

Status: PENDING

PROGRAM REQUEST
BS.Ed. Foreign Language Education

Last Updated: Kantor-Martin, Rebecca Maud
09/22/2010

Fiscal Unit/Academic Org	School of Teaching & Learning - D1275
Administering College/Academic Group	Education & Human Ecology
Co-administering College/Academic Group	
Semester Conversion Designation	New Program/Plan
Proposed Program/Plan Name	BS.Ed. Foreign Language Education
Type of Program/Plan	Undergraduate bachelors degree program or major
Program/Plan Code Abbreviation	
Proposed Degree Title	Bachelor of Science in Education

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				120	
Required credit hours offered by the unit	Minimum			47	
	Maximum				
Required credit hours offered outside of the unit	Minimum			17	
	Maximum				
Required prerequisite credit hours not included above	Minimum				
	Maximum				

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

- Target Language Proficiency
 - demonstrate a high level of proficiency in the target language
 - know the linguistic elements of the target language system
 - know the similarities and differences between the target language and other languages
- Culture, Literature, Cross-Disciplinary Concepts
 - demonstrate that they understand the connections among the perspectives of a culture and its practices and products
 - integrate the cultural framework into instruction
- -recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time
 - integrate knowledge of other disciplines into foreign language instruction
- Language Acquisition Theories and Instructional Practices
 - demonstrate an understanding of language acquisition at various developmental levels
 - create a classroom learning environment that include target language input and opportunities
- opportunities for negotiation of meaning and meaningful interaction
 - develop a variety of instructional practices that reflect language outcomes
 - develop articulated program models and address the needs of diverse language learners
- Integration of Standards into Curriculum and Instruction
 - demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and the Ohio Foreign Language Content Standards
- -integrate these frameworks into curricular planning
 - integrate these frameworks into instruction
 - use standards and curricular goals to evaluate, select, design, and adapt instructional resources
- Assessment of Language and Cultures
 - demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures
 - reflect on the results of assessment
- -adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction
 - interpret and report the results of student performances
- Professionalism
 - engage in professional development opportunities that strengthen linguistic and cultural competence and promote reflection on practice

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.

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Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? No

DIRECT MEASURES (means of assessment that measure performance directly, are authentic and minimize mitigating or intervening factors)

Standardized tests

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

Classroom assignments

- Embedded testing (i.e. specific questions in homework or exams that allow faculty to assess students' attainments of a specific learning goal)
- Pre- and post-testing
- Other classroom assessment methods (e.g., writing assignments, oral presentations, oral exams)

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 project

INDIRECT MEASURES (means of assessment that are related to direct measures but are steps removed from those measures)

Surveys and Interviews

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

Additional types of indirect evidence

- Job or post-baccalaureate education placement
- Student or alumni honors/recognition achieved
- Curriculum or syllabus review
- Grade review
- Comparison or benchmarking
- Other: review by cooperating teachers

USE OF DATA (how the program uses or will use the evaluation data to make evidence-based improvements to the program periodically)

- 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

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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? Yes

In order to effectively advise and ensure that students who intend to seek licensure are high quality, the School of Teaching and Learning requests the establishment of a pre-major for its proposed B.S.Ed majors that lead to licensure. The Pre-major establishes criteria for student admission to the major, as well as reduces costs to the students and the university (reduction in back-ground checks needed for entering the classroom as a student teacher, costs for supervision, and limiting the number of professional development credits needed for Columbus City Schools are just a few examples).

Any student, upon admission to the university, may declare the Education pre-major. From there, they will be closely advised through the completion of their General Education and teaching content coursework. When a student has completed the majority of this work (expected to be approximately the beginning of Rank 3 status), the student may then apply to the appropriate major licensure program. Applications will consist of the completion of content exams (currently hosted by Praxis), competitive GPA with a minimum of 2.75 , and a statement of intent that will be reviewed by a committee consisting of faculty, program managers and academic advisors from the licensure area. Admission will begin on a rolling basis but a more specific deadline may be established once the number of applications received each year has stabilized and become predictable.

Students transferring to the university would be advised into the pre-major or apply directly to the major depending upon completion of pre-major requirements.

Attachments

- Foreign Language Teaching BSEd curriculum map.docx

(Curricular Map(s). Owner: Mercerhill, Jessica Leigh)

- FLT BSEd Attachment 1.docx

(Program Proposal. Owner: Mercerhill, Jessica Leigh)

Comments

- At least three of the foreign language classes selected must be taught in that language.

