

## Term Information

Effective Term Summer 2014  
[Previous Value](#) Summer 2012

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

We are requesting that TL 3160 be considered for a General Education Course. We are also requesting a change in course title to better reflect content.

### What is the rationale for the proposed change(s)?

Specifically, students will be able to understand the impact of children and adolescence development on learning. Students in today's classrooms represent children across ALL cultures, and ALL economic situations. Students will have the opportunity to understand and apply theoretical frameworks and methods related to child and adolescent development, including the developmental principals of order, continuity and directionality so they will be able to use these in their educational settings

### What are the programmatic implications of the proposed change(s)?

#### (e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Students in our education programs will be able to more easily complete their education program by having this course count as one of their general education courses. Because the education program has standards and competencies that must be met, there are many courses students must take in order to complete their program. This course meets the requirements of general education courses in the Individuals and Groups section and therefore, should be considered as an option for this area. Students in other units will be able to use the information from this class in multiple learning situations.

### Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Education:Teaching & Learning
Fiscal Unit/Academic Org	School of Teaching & Learning - D1275
College/Academic Group	Education & Human Ecology
Level/Career	Undergraduate
Course Number/Catalog	3160
Course Title	Application of Development in Learning Contexts
<a href="#">Previous Value</a>	<a href="#">Elementary Education: Child Guidance</a>
Transcript Abbreviation	App Dev Lrng Cxts
<a href="#">Previous Value</a>	<a href="#">El Ed-Child Guidnc</a>
Course Description	Designed for students to apply theories and research of child growth and development in multiple learning contexts
<a href="#">Previous Value</a>	<a href="#">Designed to develop an understanding of child growth and development in order to foster appropriate classroom instruction</a>
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session)
<a href="#">Previous Value</a>	<a href="#">14 Week</a>
Flexibly Scheduled Course	Never

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<b>Does any section of this course have a distance education component?</b>	No
<b>Grading Basis</b>	Letter Grade
<b>Repeatable</b>	No
<b>Course Components</b>	Lecture
<b>Grade Roster Component</b>	Lecture
<b>Credit Available by Exam</b>	No
<b>Admission Condition Course</b>	No
<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

<b>Prerequisites/Corequisites</b>	
<b>Exclusions</b>	Not open to students with credit for T&L 460

## Cross-Listings

Cross-Listings

## Subject/CIP Code

<b>Subject/CIP Code</b>	13.1210
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Sophomore, Junior

## Quarters to Semesters

<b>Quarters to Semesters</b>	Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)
<b>List the number and title of current course being converted</b>	EduTL 460 Elementary Education: Child Guidance

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors  
General Education course:  
Individual and Groups  
The course is an elective (for this or other units) or is a service course for other units

### *Previous Value*

*Required for this unit's degrees, majors, and/or minors  
The course is an elective (for this or other units) or is a service course for other units*

## Course Details

**Course goals or learning objectives/outcomes**

- Identify implications that can be drawn from the study and research of child development for teaching, the learning environment, and classroom management
- Discuss ways that the study and research of child development has affected school curriculum and discuss possible future trends in curriculum based on current research findings
- Demonstrate knowledge and understanding of the major theories of development and learning.
- Identify the developmental theories implicit in practices used in the care and education of children and young adolescents.
- Analyze the developmental theories of typical and atypical children and identify approaches to learning to support the development and learning of individual children
- Develop an understanding and use of research- and experienced-based principals of effective practice for encouraging the intellectual, social and personal development of learners.
- Identify the possible impact of cultural diversity and exceptionality on children's overall development and learning.
- Demonstrate and analyze the use of observational research techniques for the study of children and young adolescents and its use in learning situations.
- Discuss and summarize the effects of different socialization agents in the child's life; Identify the valuable function play serves in learning.
- Identify factors that influence gender differences and the development of gender roles; Identify and summarize theories concerning moral development and its impact on instruction and learning.
- Analyze life experiences and how they are linked to development and learning

**Previous Value**

- *Identify implications that can be drawn from the study and research of child development for teaching/parenting methods, the learning environment, and classroom management*
- *Discuss ways that the study and research of child development has affected school curriculum and discuss possible future trends in curriculum based on current research findings*
- *Summarize and differentiate between cross-sectional and longitudinal methods of child study, and correlational and experimental research strategies*
- *Identify factors that may result in developmental deviations in children; Discuss effects that early experiences in childhood have on later development; Discuss a variety of factors that seem to correlate with intellectual performance.*
- *Discuss and summarize the effects of different socialization agents in the child's life; Identify the valuable function play serves in many areas of child development*
- *Identify factors that influence gender differences and the development of gender roles; Identify and summarize theories concerning moral development*
- *Make observations concerning the physical, cognitive, social, and emotional development of children and use these observations to form assumptions about child development*
- *Apply the knowledge they have gained concerning physical, cognitive, social, and emotional development to classroom/parenting situations*
- *Describe and contrast differing theoretical views concerning how children develop and learn ; Describe how a research study concerning a child development topic is designed and undertaken, then analyze the results and draw conclusions*
- *Explain how knowledge of several different theoretical positions concerning one concept aids in the understanding of that concept*

**Content Topic List**

- The purpose of studying development; Linking developmental science to learning contexts
- John Dewey; Application to learning
  
- Maria Montessori; Application to learning
  
- Erik Erikson; Application to learning
  
- Jean Piaget; Application to learning
  
- Lev Vygotsky; Application to learning
- Understanding Children's Motivation through developmental science (habituation and novelty; confidence; play; joining the community)
- Understanding Children's Attention through developmental science (self-regulation; executive control; movement)
- Understanding Children's Memory through developmental science (Working memory, scripts, schemas and stories, knowledge and expertise)
- Understanding Children's Cognition and Action through developmental science (Implicit imitation, emotion, metacognition)
- The uniqueness of middle level learners and meeting those needs in learning situations
- The importance of using developmental science in learning contexts

