS advisor.

<sup>7</sup>Program A is for those students who meet the qualifications and want to do fieldwork. A 2.5 CPHR is required for fieldwork; register in department two (2) terms in advance.

\*Courses marked with an "\*" satisfy some of the requirements to become a Certified Family Life Educator (CFLE).

NOTE: By completing the major requirements (front page) and the coursework in one's specialization area (back page) students may have completed part or all of the coursework to become a Child Life Specialist. If interested in pursuing this credential, please visit ([www.childlife.org](http://www.childlife.org)) and talk with your advisor about it.

**OPTION: FAMILY STUDIES**

The FAMILY STUDIES Option is designed to provide an understanding of human development and family relationships across the lifespan, and to prepare interested students for graduate study and/or professional careers. The "Professional Specialization" component of the Option gives the student the opportunity to select courses and field work experiences in major areas of emphasis. Selection should be guided by students' interests and professional goals. In addition, courses not included in the listings below but contributing to students' professional goals may be considered and approved by an HDFS advisor.

**PROFESSIONAL SPECIALIZATION AREAS -- SUPPORTING COURSES**

<p>FAMILY/ COMMUNITY HUMAN SERVICES</p> <p><b>Required:</b> HDFS 5200 (foundations of cft)</p> <p><b>Choose from the following courses:</b> AFAM &amp; AST 3361 CONSCI 3940 CSCFFS 2260 ESWDE 5636, 7648 (by permission) ESHESA 2571 HDFS 3184 KNSFHP 3312, 3314 PSYCH 2331, 2335, 2375 3545, 4540 SOC WRK 1130, 2101, 3597, 5006, 5007, 5014 SOCIOL 2210, 2380, 2382, 2391, 3306 WGSST 2325, 2326</p> <p><b>NOTE:</b> Some of the above courses also meet requirements for minors in Sociology, Education, and Women Studies</p>	<p>AGING STUDIES</p> <p><b>Required:</b> HDFS 5430 (adult devel&amp;aging)</p> <p><b>Choose from the following courses:</b> ANTHRO 5645 CSCFFS 4270 HDFS 3189.03, 5893 HTRHSC 4000, 4400, 5610, 5650, 5880.04, 7620 (by permission) HUMNTR 3506 KNPE 2542 KNHES 5703 SOCIOL 5450 SOCWK5010 SPHRN 5605</p> <p><b>NOTE:</b> Some of the above courses also meet requirements for the minor in Aging.</p>	<p>ADOLESCENT - AT RISK YOUTH</p> <p><b>Required:</b> HDFS 5892 or 5350 (topics in adol develop or families with adolescents)</p> <p><b>Choose from the following courses:</b> COMLDR 5350 COMM 4401 CSFRST 2372, 3474 ESCFE 4215 ESEPSY 5401 HDFS 3189.02, 5892 or 5350 PSYCH 2325, 2331, 2335, 5681 SOCIOL 2210, 2310, 3410, 4508, 4511, 5605, 4610 SOCWORK 3597, 5014</p> <p><b>NOTE:</b> Some of the above courses also meet requirements for the interdisciplinary minor in Youth Development</p>	<p>INTIMACY/ SEXUALITY STUDIES</p> <p><b>Required:</b> HDFS 3440 or 5340 (sexuality/intimacy)</p> <p><b>Choose from the following courses:</b> CLASSICS 3215 COMPSTDS 2214, 4845 ESCFE 4215 ENGLISH 4580 HDFS 3440 or 5340 HISTORY 2630, 3630 KNSFHP 2204, 5614 PSYCH 2333, 2376, 3555 SOCWORK 3597, 5006 SOCIOL 2340, 5605 WGSST 2230, 4845</p> <p><b>NOTE:</b> Some of the above courses also meet requirements for the minor in Sexuality Studies.</p>	<p>SOCIAL POLICY &amp; POPULATION STUDIES</p> <p><b>Required:</b> HDFS 5890 (topic in fam develop)</p> <p><b>Choose from the following courses:</b> HDFS 5897 PSYCH 2325 PUBHHBP 2510 PUBHEHS 2310 SOCWRK 1130, 1140, 3201 SOCIOL 3407</p> <p><b>NOTE:</b> Some of the above courses also meet requirements for the minor in Public Health, Sociology, and Public Policy.</p>	<p>PREMED</p> <p><b>All of the following courses are required:</b> HDFS 5890 (topic in fam develop) BIOLOGY 1113, 1114, and one more advanced biological science course (e.g. Molecular Genetics 4500) CHEM 1210, 1220 CHEM 2510, 2520 (these are lectures) 2540, 2550 (these are labs) PHYSICS 1200, 1201 RESEARCH IN HDFS 3193</p> <p><b>The following two courses are recommended:</b> HUMNTR 2310, 4609</p>	<p>INTEGRATED STUDIES</p> <p><b>Courses in this specialization area must pertain to a career and must be approved by an EHE advisor</b></p>
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**NOTE --** To pursue a minor, a student will need to speak with his/her HDFS advisor **AND** an advisor in the minor.

**BACHELOR OF SCIENCE IN HUMAN DEVELOPMENT AND FAMILY SCIENCE**  
**Human Development and Family Science,**  
**Family Studies Specialization**

**Semester By Semester Guide**

Effective for students admitted to the College of Education and Human Ecology beginning Summer 2014

*Minimum hours required for graduation: 120*

	Autumn		Spring		Summer
Year 1	MATH 1148 ENGLISH 1110.01 GE Arts/Global Issues EHE 1100 GE Social Science: SOCIOL 1101 or RURAL SOC 1500	4 3 3 1 3	Math & Log Analysis GE Literature/Global Issues GE Social Science/Diversity: PSYCH 1100 HDFS 2200 Choose 18 course	3 3 3 3 3	
29/120		14		15	
Year 2	GE Second Writing (rec. HDFS 2367) GE Biological Science: BIOLOGY 1101 GE Open Option HDFS 2900 HDFS 2410	3 4 3 3 3	GE Physical Science w/Lab GE Data Analysis: STAT 1350/1450 GE Cultures&Ideas/Hist HDFS 2420 HDFS 2210	4 3 3 3 4	
62/120		16		17	
Year 3	GE Biological Science GE Historical Study/Global Issues HDFS 3440 HDFS 3800 Choose 18 course Professional Specialization	3 3 3 1 3 3	Choose 18 course Choose 18 course HDFS 3200 Professional Specialization Professional Specialization	3 3 3 3 3	
93/120		16		15	
Year 4	GE Open Option HDFS Third Level Writing Course Choose 18 course Professional Specialization Professional Specialization	3 3 3 3 3	Choose 18 course HDFS 4370 Professional Specialization Professional Specialization	3 3 3 3	
120/120		15		12	
Notes:					
<ul style="list-style-type: none"> <li>• Courses in <b>bold</b> are only offered once a year in the specified term</li> <li>• Course term of offering is subject to change</li> </ul>					