A ranking of Advanced Low or better must be achieved on the ACTFL OPI/WPT proficiency tests before the senior year.

Students are strongly encouraged to complete a study abroad experience before the senior year. *(by Romstedt, Kathleen)*

Ann on 10/07/2010 07:26 PM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Mercerhill, Jessica Leigh	09/22/2010 09:59 AM	Submitted for Approval
Approved	Kantor-Martin, Rebecca Maud	09/22/2010 10:58 AM	Unit Approval
Pending Approval	Lang, Sarah Naomi Achterberg, Cheryl L Blount, Jackie Marie Zircher, Andrew Paul	09/22/2010 10:58 AM	College Approval

Cc: 'John Fellingham'
Subject: BS Ed Foreign Language Education

Dear Andy:

Thank you for submitting the BS. Ed. Foreign Language Education Proposal for semester conversion. Prior to submitting a semester conversion proposal to the full CAA, it is important that all categories in the conversion template are satisfactorily completed. It is the opinion of Subcommittee C that some questions remain for the following areas:

The list of semester courses should include the credit hours for each course, and, preferably, the list should be categorized so that the course credit hours can be (approximately) reconciled to the credit hour explanation on the first page. The credit hour explanation should be internally consistent. That is, the "required credit hours offered by the unit" plus the "required credit hours offered outside the unit" plus the "required prerequisite credit hours not included above" should add to something close to "total minimum credit hours," (of course, taking into account the minimum and maximum for each category).

Also, we do look for a student friendly semester advising sheet with course loads for each term and credit hours for individual courses.

If you have any questions, please contact me or the academic affairs subcommittee representative John Fellingham at fellingham.1@osu.edu.

Thank you,

Kay Wolf, - CAA Subcommittee C - Chair



50 YEARS
1961-2011



Kay N Wolf, PhD, RD, LD

Director/Associate Professor
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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 Teaching & Learning

I am pleased to present the package of semester conversion materials for the School of Teaching & Learning. 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

Teaching & Learning (T&L) 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. T&L faculty have proposed that the degree name change from “Ph.D. in Education” to “Ph.D. in Teaching & Learning.” The “Education” designation no longer makes sense because the college of that name has ceased to 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 Teaching & Learning, a two-course common core provides cohesiveness to the degree program that spans nine separate areas of study.

T&L also has been quite busy preparing to re-introduce a series of teacher preparation degree programs (B.S.Ed.). Though T&L offered B.S.Ed. degrees long ago, they essentially were suspended during the Holmes Model years when the school’s teacher preparation was a graduate-only undertaking. With recent changes in state legislation (HB1), T&L has responded by bringing its undergraduate teacher preparation programs back, but in updated forms. It is important to note that all of T&L’s proposed teacher education degrees and endorsement areas align with the standards of our national and state accrediting bodies, most notably the National Council for the Accreditation of Teacher Education (NCATE). Note: Endorsement areas are additional content areas that may be added to teaching licenses.

Summary Tables

Program	Extent of Change	Notes	Approval by EHE Curr. Committee	Approval by EHE College Council
Ph.D. in Teaching and Learning	New	Name changed to align with unit name. Otherwise, straight conversion. Includes a two-course common core.	Nov. 30, '10	Dec. 3, '10
M.A. Teaching and Learning	Converted	Straight conversion.	Nov. 30, '10	Dec. 3, '10
M.Ed.	Converted	Straight conversion.	Nov. 30, '10	Dec. 3, '10
Graduate Interdisciplinary Specialization in Applied Developmental Science in Education	New	Generated from EHE Curriculum Collaboration Seed Grant, '10. Coordinates Applied Developmental Science faculty in college.	Nov. 30, '10	Dec. 3, '10
B.S.Ed. in Foreign Language Education	New	Part of larger commitment to re-instituting undergraduate teacher education programs across fields (undertaken in part in response to HB1).	Nov. 30, '10	Dec. 3, '10

Program	Extent of Change	Notes	Approval by EHE Curr. Committee	Approval by EHE College Council
B.S.Ed. in Integrated Language Arts/English Education	New	Part of larger commitment to re-instituting undergraduate teacher education programs across fields (undertaken in part in response to HB1).	Nov. 30, '10	Dec. 3, '10
B.S.Ed. Middle Childhood Education	New	Part of larger commitment to re-instituting undergraduate teacher education programs across fields (undertaken in part in response to HB1).	Dec. 9, '10	Jan. 7, '11
Technology Education	Deactivated	Program no longer deemed viable as configured.		
Endorsement and ESL Programs (non-degree)	Converted	Package of endorsements programs that educators might add to their licenses. Endorsements meet state licensure requirements.		