**Previous Value**

- *Theories of child development*
- *The match or mismatch between child development and school curricula and standards*
- *Early and middle childhood physical, cognitive, emotional, and moral development*
- *Child development research design and analysis*
- *Value of play in early and middle childhood development*
- *Gender roles and differences*
- *The causes of developmental deviations or lags*

**Attachments**

- TL 3160 Gen Ed rationale.docx: rationale  
*(GEC Model Curriculum Compliance Stmt. Owner: Bendixen-Noe, Mary Kay)*
- GE Expected Outcomes rubrics and test questions TL3160.docx: assessment  
*(GEC Course Assessment Plan. Owner: Bendixen-Noe, Mary Kay)*
- TL 3160 syllabi (gen ed).doc: syllabus  
*(Syllabus. Owner: Bendixen-Noe, Mary Kay)*
- HDFS concurrence for EDUTL 3160.pdf  
*(Concurrence. Owner: Odum, Sarah A.)*

**COURSE CHANGE REQUEST**  
3160 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
01/03/2014

**Comments**

- revisions requested per Curriculum Committee, concurrence from HDFS with revisions per M. Bendixen-Noe email 8/22/2013 and attached

Please delete and upload updated syllabus and GE expected outcomes rubric and test questions. I could not as I did not add the documents. *(by Odum, Sarah A. on 01/03/2014 01:35 PM)*

- See 11-1-13 e-mail to Sarah Odum. *(by Vankeerbergen, Bernadette Chantal on 11/01/2013 09:44 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Bendixen-Noe, Mary Kay	10/29/2012 03:50 PM	Submitted for Approval
Revision Requested	Mercerhill, Jessica Leigh	10/31/2012 10:57 AM	Unit Approval
Submitted	Mercerhill, Jessica Leigh	01/24/2013 09:57 AM	Submitted for Approval
Revision Requested	Mercerhill, Jessica Leigh	03/12/2013 04:06 PM	Unit Approval
Submitted	Bendixen-Noe, Mary Kay	03/15/2013 11:20 AM	Submitted for Approval
Approved	Mercerhill, Jessica Leigh	03/18/2013 11:09 AM	Unit Approval
Revision Requested	Odum, Sarah A.	08/22/2013 09:47 AM	College Approval
Submitted	Bendixen-Noe, Mary Kay	08/22/2013 10:49 AM	Submitted for Approval
Approved	Mercerhill, Jessica Leigh	08/23/2013 10:37 AM	Unit Approval
Approved	Odum, Sarah A.	10/09/2013 01:11 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	11/01/2013 09:44 AM	ASCCAO Approval
Submitted	Mercerhill, Jessica Leigh	11/15/2013 12:38 PM	Submitted for Approval
Approved	Clark, Caroline Taylor	12/14/2013 06:23 AM	Unit Approval
Revision Requested	Odum, Sarah A.	12/30/2013 04:23 PM	College Approval
Submitted	Bendixen-Noe, Mary Kay	01/02/2014 10:24 AM	Submitted for Approval
Approved	Mercerhill, Jessica Leigh	01/02/2014 11:51 AM	Unit Approval
Approved	Odum, Sarah A.	01/03/2014 01:35 PM	College Approval
Pending Approval	Vankeerbergen, Bernadette Chantal Nolen, Dawn Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole Hanlin, Deborah Kay	01/03/2014 01:35 PM	ASCCAO Approval

*The Ohio State University*

**COURSE SYLLABUS**

**The Course: EDU T&L 3160**

**Application of Development in Learning Contexts**

Three (3) Semester Hours

Autumn Semester 2013

Day and Time

Classroom and number

Instructor Name

Instructor email

Office Hours: One hour before class or by appointment

**1. Course Description**

EDU T&L 3160 is designed for students to apply theories and research of child growth and development in learning contexts.

**2. Course Rationale**

The purpose of EDU T&L 3160 is to explore the field of developmental science with the purpose of applying that knowledge to learning contexts and situations. This will be accomplished by analyzing the principles and theories of development with the specific purpose of using that knowledge and research in creating learning activities and environments that are effective for all learners. Recognizing the uniqueness of learners and meeting their needs to aid in learning is the over-riding theme for this course.

**3. Alignment of Course with Learned Societies (NAEYC/AMLE)**

The course content of EDU T&L 3160 is aligned with NAEYC and AMLE Core Guidelines for initial Teacher Licensure. Those candidate guidelines are:

NAEYC Standard 1	Candidates prepared in teacher education programs are grounded in a child development knowledge base. They use their understanding of student's characteristics and needs, and of multiple interacting influences on student's development and learning, to create environments that are healthy, respectful, supportive and challenging for each child. 1a. Knowing and understanding student's characteristics and needs. 1b. Knowing and understanding the multiple influences on early development and learning. 1c. Using developing knowledge to create healthy, respectful, supportive and challenging learning environments for students.
AMLE Standard 1	Teacher education candidates understand the major concepts, principles, theories and research related to student development and they provide opportunities that support student development and learning. 1a. Understand the major concepts, principles and theories of student development - intellectual, physical, social, emotional and moral. 1b. Understand the range of individual differences of all students and the implications of these differences for teaching and learning. 1c. Know a variety of teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents. 1e. Understand issues of young adolescent health and sexuality. 1f. Understand the interrelationships among the characteristics and needs of all students. 1g. Understand that the development of all young adolescents occurs in the context of classrooms, families, peer groups, communities and societies. 1h. Are knowledgeable about how the media portrays young adolescents and comprehend the implications of these portraits.
3	3l. Understand how to develop, implement, and assess advisory and other student advocacy programs that attend to the social and emotional needs of young adolescents (e.g. mentoring, conflict resolution).
7	7i. Know the skills of research/data-based decision-making.

