

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

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program		18	12.0	14	2.0
Required credit hours offered by the unit	Minimum	3	2.0	6	4.0
	Maximum			8	
Required credit hours offered outside of the unit	Minimum	15	10.0	5	5.0
	Maximum			6	
Required prerequisite credit hours not included above	Minimum	0	0.0	0	0.0
	Maximum				

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

Students have an option to take a courses in or out of the unit which changes the credits

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

Program Learning Goals

- 1. Examine the complex roles of teaching Family and Consumer Sciences in secondary programs.
- 2. Survey family and consumer sciences content in human ecology.
- 3. Develop pedagogical skills of teaching family and consumer sciences.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? No

Program Specializations/Sub-Plans

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

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- FCS minor - Dohner.docx
(Program Proposal. Owner: Martin,Lindsey Beth)
- PAES semester conversion letter of support - FCS Minor.docx: Director approval letter
(Letter from Program-offering Unit. Owner: Wheaton,Joe Edward)
- EHE Dean's Approval - Semester Conv - Physical Activity Educational Services - 010911.docx: College Approval Letter
(Letter from the College to OAA. Owner: Zircher,Andrew Paul)

Comments

- changed the minimum and max credits in quarters and semesters *(by Dohner,Ruth Elaine on 09/29/2010 02:13 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Dohner,Ruth Elaine	09/29/2010 02:13 PM	Submitted for Approval
Approved	Wheaton,Joe Edward	10/12/2010 03:24 PM	Unit Approval
Approved	Zircher,Andrew Paul	01/22/2011 12:30 PM	College Approval
Pending Approval	Hanlin,Deborah Kay Vankeerbergen,Bernadette Chantal Meyers,Catherine Anne Jenkins,Mary Ellen Bigler Nolen,Dawn	01/22/2011 12:30 PM	ASCCAO Approval



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

Date: January 9, 2011

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

From: Jackie Blount, Associate Dean, EHE Academic Affairs

RE: Semester Conversion Package for School of Physical Activity & Educational Services

I am pleased to present the complete package of semester conversion materials for the School of Physical Activity & Educational Services. In what follows, I will outline unique college and school contexts that have shaped this package. I will include tables summarizing constituent programs/courses and describe any other pertinent considerations. Finally, you will find Dean's level approval.

College Contexts

The College of Education and Human Ecology was formed in 2006 by merging two colleges (Human Ecology and Education). Curriculum across the new college, however, has remained relatively unchanged. Given this situation, we view the semester conversion process as a fresh opportunity to deepen the merger by building curricular collaborations among our units. We also wish to rethink our pre-existing programs and find ways to make them stronger, more coherent, and streamlined.

To these ends, we have asked faculty in our units to purge their curricula of little-used or less-than-relevant courses. We have challenged faculty to reach across unit lines to forge curricular collaborations by creating new degrees, interdisciplinary specializations, or co-taught courses. We are re-instituting a number of undergraduate teacher preparation programs (B.S.Ed.), each of which draws from courses in units around our college as well as across the university. We have encouraged five of our six units to address findings of the [2008 OSU Doctoral Program Assessment and Plan](#) by strengthening their Ph.D. programs and making them more coherent. They have responded by: 1) defining their Ph.D. programs in alignment with their units -- rather than with their pre-merger college (i.e., Ph.D. in Consumer Science rather than Ph.D. in Human Ecology); and 2) creating true cores for their Ph.D. programs if they did not previously exist. Additionally, an Ed.D. degree in Educational Leadership is being proposed to address the need of school administrators to pursue advanced degrees geared for practitioners. With approval of the Ed.D. and also with recent B.O.R. approval of our other practitioner-oriented programs, an Ed.S. (Education Specialist) program in School Psychology and another in Teaching and Learning, fewer graduate students in the college will pursue Ph.D.s by default than in the past.

We believe that, taken together, these changes will greatly strengthen our programs and clarify our new college identity.

School Notes

Physical Activity & Educational Services (PAES) is one of five units in the college to change its Ph.D. program to align with school boundaries rather than those of its previous college. PAES faculty have proposed that the degree name change from “Ph.D. in Education” to “Ph.D. in Physical Activity & Educational Services.” The “Education” designation no longer makes sense because the college of that name does not exist. Also, Ph.D. degrees from other units with the “Education” designation have very little in common with each other as there is no common core. However, with the proposed Ph.D. in Physical Activity & Educational Services, a new two-course common core will provide enhanced cohesiveness to the degree program that will span eight separate specializations.

Summary Tables

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

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

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

College Approval

I have carefully reviewed all semester conversion materials for the School of Physical Activity & Educational Services, having done so conjointly with the EHE Curriculum Committee. I also have discussed these materials with Dean Achterberg. This memo signifies Dean's level approval of the entire semester conversion package for the School of Physical Activity & Educational Services.



PAES Administration

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

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

September 30, 2010

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

RE: Letter seeking approval of the Family and Consumer Education Minor in EHE PAES

Dear Office of Academic Affairs:

This letter is in support of the conversion of the Family and Consumer Education Minor in PAES from quarters to semesters. The review process began in Winter Quarter of 2010 with the program PAES identifying the goals and objectives for the semester curriculum. The program looked at its current goals and objectives and licensure agency. From this study, the program constructed its program template. After the goals were identified, the program coordinator changed the curriculum to meet the new goals and objectives. After this process was completed, the coordinator filled in the course templates and forwarded them for approval. The program has been examined for academic rigor and consistency of the goals to the program and School's mission. Every course was scrutinized for its relationship to the program's goals. Courses were also examined for consistency and accuracy of title, numbering, audience, and subsidy level before submission for review by the college.