Courses	Number	Extent of Change	Approval by EHE Curr. Committee	Approval by EHE College Council
New graduate courses	32	New	Nov. 19, '10	Dec. 3, '10
New undergraduate courses	6	New	Nov. 19, '10	Dec. 3, '10
Total new Courses	38			
Re-envisioned graduate courses	132	Re-envisioned	Nov. 19, '10	Dec. 3, '10
Re-envisioned undergraduate courses	75	Re-envisioned	Nov. 19, '10	Dec. 3, '10
Total re-envisioned courses	210			
Graduate courses	25	Converted	Nov. 19, '10	Dec. 3, '10
Undergraduate courses	26	Converted	Nov. 19, '10	Dec. 3, '10
Total converted courses	51			
Total number of all courses	299			

Unique Considerations

The Technology Education program in T&L is being deactivated. This is, in part, a response to the 2008 OSU Doctoral Program Assessment and Plan.

In addition to the programs listed in the table above, the School of Teaching and Learning is in the process of seeking approval for three B.S.Ed. programs and an Ed.S. that may be approved in time to be offered under quarters. The programs are a B.S.Ed. in TESOL, and a B.S.Ed. in STEM which have been approved by the EHE curriculum committee, college council and Dean and were forwarded to the Office of Academic Affairs in autumn quarter 2010. The third B.S.Ed. program is Early Childhood Education, which is still under review by the EHE curriculum committee. The Ed.S. program has received college and university approval and has been forwarded to B.O.R. These programs were not entered initially into the curriculum system, because they would not be new programs if approved for quarters, but selecting "converted" was also not an option. With advice from OAA and the OUR, EHE refrained from submitting these programs for semester review until they have been considered for quarters.

Many of the 32 new graduate courses that are being proposed are courses that have already been taught multiple times as group studies courses.

College Approval

I have carefully reviewed all semester conversion materials for the School of Teaching & Learning, 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 Teaching & Learning.



School of Teaching and Learning
333 Arps Hall
1945 North High Street
Columbus, OH 43210-1172

Dear Semester Conversion Committee,

Phone (614) 292-1257
Fax (614) 292-7695

Enclosed is our conversion documentation for the Bachelor of Science in Education: Foreign Language Education. This program is currently accompanied in the School of Teaching and Learning by the following programs:

Bachelor of Science in Education: Early and Middle Childhood Pre-Education

Master of Education

Doctor of Philosophy

Endorsement Programs:

Early Childhood Generalist Endorsement (Grades 4-5)

Middle Childhood Generalist Endorsement

TESOL Endorsement

Reading Endorsement

P-6 Mathematics Specialist Endorsement

English as a Second Language Curriculum:

American Language Programs

Composition

Spoken English

We have submitted the following three undergraduate major proposals for quarter system start and will complete the conversion work when they are approved as per the request of the Registrar:

Bachelor of Science in Education: Science and Mathematics Education

Bachelor of Science in Education: Teaching English to Speakers of Other Languages

Bachelor of Science in Education: Early Childhood Education

As part of the conversion process, we are proposing the following undergraduate majors:

Bachelor of Science in Education: English Education

Bachelor of Science in Education: Foreign Language Education

Bachelor of Science in Education: Middle Childhood Education

The Doctor of Philosophy in Teaching and Learning is the same program that it was under the previous umbrella of Ph.D. in Education. In order to more explicitly demonstrate the unique core requirement for the Teaching and Learning program, we are requesting a new program name.

The addition of this program and these majors bodes to have a positive fiscal impact on the School of Teaching & Learning and for EHE. We predict that over 1,000 university undergraduates will select the Pre-Education major and, subsequently enter the B.S. Ed programs listed above. Moreover, the current M.Ed. programs are predicted to maintain robust enrollment patterns of 30-50 students annually per program area. As part of these

new program proposals, several courses have been submitted as GECs, which should also positively impact the fiscal profile of T&L and EHE. B.S. Ed and M.Ed. programs have been designed to allow for overlapping courses, particularly in the methods and field-based components, which will allow for fully enrolled courses that maintain pedagogical integrity. Likewise, the Ed.S. program overlaps with the M.A. and Ph.D. programs in ways that are fiscally and pedagogically sensible.