<b>4.</b>	<b>General Education - Social Science - Individuals and Groups</b>
The course content of EDU T&L 3160 fulfills the requirements of a General Education Course in the Social Service - Individuals and Group Category.	
GE Expected Learning Outcomes	By the end of this course it is expected that: 1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups. 2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function. 3. Students comprehend and assess individual and group values and their importance in social problem solving and policy-making.
Meeting Expected Learning Outcomes	TL 3160 will satisfy the stated Expected Learning Outcomes through: 1. Class Topics (readings, lectures, discussions and class activities). 2. Quizzes over course material. 3. Class Assignments, specifically through Developmental Observations and the Final Project.

<b>5.</b>	<b>The Course Objectives</b>
Upon completion of EDU T&L 3160, the student will be able to:	
<ol style="list-style-type: none"> <li>1. Identify implications that can be drawn from the study and research of child development for teaching methods, the learning environment, and classroom management.</li> <li>2. Discuss ways that the study and research of child development has affected school curriculum and discuss possible future trends in curriculum based on current research findings.</li> <li>3. Demonstrate knowledge and understanding of the major theories of development and learning.</li> <li>4. Identify the developmental theories implicit in practices used in the care and education of children and young adolescents.</li> <li>5. Analyze the development of typical and atypical children and identify approaches to learning to support the development and learning of individual children.</li> <li>6. Develop an understanding and use of research-and experienced-based principals of effective practice for encouraging the intellectual, social and personal development of students.</li> <li>7. Identify the possible impact of cultural diversity and exceptionality on children's overall development and learning.</li> <li>8. Demonstrate the use of observational research techniques for the study of children and young adolescents.</li> <li>9. Discuss and summarize the effects of different socialization agents in the child's life; Identify the valuable function play serves in learning.</li> <li>10. Identify factors that influence gender differences and the development of gender roles; Identify and summarize theories concerning moral development and its impact on instruction and learning.</li> <li>11. Analyze life experiences and how they are linked to development and learning.</li> </ol>	
<b>6.</b>	<b>The Pedagogy</b>
Students will experience multiple pedagogical strategies; instructional approaches in which they are expected to be fully engaged in the community of learning and practice by constructing knowledge in collaboration with others, and by presenting and supporting their own ways of thinking, while remaining open to the ideas of others (Beck and Kosnik, 2006). In the process of achieving a complete command of the enduring understandings, students will be expected to immerse themselves into synthesizing and evaluating the enduring understandings through <b>READING, THINKING,</b>	



WRITING, CONSTRUCTING, TALKING, VIEWING, and VISUALLY PRESENTING.

**7. The Assessments**

Students are to demonstrate learning of the course objectives through:

<b>7.1</b>	<b>Preparation for, Substantive Contributions made during, Professional Conduct and Dispositions demonstrated during, and Attendance at Each Class Session</b>	<b>10%</b>
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Students begin the semester with 50 points towards preparation for class, attendance in class and participation in class. Every time a student is absent (either excused or unexcused) 5 points will be deducted from the points. In order to retain points, students must demonstrate the following categories:

PREPARATION: came prepared for class by having thoroughly completed all assigned tasks for the class session
SUBSTANTIVE CONTRIBUTIONS: made appropriate and thoughtful independent, critical, and creative <i>substantive</i> contributions to in-class learning experiences which extended the thinking of others and self
PROFESSIONAL CONDUCT and DISPOSITIONS: demonstrated a willingness to learn, actively engaged in learning experiences, and did <i>not</i> engage in side conversations, interrupt class events, <b>and/or use cell phone/pager/email/text messaging during class session</b>
ATTENDANCE: attended the <i>entire</i> class session

<b>7.2</b>	<b>Developmental Observations</b>	<b>DUE: Week 11</b>	<b>150 points (5% for each observation)</b>	<b>30%</b>
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In the attached Developmental Observations Packet, you are to choose 6 observations that highlight particular milestones. For each observation:

1. Read the observation directions thoroughly prior to conducting your observation.
2. Conduct your observation
3. Each typed, double-spaced observation should contain the following in this order:
  - A. All student responses on the observation form **MUST** be bolded or in another in color with the exception of your analysis. The date, location and approximate time of observation must be indicated.
  - B. Complete the observation form using the original format (must be scanned, be legible, and submitted through CARMEN).
  - C. A 1 - 1½ page, double-spaced analysis of your findings and how they relate to various relevant theorist and theories in the class texts and to classrooms. Be certain to answer all asked questions. Use APA style for citations.
  - D. Create a table of contents listing the page numbers in which each observation can be found. Please number pages as well.
  - E. Create a cover page and include the following information:
    - a. Your name
    - b. Class

- c. Semester and year
  - d. Date submitted
- F. Compile the above and submit observation through the CARMEN dropbox by the assigned due date.
- G. This project is worth 150 points. Grading criteria includes: neatness/organization, thoroughness of observation, quality of analysis (including references to text), and writing skills. See rubric for more information

<b>7.3</b>	<b>Quizzes</b>	<b>DUE: Weeks 4, 8, and 12</b>	<b>150 points (50 points each quiz - 10% each)</b>	<b>30%</b>
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Three (3) quizzes will be given during this course. The purpose of these quizzes is to check for understanding and to ensure a level of competency with the course material. Each quiz will be worth 50 points.

<b>7.4</b>	<b>Final Project</b>	<b>DUE: Final Exam Week</b>	<b>150 points</b>	<b>30%</b>
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As part of the culminating experience of this course, students are expected to demonstrate understanding regarding the developing learner. Be prepared to give a brief (5-7 minute) presentation about your selected final project. You have your choice of two options.

