

Status: PENDING

PROGRAM REQUEST
Integrated Language Arts/English Education

Last Updated: Zircher, Andrew Paul
11/24/2010

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 Integrated Language Arts/English 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				122	
Required credit hours offered by the unit	Minimum			45	
	Maximum				
Required credit hours offered outside of the unit	Minimum			67	
	Maximum				
Required prerequisite credit hours not included above	Minimum			27	
	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

- 1. Students follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers. (NCTE/NCATE, 1.0)
- 2. Through modeling, advisement, instruction, field experiences, and assessment of performance, candidates adopt professional attitudes needed by English language arts teachers. (NCTE/NCATE, 2.0)
- Students develop knowledge of and skills in the use of English language. (NCTE/NCATE, 3.1)
 - 4. Students develop knowledge of the practices of oral, visual, and written literacy. (NCTE/NCATE, 3.2)
- 5. Students develop knowledge of reading processes. (NCTE/NCATE, 3.3)
 - 6. Students develop knowledge of different composing processes. (NCTE/NCATE, 3.4)
 - 7. Students develop knowledge of and uses for an extensive range of literature. (NCTE/NCATE, 3.5)
- 8. Students develop knowledge of the range and influence of print and nonprint media and technology in contemporary culture. (NCTE/NCATE, 3.6)
- 9. Students develop knowledge of knowledge of research theory and findings in English language arts. (NCTE/NCATE, 3.7)
- 10. Students acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching (NCTE/NCATE, 4.0)

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Assessment

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

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

- Certification or licensure 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)
- 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

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

Surveys and Interviews

- Student survey
- Employer feedback or survey
- Student evaluation of instruction

Additional types of indirect evidence

- Job or post-baccalaureate education placement
- External program review
- Curriculum or syllabus review
- Grade review
- Comparison or benchmarking

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

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.

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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.E.d 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

- English Ed BSEd Curriculum Map.doc
(Curricular Map(s). Owner: Mercerhill, Jessica Leigh)
- English Ed BSEd Attachment 2.doc
(Program Proposal. Owner: Mercerhill, Jessica Leigh)

Comments

- Pre-major typo- advise

Later in supporting materials, after rationale and Director's letter, there is an additional rationale and Director's letter for foreign language. Are these supposed to be here?

11/24/10- Progressed through Unit Level approval process, based on Caroline Clark's approval. *(by Zircher, Andrew Paul on 11/24/2010 11:25 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Kantor-Martin, Rebecca Maud	09/22/2010 01:28 PM	Submitted for Approval
Approved	Kantor-Martin, Rebecca Maud	09/22/2010 01:29 PM	Unit Approval
Revision Requested	Zircher, Andrew Paul	10/27/2010 08:46 AM	College Approval
Submitted	Mercerhill, Jessica Leigh	11/09/2010 02:15 PM	Submitted for Approval
Approved	Clark, Caroline Taylor	11/22/2010 03:27 PM	Ad-Hoc Approval
Approved	Zircher, Andrew Paul	11/24/2010 11:25 AM	Unit Approval
Pending Approval	Lang, Sarah Naomi Achterberg, Cheryl L Blount, Jackie Marie Zircher, Andrew Paul	11/24/2010 11:25 AM	College Approval

Cc: 'John Fellingham'
Subject: Integrated Language Arts/English Education

Dear Andy:

Thank you for submitting the Integrated Language Arts/English 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.

There is a minor typo in the program learning goals: they are not numbered sequentially; number three is missing.

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



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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.



Dear Semester Conversion Committee,

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

Enclosed is our conversion documentation for the Bachelor of Science in Education: English 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.

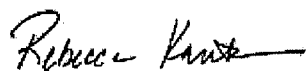
In order to plan, prepare, and endorse semester conversion materials, the School of Teaching and Learning formed faculty groups to complete the conversion work. It was the decision of the School to trust the individual faculty groups to make decisions best fitting their curricular needs. Each group focused 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 Integrated Language Arts/English Education 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

Program Rationale: See letter above.