BIOLOGY 1101- Prereq: Not open to students with credit for 1101E, 1113 (113), 1113H (115H), 101, Entmly 1101 (101), or MolGen 1101 (PlntBio101). This course is available for EM credit.

BIOLOGY 1102- Prereq: Not open to students with credit for 102. This course is available for EM credit.

ENGLISH 1110.01- Prereq: 1109 (109.02) or EduTL1902 (108.01), or English Placement Level 4.

ENGLISH 1110.01- Prereq: EduTL1902 or 1902.04, or English Placement Level 4.

HDFS 2189- Prereq: 2210, and CPHR 2.5 or above, and permission of instructor.

HDFS 2210- Prereq: 2200.

HDFS 2367- Prereq: English 1110.01 (110.01), 1110.02 (110.02), or 1110.03 (110.03).

HDFS 2367- Prereq: English 1110.01 (110.01), 1110.02 (110.02), or 1110.03 (110.03).

HDFS 3189.xx- Prereq: 2410, and Jr or Sr standing.

HDFS 3193- Prereq: 2900 or equiv, and permission of instructor.

HDFS 3200- Prereq: 2200.

HDFS 3360- Prereq: Soph, Jr, or Sr standing or permission of instructor.

HDFS 3450- Prereq: Soph, Jr, or Sr standing; or permission of instructor.

HDFS 3620- Prereq: Soph, Jr, or Sr standing, or permission of instructor.

HDFS 3630- Prereq: Soph, Jr, or Sr standing, or permission of instructor.

HDFS 4370- Prereq: 2200, or permission of instructor.

HDFS 4620- Prereq: 2600, or permission of instructor.

HDFS 4630- Prereq: 2600, or permission of instructor.

HDFS 4640- Prereq: Soph, Jr, or Sr standing; or permission of instructor.

HDFS 4650- Prereq: Permission of instructor.

HDFS 4960- Prereq: Soph, Jr or Sr standing, or permission of instructor.

HDFS 5200- Prereq: Jr, Sr, or Grad standing, or by petition.

HDFS 5340- Prereq: 2400, or Grad standing.

HDFS 5350- Prereq: 2200 or 2400, or equiv; or Grad standing.

HDFS 5410- Prereq: 2410 or equiv, and Jr or Sr standing.

HDFS 5430- Prereq: 2400 or 2420, or equiv, and Jr or Sr standing.

HDFS 5440- Prereq: Jr standing or above, and 2400 or 2200 or equiv, or Sexuality Studies major or minor.

HDFS 5890 - Prereq: 2400 or 2200, or equiv, and Jr or Sr standing.

HDFS 5891- Prereq: 2400 or 2410 or equiv, and Jr or Sr standing.

HDFS 5892- Prereq: 2400 or 2420, or equiv, and Jr or Sr standing.

HDFS 5893- Prereq: 2400 or 5430, or equiv, and Jr or Sr standing.

HDFS 5897- Prereq: 2400 or 2600, or equiv, and Jr or Sr standing.

MATH 1148- Prereq: A grade of C- or above in 1075, or credit for 104 or 148, or Math Placement Level N, or permission of department.

PSYCH 1100- Prereq: Not open to students with credit for 100, 1100H (100H) or 1100E (100E). This course is available for EM credit.

STAT 1350- Prereq: Math 1050, or Math Placement Level S, or permission of instructor.





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December 10, 2015

Dear Human Sciences Undergraduate Curriculum Committee:

The Physical Education, Sport and Physical Activity (PESPA) Faculty propose changes to the undergraduate PESPA major. These changes have been made in consultation with Sarah Odum and Andy Zircher from the Assessment and Curriculum Office within the College of Education and Human Ecology. This letter indicates the changes to the PESPA major and provides a rationale for these changes.

**Consumer Sciences**  
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**Human Development  
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614-292-7705 Phone  
614-292-4365 Fax

**Human Nutrition**  
325 Campbell Hall  
1787 Neil Avenue  
614-292-0827 Phone  
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**Kinesiology**  
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305 West 17<sup>th</sup> Avenue  
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The PESPA undergraduate major contains two specializations:

- Physical Education Teacher Education (PETE), which prepares and licenses students to teach physical education in K-12 educational settings.
- Physical Activity Specialist (PAS), which prepares students to develop physical activity programs for children, youth, and adults in community-based settings.

Over the past year, the PESPA faculty has undertaken in-depth self-study of the undergraduate program based on current marketplace information regarding employment opportunities, feedback from various stakeholders (including potential employers, representatives from local Parks and Recreation Departments, and current undergraduate students), and a close examination of similar undergraduate degrees at other universities both within and beyond Ohio. The outcome of the self-study highlighted the following issues with the PAS specialization:

- The total credit hour (121 hours without overlap) makes it difficult for students who transfer into the specialization after the freshman year to graduate within four years.
- In addition, the number of does not allow any flexibility for students wishing to obtain a minor or pursue additional courses that could further enhance their education and/or professional development.
- The current name of the PAS specialization does not fully represent the scope of what the specialization covers and the possible career paths that graduates from the degree can pursue.