**OPTION 1 - The Development of Self**

You will create digital/technology story or write an autobiography using information collected through parent/relative interviews, baby books, old report cards, and general recollections from your infant years through high school years (focus of paper should be on school years from Grade K-12). You must connect your own life to theorists (include at least 4) and other concepts that have been discussed in class and the textbook. At least two additional sources, beside the text must be used. The last slide or page of your written story must be the references and credits. Include the URL for digital images (do not use copyrighted images). Sources must be cited using APA manuscript style and references identified should also be in APA style. You will be graded on accurately linking life to theory, neatness/organization, use of key terms, thoroughness of descriptions, quality of self-analysis, and writing skills (see rubric for more information). Written papers should be 5-6 pages in length.

OR

**OPTION 2 -- Toys and Development**

You will need to visit a toy retailer such as Toys R US, Walmart, FAO Schwarz, etc. This paper will focus on toys (including video games and books) available to children and its impact on development. In a 5-6 page paper, answer the following questions:

1. If your store is not just a toy store, how much space in the store is dedicated to toys (include video games and books)?
2. How many toys are gender biased, gender neutral? Is the space equal across these dimensions?
3. How many toys are focused on infants, toddlers, young children, middle childhood children and/or adolescences? Is the space equal across these dimensions?
4. How are the toys classified, organized, and constructed?
5. How are toys sold (think space, place, marketing ploys, etc.)?
6. How do gender, race, class and sexualities get mapped onto toys?
7. What influence, if any, do you see toys having on the gendering and socialization process?

8. Is it easy to find children on the toy boxes that represent different genders, race, class and/or sexualities?

Write your response to these findings. Think back to when you played with toys? Are you surprised, shocked, angered or not affected by what you have encountered? You must connect theorists (include at least 4) and other concepts that have been discussed in class and the textbook. At least two additional sources, beside the text must be used. Sources must be cited using APA manuscript style and references identified should also be in APA style. You will be graded on accurately linking life to theory, neatness/organization, use of key terms, thoroughness of descriptions, quality of self-analysis, and writing skills (see rubric for more information).

**8. Final Grade for Course**

The final grade for the course will be calculated as follows:

- Preparation for, substantive contributions made during, professional conduct and dispositions demonstrated during, and attendance at each class session (10%)
- Quizzes (30%)
- Development Observations (30%)
- Final Project (30%)

Letter grades for the course will be assigned as follows:

A	93-100%	B+	87-89%	C+	77-79%	D+	67-69%	E	Below 60%
A-	90-92%	B	83-86%	C	73-76%	D	60-66%		
		B-	80-82%	C-	70-72%				

**9. The Tentative Schedule**

Week	Dates of Class Sessions	Instructional Events	Assignments for Class Session
1	Date	<ul style="list-style-type: none"> <li>• Context and Overview for the Course</li> <li>• Discussion: The role of studying Child Development</li> <li>• The Nature of Developmental Science</li> <li>• Linking Developmental Science to Learning Contexts</li> </ul>	
2	Date	John Dewey Applying John Dewey's theory to learning	Read Chapter 1 in Mooney text
3	Date	Maria Montessori Applying Maria Montessori's theory to learning	Read Chapter 2 in Mooney text
4	Date	Erik Erikson Applying Erik Erikson's theory to learning	Read Chapter 3 in Mooney text
5	Date	Jean Piaget Applying Jean Piaget's theory to learning	Read Chapter 4 in Mooney text

6	Date	Lev Vygotsky Applying Lev Vygotsky's theory to learning	Read Chapter 5 in Mooney text
7	Date	Understanding Children's Motivation (Habituation and Novelty Preference; Confidence; Play; Joining the Community) Application to learning <b>Quiz 1</b>	Read Chapter 1 in Ostroff text
8	Date	Understanding Children's Attention (Self-regulation; Executive Control; Movement) Application to learning	Read Chapter 2 in Ostroff text
9	Date	Understanding Children's Memory (Working Memory; Scripts, Schemas and Stories; Menuemonic Strategies; Knowledge and Expertise) Application to learning	Read Chapter 3 in Ostroff text
10	Date	Understanding Children's Cognition and Action (Implicit Learning; Imitation; Emotion; Metacognition) Application to learning	Read Chapter 4 in Ostroff text
11	Date	The Uniqueness of Middle Level Learners (Physical and Emotional Needs in the Classroom) <b>Quiz 2</b>	Read Chapter 1 & 2 in Strahan text
12	Date	The Uniqueness of Middle Level Learners (continued) (Intellectual and Moral Needs in the Classroom) <b>DUE: Developmental Observations using CARMEN dropdown</b>	Read Chapter 3, & 4 in Strahan text
13	Date	The Importance of using Developmental Science in Learning Contexts	Read Chapter 5 in Strahan text
14	Date	Student Presentations on their Final Project <b>Quiz 3</b> <b>DUE: Final Project (Final Exam Week)</b>	

**10. The Instructional Materials**

There are three required texts for this course.

Mooney, C.G. (2006). *An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky*. St. Paul, MN: Redleaf Press.

Ostroff, W.L. (2012). *Understanding how young children learn*. Alexandria, VA: ASCD.

Strahan, D., L'Esperance, M., & Van Hoose, J. (2009). *Promoting Harmony: Young Adolescent Development and Classroom Practices*. Westerville, OH: Association for Middle Level Education.