Attached is the program being proposed by the School of PAES and the courses needed by the Family and Consumer Education Minor.

I am recommending approval of these courses and this program.

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

Sincerely,

A handwritten signature in black ink, appearing to read "Joe E. Wheaton", enclosed in a rectangular box.

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

Tech Ed & Training
Quarter to Semester Conversion

1. Name of program: *Technical Education and Training*
2. Degree title: *Bachelor of Science*
3. Responsible Academic Unit: PAES/EHE
4. Program Type (select from list):
 - a) *Undergraduate bachelor's minor*
5. Select the appropriate semester conversion designation:
 - a) *Converted with minimal changes to program goals and/or curricular requirements (e.g., name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)*
6. List program learning goals (recommend list of 3 to 10 goals):

Family and Consumer Science Education Minor

1. *Examine the complex roles of teaching Family and Consumer Sciences in secondary programs.*
2. *Survey family and consumer sciences content in human ecology.*
3. *Develop pedagogical skills of teaching family and consumer sciences.*

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

Required:

2289 Field Exp I: Observer Family and Consumer Sciences Teaching (3) (U)

5742 Culturally Responsive Teaching in Family and Consumer Sciences (3) (UG)

Schools and Education: Choose one:

ED T&L 642 Teaching Reading Across the Curriculum(3)

ED P&L 309 Psychological Perspectives on Education(3)

ED PAES 650 Introduction to Exceptional Children (3)

5622 Ed Technology I (3)

Family and Consumer Sciences Subject Matter: Choose Two

5690 Toward Just, Healthy, Secure Choices (2)

HDFS 360 (Social Sc) Family Development (3)

HDFS 364 Life Span Human Development (3)

HUMN NTR 310 Fundamentals of Human Nutrition (3)

CS CFFS 260 Family Financial Management (3)

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

APPENDED

9. Provide a curriculum map that shows how and at what level (beginning, intermediate, advanced), the program's courses facilitate students' attainment of program learning goals in table format.

Required Courses (offered by the unit)	Goal 1 <i>Examine the complex roles of teaching Family and Consumer Sciences in secondary programs.</i>	Goal 2 <i>Survey family and consumer sciences content in human ecology</i>	Goal 3 <i>Develop pedagogical skills of teaching family and consumer sciences</i>
5742 Culturally Responsive Teaching in Family and Consumer Sciences (3)	✓		✓
5289 Field Exp I: Observer of Family and Consumer Sciences Teaching (3)	✓		✓
Required Courses (offered outside of the unit)	None		
Elective Courses, Tracks, Categories, or Baskets of Courses (may be offered inside or outside of unit)			
Category 1: Choose one			
ED T&L 642 Teaching Reading Across the Curriculum (3)			✓
ED P&L 309 Psychological Perspectives on Education (3)	✓		✓
ED PAES 650 Introduction to Exceptional Children(3)	✓		✓
5622 Ed Technology I (3)			✓
Category 2: Choose two			
5690 Toward Just, Healthy, Secure Choices (2)		✓	
HDFS 360 Family Development (3)		✓	
HDFS 364 Life Span Human Development (3)		✓	
HUMNNTR 310 Fundamentals of Human Nutrition (3)		✓	
CS CFFS 260 Family Financial Management (3)		✓	
General Education courses	None		

10. Provide rationale for any proposed program changes (either significant or minimal) and a description of how the changes will benefit the students and enhance program quality. Include date of last significant program revision. [Word Limit: 750 words]

FCS ED: The last significant change in the FCS ED minor was 2003. The Family and Consumer Sciences Education Minor semester program has a few course changes: The two required course in the unit have remained the same. One course was dropped as a restricted elective in the Schools and Education section of the minor. The Human Ecology content restricted elective courses have been reduced so that the lowest level of content course are available to choose from, making sure students in the minor do not need to be concerned about pre-requisites.

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

PROGRAM REQUIREMENTS Minor in Family and Consumer Sciences	A.) Number of credit hours in current program <i>(Quarter credit hours)</i>	B.) Calculated result for 2/3rds of current quarter credit hours <i>(Multiply the value in column A by 0.667 and round to the nearest tenth of a credit hour)</i>	C.) Number of credit hours required for proposed program <i>(Semester credit hours)</i>
Total required for completion of program/minor	18-22	12	13
Prerequisite courses required for admission to program which are not counted toward total hours	N/A	N/A	N/A
Required courses offered by the unit	5	4	6
Required courses offered outside of the unit	0	0	0
Double counted courses that meet two or more requirements (e.g., prerequisites, GECs, and/or program requirements)	0	0	0
Free Electives	0	0	0
Restricted Electives in Minor	16-20	10	9

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

FCS Minor: Required courses remained the same. The choices in the two restricted elective categories have changed to include one course in each category that is in the WDE unit.

13. Include a policy statement from the chair of the department / unit that assures those students who began their degree under quarters that the transition to semesters will not delay their graduation nor disrupt progress toward a degree. This may include a description of how individual transition advising plans will be developed and possible use of bridge courses. It should address students in the program and students taking service courses offered by the department / unit.
14. Summarize how the program's current quarter-based assessment practices will be modified, if necessary, to fit the semester calendar [Word limit: 150]. *(Note: For example if there are embedded assessments in selected courses, a modified assessment plan may identify the new semester courses which will include testing student attainment of program goals.)*

No assessments are attached to the Minor. As students choose to switch to the FCS major then assessments plan apply.

15. Indicate, for an undergraduate degree program or major proposal, whether the program has a plan on file with the Office of Academic Affairs. Circle: (Yes / No). This is a FCS minor and no assessment plan will be used until a student moves to the major.