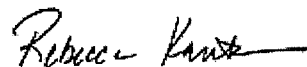
In order to plan, prepare, and endorse semester conversion materials, the School of Teaching and Learning formed faculty groups to complete the conversion work. It was the decision of the School to trust the individual faculty groups to make decisions best fitting their curricular needs. Each group focused on the curriculum taught by that faculty group, and included considerable discussion of how best to move forward under semesters. Faculty from multiple areas participated in more than one group, and any faculty member with an interest or investment in an area was allowed input. Across winter and spring 2010 quarters, these faculty groups met to engage in intense, valuable discussions, working to accommodate externally imposed expectations that accompany various licensure programs and to develop curricula that reflect the values and expertise of the T&L faculty. Faculty also worked, in good faith, to cut old courses, develop new ones, and merge others in order to have a robust set of programs and courses that truly reflect the best of what T&L has to offer students.

Since our licensure and endorsement areas are restricted by accreditation and state requirements, program conversions have been fairly direct with some innovations taking place at the course level. Likewise, since the M.A. and Ph.D. programs had just undergone major revision a few years ago, faculty decided to make a direct conversion of these as well; however the Ph.D. is being renamed to Ph.D. in Teaching and Learning to reflect the difference in curriculum from the other Schools in the College. Once faculty completed their work, the Director of the School then reviewed these proposals to be sure they were in alignment with conversion requirements and to address overarching School needs. Faculty endorsed this approach at a T&L faculty meeting and approved the semester conversion materials being forwarded to the Graduate Studies Committee for final vetting and forwarding to the EHE Semester Conversion Committee.

All new program proposals and courses were vetted by the T&L Graduate Studies Committee. Feedback from the committee was incorporated before approval, and the proposals being submitted here reflect the outcome.

As School Director, I ask that you approve this program for implementation in 2012 and will be happy to answer any questions that may arise.

Sincerely,



Rebecca Kantor
Director, School of Teaching and Learning

August 17, 2010

Dear Education and Human Ecology College Curriculum Committee members,

With the passage of HB 1, the state of Ohio ushered in a period of reform in teacher education. One of the major paradigm shifts in this bill is the introduction of a “residency” period that follows the teacher preparation program and accompanies the first few years after hiring. During the residency, the university and schools share the responsibility to support the entry of the novice teacher into the teaching profession.

The BSED in Foreign Language Teaching described in this proposal is intended to provide a new licensure program in addition to the Master’s level (M.Ed) licensure program currently offered by the School of Teaching in Learning. The license is built upon the standards and competencies deemed critical to the specialized professional association that guides the field. The program described in this proposal aligns completely with these standards and competencies.

The School of Teaching and Learning Director and faculty will be researching and examining all aspects of the implementation and delivery of the combined BSED and M.Ed pathways to licensure from fiscal perspectives. We plan to reconceive supervision, management, teaching and student services, including advising, in a more integrated and efficient manner. Currently, for example, our doctoral students provide most of the supervision. In the semester planning, we envision moving to a model where doctoral students provide the UG instruction and some supervision (perhaps for a year for those who are truly interested in teacher education). Program Managers who currently manage placements and the administrative aspects of the program for a .6 FTE and teach courses if they are a 1.0 FTE appointment, will likely teach fewer courses but serve as advisors for all UG and M.Ed students in their licensure program. In addition, Faculty instructional resources will shift from pedagogical oversight of the M.Ed and M.Ed teaching to pedagogical leadership of both BSED and M.Ed but teach only in the M.Ed. We will also reconceptualize supervision. We will examine models of early field experiences that involve several students in one classroom. Technology will provide a valuable tool for reducing the number of site visits that have to occur. Cooperating teachers will take on new roles in supervision and coaching. In Sum, we will find models and options over the next two years to meet the requirement that the new BSED programs be fiscally sustainable – i.e., they will at least break even within three years.

I look forward to receiving your feedback and would be happy to answer any questions that arise in the review of this proposal.