**11. Commitment to Diversity**

Teachers are expected to be able to support the learning of *all* students and to have a conceptual understanding of how knowledge, skills, and dispositions related to diversity are integrated across the curriculum, instruction, assessments, and evaluations. In light of these expectations, each enduring understanding for the course will be developed in relationship to diversity - that is, ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

#### 12. Commitment to Technology

Teachers are expected to use educational technology to help *all* students learn and to have a conceptual understanding of how knowledge, skills, and dispositions related to educational and information technology are integrated throughout the curriculum, instruction, assessments, and evaluations. In light of these expectations, it is expected that technology will be integrated into all lessons and assignments for this course.

#### 13. Instructor Assistance

The instructor's purpose is to help class members become the very best they can possibly become at this point in their professional learning. Please allow the instructor to assist in any way possible. Make an appointment, make contact by email, or make contact by phone at any time.

#### 14. Academic Misconduct

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct.

If the course instructor suspects that a student has committed academic misconduct in the course, he is obligated by University Rules to report suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that the student has violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/pdfs/csc\\_12-31-07.pdf](http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf)).

#### 15. Making Your Work Public

Throughout the course you will be encouraged to engage in thoughtful conversations with each other to share your findings and perspectives. You are urged to utilize the work you do in class as a stimulus for developing conference presentations, writing journal articles, and mounting an agenda for undergraduate research.

#### 16. Statement of Student Rights

"Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>."

#### 17. Written Assignments

Written assignments must be typed, double-spaced, following the APA (American Psychological Association) style manual, which is commonly used in educational writings (available in Media Center). Edit work to avoid spelling and grammatical errors that will negatively impact your grade. Use bias free language. Assignments may not be late without prior instructor permission. Instances of student misconduct will be reported to the committee on academic misconduct in accordance with faculty rules. Any papers that exceed one page should be stapled in the upper left hand corner. No notebooks, binders, paper clips, etc. should be used.

GE SOCIAL SCIENCE - INDIVIDUALS AND GROUPS ASSESSMENT PLAN

A) Specific Methods used to demonstrate student achievement of the GE expected learning outcomes:

GE Expected Learning Outcomes	Direct Methods (assess student performance related to the expected learning outcomes)	Indirect Methods (assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions)
1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.	Embedded questions on quizzes <sup>1</sup>  Final Project (Toys and Development OR Development of Self) <sup>2</sup>  Developmental Observations <sup>3</sup>	Opinion Survey <sup>4</sup>

<sup>1</sup> On each quiz, several questions will be written to specifically assess a student's level of understanding of each GE expected learning outcome. While these scores will be included in the total exam grade, they will also be analyzed separately so that the data can be used in revising the course, course delivery and for GE assessment reporting purposes. Examples of *specific* embedded questions are provided in Appendix A of this document.

<sup>2</sup> Either option of the final project is designed to demonstrate mastery of GE expected learning outcomes. A rubric for the final projects identifies the three GE expected learning outcomes (in addition to the other course outcomes). See Appendix B of the document.

<sup>3</sup> Students are expected to observe children in various settings in their Developmental Observations. Through analysis of these observations (and from class readings), students will demonstrate mastery of the GE expected learning outcome. A rubric for the observations identifies the GE expected learning outcomes (in addition to the other course outcomes). See Appendix C of this document.

<sup>4</sup> At the end of the semester, each student will be asked to fill out an opinion survey. The survey found in Appendix D contains specific questions asking to what extent each student has achieved the three GE expected learning outcomes in this course.

**b) Explanation of level of student achievement expected:**

In general, for exams, success means that students will answer 75% of the embedded GE questions correctly. For the final project, success will mean that at least 75% of the students will achieve level 1 or more (out of a possible 3) for all three GE expected learning outcomes. For the developmental observations, success will mean that at least 75% of the students will achieve level 1 or more (out of a possible 3) for all three GE expected learning outcomes.

**c) Description of follow-up/feedback processes:**

At the end of the course, an analysis of the embedded exam questions, the final project, and the development observations will be conducted to identify problem areas. Strategies will be put in place

<p>2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.</p>	<p>Embedded questions on quizzes</p> <p>Final Project (Toys and Development OR Development of Self)</p> <p>Developmental Observations</p>	<p>Opinion Survey</p>
<p>3. Students comprehend and assess individual and group values and their importance in social problem solving and policy-making.</p>	<p>Embedded questions on quizzes</p> <p>Final Project (Toys and Development OR Development of Self)</p> <p>Developmental Observations</p>	<p>Opinion Survey</p>

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to improve the identified problem areas through content presentation and readings to insure better fulfillment of the three GE Social Science – Individuals and Groups expected learning outcomes. The self-evaluation questions will also be analyzed to determine how students evaluated their own progress and to determine whether student perception meshed with performance. If a conflict is identified, the presentation and assessment of material will be adjusted as necessary. The end of semester analyses will be archived in the instructor’s office so a multiple year or multiple semester analyses of data and changes can be determined. This data will also be used to write a GE report when the ASCC Assessment Panel asks for one.



## **T&L 3160 Elementary Education: Child Guidance (Applying Development in Learning Contexts)**

### **GEC Rationale & Assessment Plan**

#### GEC Rationale

##### T&L 3160 course goals:

1. Identify implications that can be drawn from the study and research of child development for teaching methods, the learning environment, and classroom management.
2. Discuss ways that the study and research of child development has affected school curriculum and discuss possible future trends in curriculum based on current research findings.
3. Demonstrate knowledge and understanding of the major theories of development and learning.
4. Identify the developmental theories implicit in practices used in the care and education of children and young adolescents.
5. Analyze the development of typical and atypical children and identify approaches to learning to support the development and learning of individual children.
6. Develop an understanding and use of research-and experienced-based principals of effective practice for encouraging the intellectual, social and personal development of students.
7. Identify the possible impact of cultural diversity and exceptionality on children's overall development and learning.
8. Demonstrate the use of observational research techniques for the study of children and young adolescents.
9. Discuss and summarize the effects of different socialization agents in the child's life; Identify the valuable function play serves in learning.
10. Identify factors that influence gender differences and the development of gender roles; Identify and summarize theories concerning moral development and its impact on instruction and learning.
11. Analyze life experiences and how they are linked to development and learning.