In order to address these issues, the PESPA faculty proposes the following changes to the PAS specialization:

1. **Reduce the total Major hours from 76 to 49 hours.**

a. **Major Core Requirements (37 hours)**

Based on feedback from the PESPA program self-study. The faculty proposes 37 credit hours that are absolutely essential as the core for this specialization (see attached Physical Activity and Coaching Specialist Sheet – start summer 2016).

b. **Add Major Choice Requirements of 12 hours.**

The reduction in the Major Core hours allows for the addition of 12 hours

Major Choice Requirements to the specialization and is reflective of the feedback from the PESPA program self-study. There are three options under this Requirement that students can pursue:

- 1) Take an additional 12 hours of electives within the PESPA program. These courses reflect the courses that have been taken out of the Major Core Requirements and thus make those courses available for students based on their interest or future career aspirations.
- 2) Pursue a Youth Development Minor. Students who have future career aspirations of working with children, youth and young adults in a physical activity setting would benefit from pursuing this major. The Youth Development minor currently requires a minimum of 16 credit hours. Students in the PAS specialization already complete three courses for this minor as a Major Core Requirement and would therefore need to take an additional 12 credit hours from the remaining course options for this minor. This would allow them to fulfill the requirement of 12 unique credit hours for the minor.
- 3) Completing an Applied Associates Degree in a related field. Members of the PESPA Faculty and EHE Assessment and Curriculum met with colleagues at Columbus State Community College to understand and evaluate the content of Sports and Exercise Science Applied Associates Degrees. In consultation with colleagues at Columbus State Community College, the PESPA Faculty has created an option where students graduating with an Applied Associates Degree in a related field can be applied to the Major Choice Requirement.

**2. Add 20-24 elective hours to the PAS specialization.**

As a result of the changes highlighted in bullets 1 & 2, there is now the flexibility for students in the PAS specialization to pursue additional elective courses beyond the Major Core and Major Choice Requirements. These electives could be used to pursue additional courses that would be of interest to the student based on their future career aspirations. In addition, these electives create some flexibility for students transferring into the major late and not prolong graduation excessively.

**3. Add Coaching to the specialization name changing it from Physical Activity Specialist to Physical Activity and Coaching Specialist.**

Further consideration of the changes for the PAS specialization highlighted in bullets 1 & 2 and examination of similar degree programs as universities across the nation results in the change of adding Coaching to the degree specialization. Within the Major Core and Major Choice Requirements, students can take all of the courses required for the Coaching Education Minor. In addition, institutions such as West Virginia University, Bowling Green State University, Kent State University and Montclair State University have similar degree programs to the Physical Activity Specialist program and have more inclusive titles that include athletic coaching, coaching, or sports performance in the specialization name.

In addition, the PESPA Faculty proposes articulation agreements with Columbus State Community College. These articulation agreements fall under the Preferred Pathways program at Ohio State University. The articulation agreements would be as follows:

- 2+2 articulation agreement from CSCC Applied Associates degree (Sport and Exercise Studies Major) into the PAS Specialization
  - This is outlined in the attached PACS program sheet and the attached draft articulation agreement.
- 2+2 articulation agreement from CSCC Associates of Arts degree into the PAS Specialization
  - See attached draft articulation agreement
- 2+3 articulation agreement from CSCC Applied Associates degree (Sport and Exercise Studies Major) into the PETE Specialization.
  - Course substitutions from CSCC Applied Associates degree to PETE Specialization (see attached draft articulation agreement)
    - KNPE 1208 Orientation to Sport and Leisure Studies substituted for SES 1101 Introduction

- to Sports and Exercise Studies
- KNPE 2201 Concepts of Fitness and Wellness substituted for SES 1100 Personal Fitness Concepts
- ESEPSY 2309 Psychological Perspectives on Education substituted for PSY 2200 Educational Psychology
- 2+3 articulation agreement from CSCC Associates of Arts degree into the PETE Specialization
  - See attached draft articulation agreement

Sincerely,



Sue Sutherland, Ph.D.  
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Physical Education  
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College of Education and Human Ecology  
Department of Human Sciences Program Change Proposals  
Addendum Responding to Questions from CAA Subcommittee C

Message from Subcommittee C:

For the proposals from Human Science, we are ready to approve the first two, the major in Sport Industry and HPNES. We have a couple minor questions to be answered by email and would like to schedule these asap, if you would agree to separate them from the rest of the proposal. For HDFS, PESPA, and PETE, we are asking for some changes to the proposal and would expect you to need a bit more time to get that done.

1. Sport Industry: no questions or concerns.
2. HPNES: no questions or concerns
3. (amend proposal) HDFS, PESPA, and PETE. For all three of these, there is a substantial reduction in required credit hours. While the subcommittee understood in general the logic and supports the idea of making the majors easier to complete, we would like a more explicit rationale for which courses were removed and which were retained as requirements. Although it would be possible to go through the advising sheets and deduce which courses have been removed from requirements, we want these explicitly listed in the proposal. In addition, we need to see some rationale for how the ones kept and deleted were chosen. For example, in the first two programs, on page 4 and pages 12-13, there is a clear explanation of how the changes were made and how the students will still get the appropriate content. But in the proposals for HDFS, PESPA, and PETE, it simply says "required credits were reduced from xx to yy." Please add an explanation of specifically which courses were eliminated and which were retained, including why those eliminated are not necessary and why those retained are necessary.

**PESPA Statement:**

Over the past year, the PESPA faculty has undertaken in-depth self-study of the undergraduate program based on current marketplace information regarding **employment opportunities, feedback from various stakeholders** (including potential employers, representatives from local Parks and Recreation Departments, and current undergraduate students), and a **close examination of similar undergraduate degrees at other universities** both within and beyond Ohio. For each of the following changes, the overriding decision was the skill set that graduates from the PAS major need to gain employment upon graduation. Students in this major are typically employed within Parks and Recreation Departments, or companies and organizations that provide physical activity programming for individuals across the lifespan