Sincerely,

Rebecca Kantor
Director, School of Teaching and Learning

Rationale for the BSEd in Foreign Language

The major proposed here is intended to provide students with preparation to teach modern foreign language at both the elementary and secondary levels. The components of this major have been designed to meet state and national standards, Ohio licensure requirements, and the Ohio State University requirements in four years with no additional coursework. The program features coursework intended to produce teachers with strong content knowledge background as well as pedagogical knowledge to prepare high quality teachers of foreign language. The opportunity for students to initiate their pedagogical study while still completing their content coursework provides rich opportunities for the development of pedagogical content knowledge. The BSEd adds flexibility to our current programs by providing a pathway for students who arrive at OSU with the intention to become foreign language teachers to reach their educational goals in four years.

Semester Courses:

EHE Freshman Survey
PAES 289 - FEED
PAES 650 – Intro to Special Ed
P&L 306 – School and Society
P&L 791 – Media and Technology in Education
P&I 607 – Adolescent Learning and Development
P&L 615 – Classroom Management
T&L 5471 – Clinical Practice in Treating Reading Disabilities
T&L 5501 – Inclusion: Philosophical, Social, and Practice Issues
T&L 5468 – Reading Foundations
T&L 5612 Teaching of Modern Foreign Language I
T&L 5613 Teaching of Modern Foreign Language II
T&L 5614 Teaching of Foreign Language in the Elementary School
T&L 5189 Planned Secondary Field Experience
T&L 5189 Planned Elementary Field Experience
T&L 5442 Teaching Reading Across the Curriculum
T&L 5300 Issues in Language, Literacy and Culture
T&L 5191 Supervised Student Teaching Internship
T&L 5195 Reflective Seminar

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				121-137	
Required credit hours offered by the unit	Minimum			38	
	Maximum				
Required credit hours offered outside of the unit	Minimum			83-99	
	Maximum				
Required prerequisite credit hours not included above	Minimum				
	Maximum				

Semester Courses Inside Edu T&L:

EDUTL 5471 Clinical Practice in Treating Reading Disabilities (3)
 EDUTL 5501 Inclusion: Philosophical, Social, and Practice Issues (3)
 EDUTL 5468 Reading Foundations (3)
 EDUTL 5612 Teaching of Modern Foreign Language I (3)
 EDUTL 5613 Teaching of Modern Foreign Language II (3)
 EDUTL 5614 Teaching of Foreign Language in the Elementary School (3)
 EDUTL 4189 Planned Secondary Field Experience (1)
 EDUTL 4189 Planned Elementary Field Experience (1)
 EDUTL 5442 Teaching Reading Across the Curriculum (3)
 EDUTL 5300 Issues in Language, Literacy and Culture (3)
 EDUTL 5191 Supervised Student Teaching Internship (10)
 EDUTL 5195 Reflective Seminar (2)

Outside Edu T&L:

EHE 1100 Freshman Survey (1)
 EDU PAES 2189.01 and 2891 – FEED (6)
 EDU PAES 5650 – Intro to Special Ed (3)
 EDU PL 3206 – School and Society (3)
 EDU P&L 6291 – Media and Technology in Education (3)
 EDU PL 5401 – Adolescent Learning and Development (3)
 EDU PL 5404 – Classroom Management (3)
 Linguistics Course (3)
 Reading Course (3)
 Composition Course (3)

Grammar Course (3)
Introduction to Study of Literature & Culture Course (3)
General Education (46-62)

Foreign Language Education SEMESTER PROPOSAL 4/27/11
Effective for NFQF and New Transfer students admitted to the College of Education and Human Ecology