##### General Education Social Science (Individuals and Groups) Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students develop abilities to comprehend and assess individual and group values and recognize their importance in social problem solving and policy-making.

***How do the course objectives address the GEC category expected learning outcomes?***

Specifically, students will be able to understand the impact of children and adolescence development on learning. Students in today's classrooms represent children across ALL cultures, and ALL economic situations. Students will have the opportunity to understand and apply theoretical frameworks and methods related to child and adolescent development, including the developmental principals of order, continuity and directionality so they will be able to use these in any educational settings.

***2. How do the readings assigned address the GEC category expected learning outcomes?***

The course textbooks are the anchors for the course, providing the background context for analyzing, appreciating, and interpreting development of children and adolescents in the context of learning. All projects require reading, writing, discussion, application of theory and analysis.

***3. How do the topics address the GEC category expected learning outcomes?***

All topics in this course address human commonalities and human differences in development and learning. The course is built on a theoretical framework, which allows the analyzing of contexts related to learning and development. Since education is a social and policy entity, analysis of development in relation to learning must look at the various social values related to them.

***4. How do the written assignments address the GEC category expected learning outcomes?***

All projects require reading, writing, discussion, and analysis of developmental theory in relation to learning. In particular, key assignments require that students analyze their personal connections to development and its social value in learning ("The Development of Self" or "Toys and Development"), as well as consideration of multiple cultures, gender, class, special needs and sexualities in development of children and adolescents. The Developmental Observations require students to observe children at different developmental levels in different contexts. The observations require a systematic approach to data collection and analysis of that data. Students are expected to be able to use their data analysis to demonstrate how they could differentiate learning experiences for children and adolescents.

***Course Assessment Plan Explaining How Course Will Help Students Achieve Expected Learning Outcomes***

T&L 3160 will be critically assessed in order to determine how well it is meeting the general principles and specific General Education Social Science (Individuals and Groups) Expected Learning Outcomes, specifically:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students develop abilities to comprehend and assess individual and group values and recognize their importance in social problem solving and policy-making.

The course coordinator will assess T&L 3160. The following procedures and indicators will be used in assessing the course:

- 1) Sample student papers representing the range of work in each section, on a quarter-by-quarter basis, will be compiled and regularly reviewed to look for patterns of performance over time relative to any changes in the structure of the course (new texts, assignments, etc.).
- 2) Syllabi will be reviewed annually to make sure that the course content reflects changes in the field (e.g., new scientific discoveries related to development and learning; including brain research, cognitive development, social development, etc.) and to assure that the course is up-to-date and timely.
- 3) Completed rubrics and other forms of feedback on students' oral and group projects and presentations will be compiled and regularly reviewed to look for patterns of performance over time relative to any changes in the structure of the course (new texts, assignments, etc.).

Data will be maintained on file in the Department so that the progress of the course can be monitored and evaluated across time as the course evolves and to enable the department to address any major concerns or drift from the established goals and standards.

APPENDIX A -- Examples of Embedded questions on Quizzes

**GE Expected Learning Outcome: Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.**

Which of the following is an example of a cognitive scheme?

- A. Sorting by color
- B. Grasping a rattle
- C. Looking at an object
- D. Sucking a pacifier

The central theme of Erikson's theory of psychosocial stages was the development of:

- A. Personality
- B. Psychosocial conflict
- C. Social status
- D. Ego identity

What are the four areas in which Montessori educated children usually excel in:

- A. Self discipline, literacy, dexterity, and competence
- B. Dexterity, social interactions, competence and lifelong learning
- C. Competence, self discipline, social adjustment and happiness
- D. Discipline, competence, happiness and social interactions

A mechanism that Piaget proposed to explain how children shift from one stage of thought to another is called:

- A. Equilibration
- B. Conservation
- C. Transitivity
- D. Knowledge Transfer

The process of alternating existing schemas in light of new information or experiences is known as:

- A. Assimilation
- B. Equilibration
- C. Adaptation
- D. Accommodation

At each stage of Erikson's theory of psychosocial development, people experience a(n) \_\_\_\_\_ that serves as a turning point.

- A. Epiphany
- B. Conflict
- C. Paradigm shift
- D. Turmoil

\_\_\_\_\_ is clearly evidenced in young children's lack of conservation when they focus their attention on one characteristic (such as height or length) to the exclusion of other characteristics

- A. Egocentrism
- B. Centration
- C. Accommodation
- D. Operationalism

In Montessori education, children are usually broken up into age spans of

- A. Four years
- B. Three years
- C. Two years
- D. Six years

According to Lev Vygotsky's concept of the zone of proximal development (ZPD), learning is:

- A. Achieved by discovering which answers will lead to rewards
- B. Achieved by assimilating new understandings to accommodate the demands of the world
- C. Affected by how the environment and genetically programmed learning ability interact during a critical period
- D. A social activity between a less knowledgeable child and another adult or child who is more knowledgeable.

The issue in developmental psychology that involves debate over the relative contributions of inheritance and the environment is known as the

- A. Nature vs. Nurture Debate
- B. Early Experience vs. Later Experience Debate
- C. Continuity vs. Discontinuity Debate
- D. Abnormal Behavior vs. Individual Differences Debate

The Erickson stage that occurs between birth and one year of age is concerned with:

- A. Trust vs. Mistrust
- B. Autonomy vs. Shame and Doubt
- C. Initiative vs. Guilt
- D. Identity vs. Role Confusion

According to Erikson, what is the major conflict faced during adolescence?