- KNPE 2301 (Teaching Invasion Games) or KNPE 3302 (Teaching Racquet Sports) – These courses are retained in the major core requirement as they provide students with the content knowledge and specialized content knowledge to plan and implement physical activity programming in invasion games or racquet sports. We provided students with a choice in which course they take based on their previous experience with each type of sport. Student can take the other course if they choose option A (see below).
- KNPE 2307 (Adventure-based Learning) – This course is retained in the major core requirement as it focuses on developing personal and social skills through experiential learning in adventure-based activities (teambuilding, initiative, character building activities). These are important skills for anyone working with children, youth, young adults and adults in a physical activity setting.
- KNPE 2542 (Motor Development) – This course is retained in the major core requirement as it focuses on understanding how lifespan motor development impact successful engagement in physical activity.
- KNPE 2601 (Teaching in PE, Leisure, Exercise) – This course is retained in the major core requirement as it focuses on the pedagogical skills to teach in a physical education and physical activity setting. These skills are crucial for anyone working with children, youth, young adults and adults in an activity setting.
- KNPE 3305 (Teaching Invasion Games) – This course is retained in the major core requirement as it focuses it provides students with the content knowledge and specialized content knowledge to plan and implement physical activity programming in court sports.
- KNPE 4191.20 (Internship – Physical Activity Setting) – This course is retained in the major core requirement as it provides an important opportunity for students to gain experience working in the field of their choice relative to physical activity and coaching.
- KNPE 5544 (Adapted Physical Activity) - This course is retained in the major core requirement as it focuses on the necessary knowledge, understanding and practical experience of working with individuals with disabilities in a physical activity setting.
- KNPE 5643 (Coaching Effectiveness) - This course is retained in the major core requirement as it focuses on the theoretical and practical knowledge and experiences related to coaching sport/physical activity in the youth and adult setting. These skills build on those introduced in KNPE 2601 and are important when working with youth and adults in an sport and physical activity settings.
- KNPE 5795 (Sociocultural issues in PE/PA) – This course is retained in the major core requirement as it provides knowledge and understanding of

sociocultural issues in a physical activity setting. It is important for physical activity specialists to understand how issues such as gender, religion, disability, race, ethnicity, culture, socio-economic status, sexual orientation, and language impact participants.

COMLDR 5350 (Youth Organizations and Program Management) - This course is retained in the major core requirement as it focuses on the specifics of program management in youth organizations. This core knowledge for students in the physical activity specialist program.

SOCWORK 2110 (Prevention and Youth Development through Sport, Recreation and Play) - This course is retained in the major core requirement as it focuses on positive youth development strategies in physical activity settings, which provide essential knowledge for students in the PAS major.

4. (email) For the PESPA and PETE degrees, it seems that there is no change being made to the PETE degree, correct? Please verify this. We found ourselves searching for more detail on the PETE change only to conclude that there probably weren't any.

Correct

5. (suggestion) We note that in some of the human sciences majors, these are seen as majors people find after arrival rather than ones they come to OSU interested in to begin with. So part of the motivation in simplifying the major is for people who transfer in late. This raised a suggestion that you may want to address advising and advertising for these programs to get people in sooner.

We will work on that. Thank you.

**BACHELOR OF SCIENCE IN EDUCATION, Physical Education, Sport and Physical Activity  
Physical Activity and Coaching Specialist**

Effective for students admitted to the College of Education and Human Ecology beginning Summer 2016

<b>COURSE &amp; NUMBER</b>	<b>HRS</b>	<b>COURSE &amp; NUMBER</b>	<b>HRS</b>
<b>UNIVERSITY REQUIREMENTS (46-50 semester)</b>		<b>MAJOR CORE REQUIREMENTS (37)</b>	
<b>Writing (6)</b>		KNPE 2301- Tchng Invasion Games OR KNPE 3302- Tchng Rqt Sprts	3
ENGLISH 1110.01 or 1110.02 or <sup>1</sup> 1110.03	3	KNPE 2307- Advntr Bsd Lrning	3
<sup>2,5</sup> <sup>2</sup> <sup>nd</sup> Level Writing Course (2367)	3	KNPE 2542- Lfspn Mtr Development	3
		KNPE 2601- Tchng Phys Ed, Leisure, & Exercise	3
<sup>3,5</sup> <b>Literature (3)</b>	3	KNPE 3305 – Tchng Crt Games	3
		KNPE 4191.20- Internship: Phys Act Settings (x2)	3+3
<sup>3,5</sup> <b>Arts (3)</b>	3	KNPE 5544- Intro to Adpted Phys Actvty	3
		<sup>7</sup> KNPE 5643- Cching Effctvnss	3
<b>Math (3-7)</b>		<sup>6</sup> KNPE 5795- Socio-Cultrl Iss in Phys Ed	3
Math Placement M or higher, MATH 1148 or Equiv	0-4	COMLDR 5350- Yth Org & Prog Mngmnt	4
Next Math course past placement, MATH 1131, or other course from university approved Math & Logical Analysis list	3	SOCWORK 2110- Prev & Yth Dvlt thrgh Sprt, Rec, & Ply	3
<b>Data Analysis (3)</b>		<b>MAJOR CHOICE REQUIREMENTS (minimum 12 hours) Choose either Option A, B, or C</b>	
STAT 1350 or 1430 or 1450	3	Option A: Choose 12 hours	
		KNPE 1208- Orientation to Sprt & Leisure Stds	3
		KNPE 2201- Concepts of Ftnss & WlInss	3
<sup>4</sup> <b>Science (10)</b>	10	<sup>7</sup> KNPE 2262- Cching the Yng Athlete	3
Take two or three science courses totaling at least 10 credits from University approved GE list. At least one course must have a lab. At least one course must be a Biological Science and one must be a Physical Science.		KNPE 3302- Tchng Rqt Sprts OR KNPE 2301	3
		KNPE 3521- Cntnt in Upper Elem Phys Ed	3
		KNSISM 4245- Ldrshp & Prgrming in Sprts Indstry	3
		KNHES 4525- Prmting Beh Chnge in Sprt, Leis & Ex	3
		KNPE 5521- Qual Skill Anlyt	3
		KNPE 5657- Sprt & Disability	3
		<sup>6</sup> KNPE 5676 – Programming for Severe Physical Impairments	3
		<sup>7</sup> KNPE 4489.05 – Advncd Fld Experience: Interscholastic Coaching	3
		HDFS 2400- Life Span Hmn Development	3
<sup>3,5</sup> <b>Historical Study</b>	3	Option B: Youth Development minor (12 hours)	
		<b>Select one from</b>	
		HDFS 2400 – Lifespan Human Development	3
<sup>2,5</sup> <b>Social Science (6)</b>	6	PSYCH 3551 – Psychology of Adolescence	3
Take two social science courses from University approved GE list. Choose from 2 different subcategories		<b>Electives – (minimum 9 credits)</b>	
<sup>3,5</sup> <b>Culture &amp; Ideas or Historical Study</b>	3	AFAMAST 2290 – Black Youth	3
<b>Open Options (6)</b>		ANTHROP 5630 – Language and culture in Education (youth)	3
Choice	3	COMM 4401 – Mass Communication and Youth	3
Choice	3	ESEPSY 5401 – Adolescent Lrning and Dev in School Contexts	3
<b>EHE 1100 (1)</b>	1	HDFS 5350 – Families with Adolescents	3
		KNPE 2262 – Coaching the Young Athlete	3
		KNSISM 4245 – Leadership & Programming in Sports Industry	3
		PSYCH 4555 – Adolescent Sexuality	3
		PSYCH 5648 – Psychology of Delinquency	3
		SOCIOL 2310 – Sociology of Gangs	3
		SOCIOL 4511 – Juvenile Delinquency	3
		SOCWORK 3597 – Adolescent Parenthood and Sexuality: International Perspectives	3
<b>ELECTIVES (20-24)</b>		<b>Option C: 12 Credits from an Applied Associates degree in related field including but not limited to:</b>	
Major Admission Requirement: minimum 2.5 CGPA and 12 OSU credit hours.		Columbus State Community College's AAS in Sports and Exercise Studies majors in:	
Pre-major Requirement: minimum 2.5 CGPA and 12 OSU credit hours.		• Exercise Science	
		• Exercise Science, Athletic Performance Track	
		• Physical Education	
		• Physical Education – Coaching Track	
		• Recreation and Leisure Studies	
		• Sport Management	
		• Wellness & Health Promotion	
		<b>TOTAL HOURS REQUIRED 120</b>	