Name _____ Advisor _____

COURSE & NUMBER	SEM	GR	YR	COURSE & NUMBER	SEM	GR	YR
UNIVERSITY REQUIREMENTS (46-62)				PRE-MAJOR REQUIREMENTS (31)			
Writing (6)				EHE 1100 (1)	1		
English 1110.01 or 1110.02 or 1110.03	3			EDUPAES 2189.01- Fld Exp: Intro Exp in Schl Systm	3		
2 nd level writing (2367)	3			EDUPAES 2891- Sem in Hlpng Rltshps	3		
				EDUPL 3206- School and Society	3		
Literature (3)	3			EDUPAES 5650- Intro to Exceptional Children	3		
				EDUTL 5471- Clncl Prctce in Trtng Rdng Disabilities	3		
Arts (3)	3						
				Coursework in your language			
Math (3-7)				Linguistics course	3		
Math Placement 2 or better, MATH 1148 or Equiv	0-4			Reading course	3		
Next Math course past placement, MATH 1131, or other course from university approved Math & Logical Analysis list	3			Composition course	3		
				Grammar course	3		
				Intro to Study of Lit & Culture course	3		
Data Analysis (3)	3						
				MAJOR REQUIREMENTS (44)			
Science (10)	10			Must complete the following prior to final year student teaching cohort			
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 2310 recommended)				EDUTL 5501- Incls: Philos, Soc, & Prac Issues	3		
				EDUPL 6291- Media & Tech Education	3		
				EDUPL 5401- Adol Lrng & Dvlmnt in Schl Cntxtx	3		
Historical Study (3 hours)	3			EDUPL 5404- Dvlping Dscplne for Effective Lrng	3		
				EDUTL 5468- Reading Foundations	3		
Social Sciences (6)	6						
Take two social science courses from University approved GE list. Choose from 2 different subcategories				Final year student teaching cohort requirements			
				EDUTL 5612- Tchng Mdrn Frgn Lng I	3		
				EDUTL 5613- Tchng Mdrn Frgn Lng II	3		
Culture & Ideas or Historical Studies (3)	3			EDUTL 5614- Tchng Frgn Lng in Elem Schl	3		
				EDUTL 4189- Adv Fld Exp (Elementary)	1		
Open Option (2 courses)				EDUTL 4189- Adv Fld Exp (Secondary)	1		
Choice	3			EDUTL 5442- Tchng Rdng Across the Crclm	3		
Choice	3			EDUTL 5300- Iss in Lng, Literacy & Cult/ Eqty & Div	3		
				EDUTL 5191- Sprvsd Stdnt Tchng Internship	10		
Foreign Language through 104 (0-12)				EDUTL 5195- Rflctve Seminar	2		
Foreign Language 101	3						
Foreign Language 102	3						
Foreign Language 103	3						
Foreign Language 104	3						
FREE ELECTIVES (0)							
					121-137		
CREDIT HOURS REQUIRED							

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.
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.

Bachelor of Science in Education Foreign Language Education



What are the requirements for completion of the Foreign Language Education major?

GENERAL EDUCATION: 46-62 Hours

Educating students to solve problems; to think critically, logically, scientifically, and creatively; and to be engaged and responsible citizens

WRITING:
6 Hours

English 1110.01, 1110.02, or
1110.03 _____

MATH:
3-7 Hours

Placement 2 or better or Math 1148 _____
Next Math course past placement, 1131, or
other course from Math & Logical Analysis GE
list _____

SCIENCE:
10 Hours

Take two or three science courses totaling
at least 10 credits from University ap-
proved 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. _____

ARTS:
3 Hours
From EHE GE List _____

LITERATURE:
3 Hours
From EHE GE List _____

HISTORICAL STUDY:
3 Hours
From EHE GE List _____

**Cultures & Ideas or
Historical Study: 3 Hours**
From EHE GE List _____

DATA ANALYSIS:
3 Hours
From EHE GE List _____

SOCIAL SCIENCE: 6 Hours
Take two courses from EHE GE List
from two subcategories _____

OPEN OPTIONS: 6 Hours

Choose GE approved courses, service learning or study abroad _____

SOCIAL DIVERSITY IN THE U.S.: 0 Hours

Select Second Writing, Literature, Historical Study, or Cultures &
Ideas with Social Diversity in US focus - double-count permitted

GLOBAL STUDIES: 0 Hours (2 Courses)

Select Literature, Arts, Historical Study, or Cultures &
Ideas with global focus- double-count permitted

FOREIGN LANGUAGE: 0-12 Hours

Placement beyond or completion of 104 level _____

MAJOR COURSES: 74 Hours

PRE-MAJOR REQUIREMENTS Complete each course in this box- 31 Hours

EHE 1100- Intro to Edu & Hum Ecol Degree Planning- 1Hr _____
EDUPL 3206- School and Society- 3Hr _____

Coursework in your language:

Linguistics course- 3Hr _____
Grammar course- 3Hr _____

Reading course- 3Hr _____
Intro to Study of Lit and Culture course- 3Hr _____

Students should consult their academic advisor as they near completion of the above requirements to discuss the application process for the major. A minimum GPA of 2.75 in the above course-
work is required for admission to the major as well as a ranking of Advanced Low or better on the ACTFL OPI/WPT. In addition, a university-sponsored study abroad in a country where the
target language is spoken is strongly advised to increase fluency. Please note: major admission is competitive and meeting the minimum requirements does not guarantee admission.