- A. Autonomy vs. Shame and Doubt
- B. Intimacy vs. Isolation
- C. Identity vs. Role Confusion
- D. Generativity vs. Stagnation

Which of the following characteristics best described a child in the preoperational stage of cognitive development?

- A. The child's knowledge of the world is limited to their sensory perceptions and motor activities
- B. The child is egocentric and cannot take on another person's perspective
- C. The child is fairly good at using inductive logic
- C. The child can utilize abstract thought when solving problems and planning for the future.

A parenting style in which parents are indulgent and make few demands on their children

- A. Authoritative Parenting
- B. Authoritarian Parenting
- C. Uninvolved Parenting
- D. Permission Parenting

Montessori philosophy says:

- A. Lead the child
- B. Teach the child
- C. Engage the child
- D. Follow the child

Harry Harlow's research with rhesus monkeys revealed that importance of \_\_\_\_\_ on early development

- A. Education
- B. Love
- C. Nutrition
- D. Discipline

Vygotsky's theory of cognitive development best reflects a(n):

- A. Behaviorist approach
- B. Information-processing approach
- C. Structuralist approach
- D. Social Constructivist approach

Montessori theory encourages children to learn from:

- A. The teacher
- B. The environment
- C. Their peers
- D. B and C

**GE Expected Learning Outcome: Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.**

Jane, a preschooler, insists on dressing herself each morning for school, even though she generally selects mismatching outfits, misses buttons, and wears her shoes on the wrong feet. When her mother tries to dress Jane or fix her outfit,

Jane brushes her mother off and insists on doing it herself. What stage of psychosocial development best describes Jane's behavior?

- A. Trust vs. Mistrust
- B. Autonomy vs. Shame and Doubt
- C. Initiative vs. Guilt
- D. Industry vs. Inferiority

To understand the relationships among relatives on a family tree, children need to be able to use the skill of:

- A. Seriation
- B. Decoding
- C. Classification
- D. Mental Reversibility

Which statement is correct? A Montessori teacher . . . .

- A. Teaches all lesson from the front of the classroom
- B. Provides the materials and environment which will aid development
- C. Is responsible for giving of the whole education
- D. Never helps students, but leaves learning up to them

Stephanie, a 14 year old middle school student is afraid to go to school because of a small pimple on her forehead. This exemplifies the concept of

- A. Personal fable
- B. Imaginary Audience
- C. Realism
- D. Assimilation

Eight-year old Steven has a difficult time making friends at school. He has trouble completing his schoolwork accurately and on time, and as a result, receives little positive feedback from his teacher and parents. According to Erikson's theory, failure at this stage of development results in \_\_\_\_\_?

- A. Feelings of inferiority
- B. A sense of guilt
- C. A poor sense of self
- D. Mistrust

Latoya talks to herself often, especially when she is trying to solve a difficult problem. Vygotsky would say Latoya is:

- A. Engaging in egocentric and immature thinking
- B. Using private speech to organize and regulate her thinking
- C. Functioning at the upper limit of her zone of proximal development
- D. Not affected by her social environment

Which of the following educational practices is supported by Piaget's theory of cognitive development?

- A. Teachers should treat children as passive receptacles.

- B. Assessment should focus on the use of standardized tests.
- C. Teachers should require rote learning that is tested frequently
- D. Classrooms should be less structured allowing for discovery learning.

Which statement is incorrect? Montessori classrooms . . .

- A. Teach to individuals instead of groups
- B. Are specifically organized to appear attractive and orderly
- C. Have an emphasis on self discipline
- D. Have time constraints

**GE Expected Learning Outcome: Students comprehend and assess individual and group values and their importance in social problem solving and policy making.**

1. Progressive education has been called many different things. What are some of the misconceptions about it? Give a brief explanation that summarizes Dewey's ideas about progressive education.
2. There is a great deal of discussion today about emergent curriculum or planning curriculum that emerges from the children's interests and experience. Is this consistent or inconsistent with Dewey's idea about education? Why?
3. Many parents want an overly structured environment for their children and feel anxious if they think that their children play too much. Using Dewey's ideas, prepare a response for parents that illustrate the learning structure behind a program based on play.
4. Last week you had a big cleaning day at school. The children took their chairs and toys outside and scrubbed them down with soapy water and brushes. Today a dad came in with a complaint that he does not pay tuition for his children to do your cleaning. Basing your response on Montessori's ideas about real jobs and responsibility, what would you say?
5. How would you use Montessori's ideas to approach the idea of early literacy programs. What kind of materials and equipment would you use in the classroom, and what kind of activities would you plan? Show how Montessori's theory support your plan.
6. Kara is in your kindergarten class. So is her best friend, Megan. When Megan's grandma dies, you read *Nana Upstairs and Nana Downstairs*. The children talk a bit about dying. Later in the week, Kara's mom comes in angry. She says these discussions have no place at school. She does not want Kara upset. "She is just now getting over the death of my grandmother!" she says. You know that Kara's great-grandmother was special to them because she raised Kara's mom. You assure her that Kara has shown no sign of stress, but her mom is still upset. What do you think this is about? What does it have to do with Erickson's theories? How can you help?
7. Kevin is a four year old in your preschool class. He is very interested in building. He wants to spend all of his time in the block area. Kevin's mom worries that he plays too much. She has asked you to teach him math and



language skills. Drawing on Piaget's work, how can you respond in a supportive way to this parent.

8. When your school district implements a K-3 primary program, some parents are upset that younger children will "hold back" the learning of their second and third graders. Using Vygotsky's sociocultural theory of development, tell parents how the new program will be good for all of the children.