<sup>1</sup> English 1110.03 must be taken concurrently with English 1193.03

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

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

<sup>4</sup> Two or three courses are needed to complete this requirement. Choose one biological and one physical science course. At least one course must contain a lab.

<sup>5</sup> Highlights category where overlap within the GE may occur, such as between Arts and Historical Study, Literature and Social Sciences, 2nd Writing and Social Sciences, etc.

<sup>6</sup> Course is taught every other year. Consult with advisor.

<sup>7</sup> Courses appropriate for students with an interest in Coaching Education

**BACHELOR OF SCIENCE IN EDUCATION, Physical Education, Sport and Physical Activity  
Physical Activity Specialist**

Effective for students admitted to the College of Education and Human Ecology beginning Summer 2015

COURSE & NUMBER	HRS	COURSE & NUMBER	HRS
<b>UNIVERSITY REQUIREMENTS (46-50 semester)</b>		<b>MAJOR REQUIREMENTS (76)</b>	
<b>Writing (6)</b>		KNPE 2301- Tchng Invasion Games	3
ENGLISH 1110.01 or 1110.02 or <sup>1</sup> 1110.03	3	KNPE 1208- Orientation to Sprt & Leisure Stds	3
<sup>2, 5</sup> 2 <sup>nd</sup> Level Writing Course (2367)	3	KNPE 2542- Lfspn Mtr Development	3
		KNSISM 4245- Ldrshp & Prgmng in Sprts Indstry	3
<sup>3, 5</sup> <b>Literature (3)</b>	3	KNPE 2201- Concepts of Ftncs & Wllncs	3
		KNPE 2601- Tchng Phys Ed, Leisure, & Exercise	3
<sup>3, 5</sup> <b>Arts (3)</b>	3	KNPE 2307- Advntre Bsd Lrning	3
		KNPE 3302- Tchng Rqt Sprts	3
<b>Math (3-7)</b>		KNPE 3305 - Tchng Crt Games	3
Math Placement M or higher, MATH 1148 or Equiv	0-4	KNHES 4525- Prmtng Beh Chnge in Sprt, Leis & Ex	3
Next Math course past placement, MATH 1131, or other course from university approved Math & Logical Analysis list	3	KNPE 5521- Qual Skill Anlys	3
		KNPE 5544- Intro to Adpted Phys Activity	3
<b>Data Analysis (3)</b>		KNPE 5795- Socio-Cultrl Iss in Phys Ed	3
STAT 1350 or 1430 or 1450	3	KNPE 3521- Cntnt in Upper Elem Phys Ed	3
		COMLDR 5350- Yth Org & Prog Mngmnt	4
<b><sup>4</sup>Science (10)</b>	10	SOCWORK 2110- Prev & Yth Dvlt thrgh Sprt, Rec, & Ply	3
Take two or three science courses totaling at least 10 credits from University approved GE list. At least one course must have a lab. At least one course must be a Biological Science and one must be a Physical Science.		HDFS 2400- Life Span Hmn Development	3
		KNPE 5657- Sprt & Disabltly	3
		KNPE 5676- Prgmng for Svre Phys Impairments	3
		KNPE 2262- Cching the Yng Athlete	3
<sup>3, 5</sup> <b>Historical Study</b>	3	KNPE 4643- Cching Effctvncs	3
		KNPE 4191.20- Internship: Phys Act Settings (x2)	3+3
<sup>2, 5</sup> <b>Social Science (6)</b>	6		
Take two social science courses from University approved GE list. Choose from 2 different subcategories			
<sup>3, 5</sup> <b>Culture &amp; Ideas or Historical Study</b>	3	Major Admission Requirement: minimum 2.5 CGPA and 12 OSU credit hours. Pre-major Requirement: minimum 2.5 CGPA and 12 OSU credit hours.	
<b>Open Options (6)</b>			
Choice	3		
Choice	3		
<b>EHE 1100 (1)</b>	1		
<b>ELECTIVES (0-6)</b>			
		<b>TOTAL HOURS REQUIRED</b> Minimum: 120 Without overlap <sup>5</sup> : 121	

<sup>1</sup> English 1110.03 must be taken concurrently with English 1193.03

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

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

<sup>4</sup> Two or three courses are needed to complete this requirement. Choose one biological and one physical science course. At least one course must contain a lab.

<sup>5</sup> Highlights category where overlap within the GE may occur, such as between Arts and Historical Study, Literature and Social Sciences, 2nd Writing and Social Sciences, etc.