EDUPAES 2891- Sem in Hiping Rltshps- 3Hr _____
EDUTL 5471- ClnclPrac in Trng Rding Disabil- 3Hr _____
Composition course- 3Hr _____

Complete each course in this box- 44 credit hours- Complete shaded courses before progressing to final year student teaching cohort

EDUTL 5501- Inclsn: Philos, Soc, & Prac Iss- 3Hr _____
EDUPL 5404- Dvlpng Discipline for Eff Tchng- 3Hr _____

Final year student teaching cohort requirements:

EDUTL 5612- Tchng Mdrn Frgn Lang I- 3Hr _____
EDUTL 4189- Adv Fld Exp (Elem)- 1Hr _____
EDUTL 5300- Iss in Lang, Lit & Cult- 3Hr _____

EDUPL 6291- Media & Tech Education- 3Hr _____
EDUTL 5468- Reading Foundations- 3Hr _____

EDUTL 5613- Tchng Mdrn Frgn Lang II- 3Hr _____
EDUTL 4189- Adv Fld Exp (Secondary)- 1Hr _____
EDUTL 5191- Sprvsd Stndnt Tchng- 10Hr _____

EDUPL 5401- Adol Lrngng & Dvlmt in Schl Cntrxt- 3Hr _____
EDUTL 5614- Tchng Frgn Lang in Elem Schl- 3Hr _____
EDUTL 5442- Tchng Rding Across Crrclm- 3Hr _____
EDUTL 5195- Rfctve Seminar- 2Hr _____

Minimum Total Hours: 121-137 Elective Hours: 0

SUGGESTED FOUR YEAR PLAN - (Assumes students enter with credit for through 104 in their target language)

Autumn First Year	Spring First Year	Autumn Second Year	Spring Second Year	Autumn Third Year	Spring Third Year	Autumn Fourth Year	Spring Fourth Year
EHE 1100	Lang Grammar Crs	Lang Comp Crs	Lang Study Crs	EDUTL 5501	Literature	EDUTL 5612	EDUTL 5195
ENGLISH 1110.01	EDUPL 3206	2nd Writing	EDUPAES 5650	EDUPL 6291	Phys Science	EDUTL 5613	EDUTL 5191
MATH 1148	Historical Study	Math & Log Anlys	Data Anlys	EDUPL 5404	Open Option	EDUTL 5614	
Lang Reading Crs	EDUPAES 2189.01	Cult & Ideas or Hist	Biol Science	Social Science	EDUPL 5401	EDUTL 4189 x2	
Art	EDUPAES 2891	EDUTL 5471	Lang Linguist Crs	Open Option	EDUTL 5468	EDUTL 5442	
Social Science	Hours: 15	Hours: 15	Hours: 17	Hours: 15	Hours: 17	EDUTL 5300	Hours: 12
Hours: 17						Hours: 17	

Creating Your Own Scheduling Plan

- Step 1: Access your Degree Audit Report (DARSweb) at "My Student Center" on <https://buckeyelink.osu.edu> and on the front of this sheet check off the courses that you have completed
- Step 2: For remaining requirements, note requisites and terms offered
- Step 3: For each term below, project when you expect to complete remaining requirements

Semester: _____	Semester: _____	Semester: _____	Semester: _____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Major Courses: Terms offered and prerequisites

- EHE 1100- Au, Sp, Su
- EDUPAES 2189.01- Au, Sp, Su; Corequisite: EDUPAES 2891
- EDUPAES 2891- Au, Sp, Su; Corequisite: EDUPAES 2189.01
- EDUPL 3206- Au, Sp
- EDUPAES 5650- Au, Sp, Su
- EDUTL 5471- Au, Sp, Su
- EDUTL 5501- Au, Sp, Su
- EDUPL 6291- Au, Sp, Su
- EDUPL 5401- Au, Sp, Su
- EDUPL 5404- Au, Sp, Su
- EDUTL 5468- Au, Sp, Su; ???
- EDUTL 5612- Au, Sp, Su; Foreign Language Education major
- EDUTL 5613- Au, Sp, Su; Foreign Language Education major
- EDUTL 5614- Au, Sp, Su; Foreign Language Education major
- EDUTL 4189- Au, Sp, Su; Foreign Language Education major
- EDUTL 5442- Au, Sp, Su; Foreign Language Education major
- EDUTL 5300- Au, Sp, Su; Foreign Language Education major
- EDUTL 5191- Au, Sp, Su; Permission of instructor
- EDUTL 5195- Au, Sp, Su; Foreign Language Education major