9. Kimberly is a five year old in your preschool. Her parents want her to read before entering first grade. You've read David Elkind. He says, "Don't push children." You've read Vygotsky. He says if reading is in a child's ZPD, it's okay to push a little. You've read Piaget. He says play is the best way for children to learn. You have to decide how to work with Kimberly's family to help her make the transition to public school. What do you need to know about Kimberly before you decide what to do? What are some possible ways of handling the situation? How would you choose one?

10. Many primary grade classrooms expect children not to "socialize" with other children during their class time. What would Vygotsky think of this practice? Why?

APPENDIX B -- Rubric for Measuring GE Expected Outcomes for Final Project

GE Expected Learning Outcome	0 Does not Meet Expectations	1 Meets Expectations	1 Meets Expectations
Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups	Final Project have <i>no clear connection</i> to a child development knowledge base, and/or does not demonstrate an <b>understanding of the learners'</b> -academic development AND/OR -social/emotional development AND/OR -relevant lived experiences within their families and communities	Working from a child development knowledge base, <i>most</i> components in final project <i>generally</i> demonstrate an <b>understanding of the learners'</b> -academic development AND -social/emotional development AND -relevant lived experiences within their families and communities	Working from a child development knowledge base, <i>each component in the final project clearly</i> illustrates an <b>understanding of the learners'</b> -academic development AND -social/emotional development AND -relevant lived experiences within their families and communities
Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function	Justification of the learning process in final project either is <i>missing</i> OR represents a <i>deficit view</i> of learners and their backgrounds	Learning process in final project is justified with <i>limited</i> attention to learners' prior learning OR personal/cultural/community assets.	Learning process (or their adaptation) in final project is justified as to why they are developmentally appropriate using - examples of learners' prior learning OR - examples of personal/cultural/community assets AND connections to <i>research</i> and/or developmental <i>theory are made</i> .
Students comprehend and assess individual and group values and their importance in	The analysis from the final project is <i>superficial or not supported</i> by either sources of evidence or the summary of their understanding.	The analysis from the final project focuses solely on strengths OR needs, supported by the sources of evidence or summary of their understanding	The analysis from the final project uses <i>specific examples</i> from the sources of evidence to demonstrate patterns of strengths and needs for the learner. AND Patterns are described for appropriate aged

social problem solving and policy making	OR The evaluation criteria, data/discussion, and/or analysis are not aligned with each other		individuals. AND Analysis may or may not have both qualitative and quantitative evidence
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APPENDIX C -- Rubric for measuring GE Expected Outcomes from Developmental Observation Activity

GE Expected Learning Outcome	0 Does not Meet Expectations	1 Meets Expectations	2 Exceeds Expectations
Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.	Developmental Observations have <i>no clear connection</i> to a child development knowledge base, and/or does not demonstrate an <b>understanding of the learners'</b> -academic development AND/OR -social/emotional development AND/OR -relevant lived experiences within their families and communities	Working from a child development knowledge base, <i>most</i> developmental observations <i>generally</i> demonstrate an <b>understanding of the learners'</b> -academic development AND -social/emotional development AND -relevant lived experiences within their families and communities	Working from a child development knowledge base, <i>each developmental observation clearly</i> illustrates an <b>understanding of the learners'</b> -academic development AND -social/emotional development AND -relevant lived experiences within their families and communities.
Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.	Justification of learning tasks in developmental observations either is <i>missing</i> OR represents a <i>deficit view</i> of learners and their backgrounds.	Learning tasks in developmental observations are justified with <i>limited</i> attention to learners' prior learning OR personal/cultural/community assets.	Learning tasks (or their adaptations) in every developmental observations are justified as to why they are developmentally appropriate using - examples of learners' prior learning OR - examples of personal/cultural/community assets AND Candidate makes connections to <i>research</i> and/or developmental <i>theory</i> .

<p>Students comprehend and assess individual and group values and their importance in social problem solving and policy making.</p>	<p>The analysis from the developmental observation is <i>superficial or not supported</i> by either sources of evidence or the summary of their understanding. OR The evaluation criteria, learning objectives, and/or analysis are not aligned with each other</p>	<p>The analysis from the developmental observation focuses solely on children's strengths OR needs, supported by the sources of evidence or summary of their understanding</p>	<p>The analysis from the developmental observation uses <i>specific examples</i> from the sources of evidence to demonstrate patterns of strengths and needs for the child. AND Patterns are described for whole class. AND Analysis may or may not have both qualitative and quantitative evidence.</p>
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APPENDIX D – Student Opinion Survey

Please rate where you see yourself based on the following General Education Expected Learning Outcomes from this course.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither Agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can comprehend and assess individual and group values and their importance in social problem solving and policy-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Odum, Sarah

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**From:** Folden, H  
**Sent:** Friday, January 03, 2014 1:28 PM  
**To:** Odum, Sarah  
**Subject:** RE: EDUTL 3160 concurrence

Hello Sarah,

From the attached current syllabus for EDUT&L 3160 I see that the changes that were discussed for the course have been made, thus HDFS grants concurrence for EDUT&L 3160.

Thank you,

Gene Folden

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**From:** Odum, Sarah  
**Sent:** Friday, January 03, 2014 10:51 AM  
**To:** Folden, H  
**Subject:** EDUTL 3160 concurrence

Hi Gene,

I need to attach concurrence for EDUTL 3160 from you for the GE course request. This course is in the final stages of being approved, but needed an update to its assessment and outcomes plan as requested by ASC. I understand back in August you met with Jess and Mary Bendixen-Noe and supported the updates made after the Curriculum Committee meeting. It is now making its way back through the approval process.

I am attaching the documents for the course to this email. If you could confirm concurrence for the course, I will attach this email to the request.

Please let me know if you have any questions, 2-3180.

Thank you,  
Sarah



**Sarah A. Odum, MA** Curriculum Coordinator

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