## Physical Activity and Coaching Specialist

### Learning Goals

1. Understanding how individuals learn and develop in diverse contexts and can create appropriate physical activity instruction that supports their physical, cognitive, social and emotional development
2. Providing children and youth with rewarding physical activity experiences during which they can develop intra- and inter-personal skills
3. Using and understanding of individual and group motivation and behavior to create a safe learning environment that encourages physically active lifestyles, positive social interaction, and self-motivation
4. Using knowledge of effective verbal, non-verbal, and media communication techniques to enhance learning and engagement in physical activity settings
5. Fostering collaborative relationships with colleagues, parents/guardians, community and school agencies to support the growth and well-being of children and youth

Major Core Courses (offered by the unit)	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
KNPE 2301 Teaching Invasion Games	Beginning	Beginning	Beginning	Beginning	
KNPE 2601 Teaching Physical Education, Leisure and Exercise	Beginning	Beginning	Beginning	Beginning	
KNPE 2307 Adventure Based Learning	Beginning	Beginning	Beginning	Beginning	
KNPE 2542 Lifespan Motor Development	Beginning	Beginning	Beginning	Beginning	Beginning
KNPE 3302 Teaching Racquet Sports	Intermediate	Intermediate	Intermediate	Intermediate	

KNPE 3305 Teaching Court Games	Intermediate	Intermediate	Intermediate	Intermediate	
KNPE 4189.20 Internship In Physical Activity Settings		Advanced	Advanced	Advanced	Advanced
KNPE 5544 Introduction to Adapted Physical Activity	Advanced	Advanced	Advanced	Advanced	Advanced
KNPE 5643 Coaching Effectiveness	Advanced	Advanced	Advanced	Advanced	Advanced
KNPE 5795 Socio-cultural Issues in Physical Education	Advanced	Advanced	Advanced	Advanced	
<b>Required Courses (outside the unit)</b>					
SOCWORK 2110 Prevention and Youth Development through Sport, Recreation and Play	Advanced	Advanced	Advanced	Advanced	Advanced
COMLDR 5350 Yth Org & Prog Mngmnt	Advanced	Advanced	Advanced	Advanced	Advanced
<b>Major Choice Requirements (within unit)</b>					
KNPE 1208 Orientation to Sport and Leisure Studies	Beginning			Beginning	

KNPE 2201 Concepts of Fitness and Wellness	Beginning	Beginning		Beginning	
KNPE 2262 coaching the young athlete	Beginning	Beginning	Beginning	Beginning	Beginning
KNPE 3521 Content in Upper Elementary Physical Education	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
KNSISM 4245 Leadership & Programming in SI	Intermediate			Intermediate	Intermediate
KNHES 4525 Prmtng Beh Cnge in Sprt, Leis, & Ex Leadership & Programming in SI	Intermediate			Intermediate	Intermediate
KNPE 5521 Skill Analysis	Advanced	Advanced		Advanced	
KNPE 5657 Sport and Disability	Advanced	Advanced	Advanced	Advanced	Advanced
KNPE 5676 Programming for Severe Physical Impairments	Advanced	Advanced	Advanced	Advanced	Advanced
<b>Major Choice Requirements (outside unit)</b>					
HDFS 2400 Life Span Human Development	Beginning	Beginning	Beginning	Beginning	Beginning
<b>General Education</b>					
GEC writing 1 (3)					

GEC Arts (3)					
GEC Math or Logic (3)					
Open option 1 (3)					
GEC literature (3)					
GEC Data Analysis (3)					
Physical Science (3)					
GEC writing 2 (3)					
GEC Biological Science (3)					
GEC Social science –A (3)					
GEC Physical Science (3)					
GEC Social science –B (3)					
GEC Cult & Ideas or Hist Study or S Sc. (3)					
GEC Historical Study (3)					
Open option 1 (3)					

**Columbus State Community College**

**Freshman Year (CSCC)**

Autumn Semester		Spring Semester	
ENGL 1100 Composition I	(3)	ENGL 2367 Composition II	(3)
MATH 1148 College Algebra	(4)	MATH 1350 Statistics	(3)
PSY 1100 Intro to Psychology	(3)	Foreign Language 1101	(4)
Visual/Performing Arts	(3)	SOC 1101 Intro to Sociology	(3)
COLS 1100 First Year Experience Seminar	(1)	ASC 1190 Critical Thinking in the Arts & Sciences	(1)
14 hours		14 hours	

**Sophomore Year (CSCC)**

Autumn Semester		Spring Semester	
Historical Study	(3)	Historical Study	(3)
Natural Science (w/ lab)	(4/5)	Natural Science (may have lab or not)	(3/4)
Foreign Language 1102	(4)	Foreign Language 1103	(4)
ECON 2200 Principles of Microeconomics	(3)	Literature/Culture and Ideas/VPA	(3)
Elective*	(3)	Elective*	(3)
17– 18 hours		16 - 17 hours	

*Note: If different Social/Behavioral sciences are taken, must come from at least two different categories: Individuals and Groups; Organizations and Politics; and Human, Natural, and Economic Resources*

*Elective courses as needed to reach the required 61 hour total depending on courses selected from above plan.*

**CSCC General Education Requirements:** Students should choose the General Education courses for the AA degree in consultation with their academic and faculty advisors.

**The Ohio State University**

Fall Semester		Spring Semester	
KNPE 2307 Adventure Based Learning	3	KNPE 2301 Teaching Invasion Games	3
KNPE 2601 Teaching PE, Leisure and Exercise	3	KNPE 5643 Coaching Effectiveness	3
KNPE 3305 Teaching Court Sports	3	SOCWORK 2110 Youth Development...	3
KNPE 5544 Intro to Adapted Physical Activity	3	COMLDR 5350 Yth Org & Prog Mngment	4
12		13	

Fall Semester		Spring Semester	
KNPE 4191 Internship	3	KNPE 4191 Internship	3
KNPE 5795 Socio-cultural Issues in Phys Ed	3	KNPE 2542 Lifespan Motor Development	3
Major Choice Option	3	Major Choice Option	3
Major Choice Option	3	Major Choice Option	3
12		12	

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**The Ohio State University**  
Physical Activity Specialist Degree

Listed below are additional requirements for admission to Sports and Exercise Studies:

1. High school graduate or GED equivalency
2. Placement into ENGL 1100\*
3. Placement into MATH 1010\*

\*Placement below needed math or English requires additional courses not taken concurrently.