Pre-Education Major for Foreign Language Teaching

General Education Requirements:

In order to complete licensure requirements and graduate in 4 years, recommendations which overlap with licensure requirements are made for some of the Gen Ed Categories

Writing:

- 1- English 110
- 2- Second Writing (T&L 2367)

Quantitative Skills:

- Data Analysis (Ling 286)
- Math

Natural Sciences:

- Biological (HN 210)
- Physical Science

Social Science:

- Individual and Groups (T&L 4005 plus the field experience)
- Organizations & Politics or Human, Natural, and Economic Resources course

Foreign Language:

Placement beyond or completion of 104

Arts and Humanities:

- Historical Study
- Literature (taught in your teaching language)
- Cultures & Ideas (taught in your teaching language)
- Arts (taught in your teaching language)

Open Option:

Two courses from any category above, a service-learning course, cross-disciplinary seminar, or education abroad

Diversity:

- One course above overlapping with Social Diversity in the U.S.
- Two courses above overlapping with Global Studies

Pre-Major Requirements:

- Freshman Survey
- PAES 289 - FEED
- P&L 306 – School and Society
- PAES 650 – Intro to Special Ed
- T&L 5471 – Clinical Practice

Course work in your Language:

- 1 Linguistics course
- 1 Reading course
- 1 Composition course
- 1 Grammar course
- 1 Intro to Study of the Lit & Culture course

Students should consult their academic advisor as they near completion of the above requirements to discuss the application process for the major. A minimum GPA of 2.75 in the above coursework is required for admission to the major as well as a ranking of Advanced Low or better on the ACTFL OPI/WPT. In addition, a university-sponsored study abroad in a country where the target language is spoken is strongly advised to increase fluency. Please note: Major admission is competitive and meeting the minimum requirements does not guarantee admission.

Foreign Language Teaching Major Requirements

The following courses need to be completed before a student may be entered into a final year student teaching cohort:

T&L 5501 – Inclusion: Philosophical, Social, and Practice Issues
P&L 791 – Media and Technology in Education
P&I 607 – Adolescent Learning and Development
P&L 615 – Classroom Management
T&L 5468 – Reading Foundations

Final year student teaching cohort requirements:

T&L 5612 Teaching of Modern Foreign Language I
T&L 5613 Teaching of Modern Foreign Language II
T&L 5614 Teaching of Modern Foreign Language II
T&L 4189 Planned Secondary Field Experience
T&L 4189 Planned Elementary Field Experience
T&L 5442 Teaching Reading Across the Curriculum
T&L 5300 Issues in Language, Literacy and Culture
T&L 5191 Supervised Student Teaching Internship
T&L 5195 Reflective Seminar

FOREIGN/SECOND LANGUAGE EDUCATION B.S.ED. CURRICULUM MAP

ACTFL Standards	1	2	3	4	5	6
Required Courses Offered by T&L/ P&L						
5612		A	A	A		
5613			I	I	I	
5189			A			A
5614		A	A	A	A	
5189			I			I
5191	A	A	A	A	A	A
5195			A			A
5468		I	I		I	
5504			A		A	
Or PAES 669			A		A	
Or PAES 650			I		I	
P&L 607.07			A			
P&L 615.99				A	A	
P&L 791.99				A	A	

ACTFL STANDARD¹

1. Language, Linguistics, Comparisons. Candidates (a) demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency (See the following supporting explanation and rubrics for required levels of proficiency.); (b) know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own; and (c) know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.

2. Cultures, Literatures, Cross-Disciplinary Concepts. Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; (b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign

¹ NCATE will provide a link to the full set of SPA standards, including rubrics and supporting explanations.

FOREIGN/SECOND LANGUAGE EDUCATION B.S.ED. CURRICULUM MAP

ACTFL STANDARD¹

language instruction and identify distinctive viewpoints accessible only through the target language.

3. Language Acquisition Theories and Instructional Practices. Candidates (a) demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction and (b) develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.

4. Integration of Standards into Curriculum and Instruction. Candidates (a) demonstrate an understanding of the goal areas and standards of the *Standards for Foreign Language Learning* and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the *Standards for Foreign Language Learning* and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

5. Assessment of Language and Cultures. Candidates (a) believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures; (b) reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and (c) interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.

6. Professionalism. Candidates (a) engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice and (b) know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.