*Please consult the Academic Catalog or contact the department for more information.*

**Plan of Study**

<b>Semester 1</b>		<b>Semester 2</b>	
ENGL 1100 Composition	3	BIO 2300 Human Anatomy	4
MATH 1148 College Algebra	4	SES 1101 Intro to Sports & Exercise Studies	3
SES 1100 Personal Fitness Concepts	3	SES 1328 Team Sport & Activities	2
SBS XXXX Social & Behavioral Science	3	SES XXXX Phys. Ed. Req. 1002 or 1004 or 1005 or 1006 or 1008 or 1009 or 1010	1
SES 1327 Individual Sport & Activities	2	PSY 1100 Intro to Psychology	3
COLS 1100 First Year Experience	1		
Total	16	Total	13

<b>Summer Semester</b>		<b>Semester 3</b>	
BIO 2232 Human Physiology	4	SES 2535 Sport Law	3
SES 2680 History of Sport	3	SES 2440 Exercise Physiology	4
SES 2524 Sport Management Foundations	3	HUM XXXX Humanities	3
SES 2625 Concepts of Coaching	3	PSY 2200 Educational Psychology	3
		SES 2950 SES Practicum	2
Total	13	Total	15

<b>Semester 4</b>	
HOSP 1153 Nutrition for a Healthy Lifestyle	3
SES 2544 Recreational Administration...	3
SES 2426 Athletic Injury Control...	3
ENGL 2367 or 2567 or 2667 or 2767 Comp. II	3
SES 2441 Kinesiology	4
Total	16

**The Ohio State University**

<b>Fall Semester</b>		<b>Spring Semester</b>	
KNPE 2307 Adventure Based Learning	3	KNPE 2301 Teaching Invasion Games	3
KNPE 2601 Teaching PE, Leisure and Exercise	3	KNPE 5643 Coaching Effectiveness	3
KNPE 3305 Teaching Court Sports	3	SOCWORK 2110 Youth Development...	3
KNPE 5544 Intro to Adapted Physical Activity	3	COMLDR 5350 Yth Org & Prog Mngment	3
Gen Ed	3	Gen Ed	3
	15		15

<b>Fall Semester</b>		<b>Spring Semester</b>	
KNPE 4191 Internship	3	KNPE 4191 Internship	3
KNPE 5795 Socio-cultural Issues in Phys Ed	3	KNPE 2542 Lifespan Motor Development	3
Gen Ed	3	Gen Ed	3
Gen Ed	3	Gen Ed	3
	12		12

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**The Ohio State University**  
Physical Education Teacher Education

Listed below are additional requirements for admission to Sports and Exercise Studies:

1. High school graduate or GED equivalency
2. Placement into ENGL 1100\*
3. Placement into MATH 1010\*

\*Placement below needed math or English requires additional courses not taken concurrently.

*Please consult the Academic Catalog or contact the department for more information.*

**Plan of Study**

<b>Semester 1</b>		<b>Semester 2</b>	
ENGL 1100 Composition	3	BIO 2300 Human Anatomy	4
MATH 1148 College Algebra	4	SES 1101 Intro to Sports & Exercise Studies	3
SES 1100 Personal Fitness Concepts	3	SES 1328 Team Sport & Activities	2
SBS XXXX Social & Behavioral Science	3	SES XXXX Phys. Ed. Req. 1002 or 1004 or 1005 or 1006 or 1008 or 1009 or 1010	1
SES 1327 Individual Sport & Activities	2	PSY 1100 Intro to Psychology	3
COLS 1100 First Year Experience	1		
Total	16	Total	13

<b>Summer Semester</b>		<b>Semester 3</b>	
BIO 2232 Human Physiology	4	SES 2535 Sport Law	3
SES 2680 History of Sport	3	SES 2440 Exercise Physiology	4
SES 2524 Sport Management Foundations	3	HUM XXXX Humanities	3
SES 2625 Concepts of Coaching	3	PSY 2200 Educational Psychology	3
		SES 2950 SES Practicum	2
Total	13	Total	15

<b>Semester 4</b>	
HOSP 1153 Nutrition for a Healthy Lifestyle	3
SES 2544 Recreational Administration...	3
SES 2426 Athletic Injury Control...	3
ENGL 2367 or 2567 or 2667 or 2767 Comp. II	3
SES 2441 Kinesiology	4
Total	16

**The Ohio State University**

<b>Fall Semester</b>		<b>Spring Semester</b>	
KNPE 2601 Teaching PE, Leisure and Exercise	3	KNPE 2301 Teaching Invasion Games	3
KNPE 2307 Adventure Based Learning	3	KNPE 5521 Qualitative Skill Analysis	3
KNPE 2542 Lifespan motor Development	3	Gen Ed	3
Gen Ed	3	Gen Ed	3
Gen Ed	3	Gen Ed	3
	15		15

<b>Fall Semester</b>		<b>Spring Semester</b>	
KNPE 3305 Teaching Court Sports	3	EDUTL 5442 Teaching across the Curriculum	3
KNPE 3302 Teaching Racquet Sports	3	KNPE 3740 Teaching PE in Elementary Schl	3
KNPE 3520 Content in Lower Elementary	3	KNPE 3189 Field Exp in Elementary PE	3
KNPE 3521 Content in Upper Elementary	3	Gen Ed	3
KNPE 5544 Adapted Physical Activity	3	Gen Ed	3
	15		15

<b>Fall Semester</b>		<b>Spring Semester</b>	
KNPE 4741 Teaching Phys Ed in Secondary	3	KNPE 4191.01 Internship/Elementary	6
KNPE 4189 Field Experience	3	KNPE 4191.02 Internship/Secondary	6
KNPE 4780 Seminar for Student Teaching	2		
KNPE 5795 Socio Cultural Issues in PE	3		
SFHP Activity Course (if needed)	1		
	12		12

**Columbus State Community College**

**Freshman Year (CSCC)**

Autumn Semester		Spring Semester	
ENGL 1100 Composition I	(3)	ENGL 2367 Composition II	(3)
MATH 1148 College Algebra	(4)	MATH 1350 Statistics	(3)
PSY 1100 Intro to Psychology	(3)	Foreign Language 1101	(4)
Visual/Performing Arts	(3)	SOC 1101 Intro to Sociology	(3)
COLS 1100 First Year Experience Seminar	(1)	ASC 1190 Critical Thinking in the Arts & Sciences	(1)
14 hours		14 hours	

**Sophomore Year (CSCC)**

Autumn Semester		Spring Semester	
Historical Study	(3)	Historical Study	(3)
Natural Science (w/ lab)	(4/5)	Natural Science (may have lab or not)	(3/4)
Foreign Language 1102	(4)	Foreign Language 1103	(4)
ECON 2200 Principles of Microeconomics	(3)	Literature/Culture and Ideas/VPA	(3)
Elective*	(3)	Elective*	(3)
17– 18 hours		16 - 17 hours	

*Note: If different Social/Behavioral sciences are taken, must come from at least two different categories: Individuals and Groups; Organizations and Politics; and Human, Natural, and Economic Resources*

*Elective courses as needed to reach the required 61 hour total depending on courses selected from above plan.*

**CSCC General Education Requirements:** Students should choose the General Education courses for the AA degree in consultation with their academic and faculty advisors.

**The Ohio State University**

Fall Semester		Spring Semester	
KNPE 1208 Orientation to Sprt & Leisure Std	3	KNPE 2201 Concepts of Fitness & Wellness	3
KNPE 2601 Teaching PE, Leisure and Exercise	3	KNPE 2301 Teaching Invasion Games	3
KNPE 2307 Adventure Based Learning	3	KNPE 5521 Qualitative Skill Analysis	3
KNPE 2542 Lifespan motor Development	3	ESEPSY 2309 Psych Perspective in Education	3
12		12	

Fall Semester		Spring Semester	
KNPE 3305 Teaching Court Sports	3	EDUTL 5442 Teaching across the Curriculum	3
KNPE 3302 Teaching Racquet Sports	3	KNPE 3740 Teaching PE in Elementary Schl	3
KNPE 3520 Content in Lower Elementary	3	KNPE 3189 Field Exp in Elementary PE	3
KNPE 3521 Content in Upper Elementary	3	SFHP Activity Courses (if needed)	3
KNPE 5544 Adapted Physical Activity	3		
15		12	

<b>Fall Semester</b>		<b>Spring Semester</b>	
KNPE 4741 Teaching Phys Ed in Secondary	3	KNPE 4191.01 Internship/Elementary	6
KNPE 4189 Field Experience	3	KNPE 4191.02 Internship/Secondary	6
KNPE 4780 Seminar for Student Teaching	2		
KNPE 5795 Socio Cultural Issues in PE	3		
SFHP Activity Course	1		
	12		12

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December 14, 2015

Sarah A. Odum, MA  
Curriculum Coordinator  
College of Education and Human Ecology Academic Affairs  
172 Arps Hall  
1945 N High Street Columbus, OH  
43210

Dear Sarah,

The members of the Department of Human Sciences undergraduate studies committee unanimously approved the proposed changes in the PESPA major to be effective Summer Semester 2016 (see attached letter from Dr. Sue Sutherland). None of the proposed changes will require additional resources by the department.

I hope these changes can be voted on by the college curriculum committee at its January 2016 meeting.

Let me know if you need anything further from me.

Sincerely,

H. Eugene Folden, Ph.D.  
Associate Chair, Curriculum, HS  
Chair, College Curriculum Committee  
Associate Professor, Clinical  
Department of Human Sciences  
College of Education and Human Ecology  
1787 Neil Avenue  
129 Campbell Hall  
Columbus, OH 43210  
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Folden.1@osu.edu

Below are a few examples of the types of programs that might be comparable to Child and Youth Studies at peer institutions.

University of Wisconsin- Madison [Source](#)

Has a major in Human Development and Family Studies, which covers development across the lifespan, child and adolescent development, early childhood education, and child and family intervention to adult development, aging, and relationships.

*Distinction from Child and Youth Studies-* The College of Education and Human Ecology has a major in Human Development and Family Science, which covers lifespan development, adult development, and relationships. The proposed Child and Youth Studies program will focus on children and youth, their development and relevant systems and resources. Comparatively, the advantage of Child and Youth Studies is leveraging expertise across Teaching and Learning and Human Sciences.

Northwestern University [Source](#)

Has a major in Human Development and Psychological Services, which explores how human development is influenced by family, schools, community and the workplace. HDPS courses focus on theories of individual development and family, group and organizational dynamics. The interdisciplinary program draws from current practice and research in counseling, personality psychology and human development.

*Distinction from Child and Youth Studies-* The Northwestern program is broader in terms of the stages of the lifespan covered, but narrower in terms of focusing on psychology and counseling. Child and Youth Studies will focus on children and youth, but delves deeper into this population and the systems and resources that are most relevant to them.

Arizona State University [Source](#)

Has a major in Educational Studies, which prepares students to work with children and youth outside of traditional classrooms. The program embraces the view that teaching happens not only in schools but in a variety of contexts that includes the workplace, cultural institutions and people's interactions with media.

The program provides a strong general foundation in education through research and discussion of current issues in education, educational psychology, human development and community-based educational opportunities.

*Distinction from Child and Youth Studies-* This program appears to be close to what the College of Education and Human Ecology is aiming for with Child and Youth Studies, as our program also features issues of education, educational psychology, development, and education outside of traditional classrooms.

University of Minnesota- Twin Cities [Source](#)

Has a major in Youth Studies, which is an interdisciplinary program and emphasizes civic engagement for young people marginalized in their communities. Coursework focuses on everyday lives of young people, working with urban, marginalized, and other youth populations, and international/global perspectives and youth civic engagement.

*Distinction from Child and Youth Studies-* First, the University of Minnesota's program focuses on youth, and not children, and Child and Youth Studies is targeted at both. Second, the program at the University of Minnesota is explicitly focused on people marginalized in their communities. Education and Human Ecology shares concerns about people marginalized in their communities, and this is addressed throughout the Child and Youth Studies curriculum, but is not an explicit focus as it is at Minnesota. In the future, we may add this emphasis as an additional strand.