Semester courses that constitute the requirements and other components of the program:

Courses Outside of the School of Teaching & Learning

English 271 – English Language Study
Comm – Speech/Communication
1 American Literature course
1 British Literature course
1 World Literature course
1 Minority Literature course
1 Shakespeare course
PAES 289.01 FEEP
P&L 306 School & Society
P&L 615 Classroom Management
P&L 607: Adolescent Development

Courses Within the School of Teaching and Learning

EDU T&L 2389 Lab Experience in English Education
EDU T&L 3356 Literature for Adolescents
EDU T&L 5189 Field Experience
EDUT&L 5191 Student Teaching Internship
EDU T&L 5300 Language, Literacy, and Culture/Equity Diversity
EDU T&L 5312 Linguistic Materials for Teachers
EDU T&L 5341 Journalism and New Media in the 7-12 Classroom
EDU T&L 5345 Teacher Inquiry and Methods: Writing
EDU T&L 5346 Teacher Inquiry and Methods: Literature
EDU T&L 5442 Teaching Reading Across the Curriculum
EDU T&L 5504 Inclusion: Philosophical, Social, and Practice Issues: Secondary Education

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				127-131	
Required credit hours offered by the unit	Minimum			44	
	Maximum				
Required credit hours offered outside of the unit	Minimum			83-87	
	Maximum				
Required prerequisite credit hours not included above	Minimum				
	Maximum				

Offered within EDU TL	44
EDUTL 2389- Lab Exper in Engl Education	3
EDUTL 5504- Incl: Philos, Soc, & Prac Iss: Scndry Ed	3
EDUTL 5442- Tching & Rding Acrss the Crrclm	3
EDUTL 5300- Iss in Lang, Liter, & Cult/ Eqty & Div	3
EDUTL 3356- Liter for Adolescents	3
EDUTL 5341- Jrnlsm & New Media in 7-12 Clssrm	3
EDUTL 5345- Tchr Inquiry & Mthds: Writing	3
EDUTL 5346- Tchr Inquiry & Mthds: Literature	3
EDUTL 5312- Lang Educ & Gmmr for Tchrs	3
EDUTL 4189- Adv Fld Exp (Elementary)	1
EDUTL 4189- Adv Fld Exp (Secondary)	1
EDUTL 5442- Tching Rding Across the Crrclm	3
EDUTL 5195- Rflctve Seminar	2
EDUTL 5191- Sprvsd Stdnt Tching Internship	10
Offered outside of EDU TL	36
EDUPAES 2189.01- Fld Exp: Intro Exp in Schl System	3
EDUPAES 2891- Sem in Hlping Rltnshps	3
EDUPL 3206- School and Society	3
ENGLISH 271- English Language Study	3
COMM 1110- Public Speaking	3
American Literature Course	3
British Literature Course	3
World Literature Course	3
Minority Literature Course	3
Shakespearean Literature Course	3
EDUPL 5401- Adol Lrning & Devel in Schl Cntxts	3
EDUPL 5404- Dclping Disclpne for Eff Tching	3
EHE 1100- Freshman Survey	1
General Education	46-50

Program Learning Goals

- 1. Students follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers. (NCTE/NCATE, 1.0)
- 2. Through modeling, advisement, instruction, field experiences, and assessment of performance, candidates adopt professional attitudes needed by English language arts teachers. (NCTE/NCATE, 2.0)
- 3. Students develop knowledge of and skills in the use of English language. (NCTE/NCATE, 3.1)
- 4. Students develop knowledge of the practices of oral, visual, and written literacy. (NCTE/NCATE, 3.2)
- 5. Students develop knowledge of reading processes. (NCTE/NCATE, 3.3)
- 6. Students develop knowledge of different composing processes. (NCTE/NCATE, 3.4)
- 7. Students develop knowledge of and uses for an extensive range of literature. (NCTE/NCATE, 3.5)
- 8. Students develop knowledge of the range and influence of print and nonprint media and technology in contemporary culture. (NCTE/NCATE, 3.6)
- 9. Students develop knowledge of knowledge of research theory and findings in English language arts. (NCTE/NCATE, 3.7)
- 10. Students acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching (NCTE/NCATE, 4.0)

Integrated language Arts/ English Education
Effective for NFQF and New Transfer students admitted to the College of Education and Human Ecology

SEMESTER PROPOSAL 4/27/11

Name _____ Advisor _____

COURSE & NUMBER	SEM	GR	YR	COURSE & NUMBER	SEM	GR	YR
UNIVERSITY REQUIREMENTS (46-50)				PRE-MAJOR REQUIREMENTS (33)			
Writing (6)				EDUPAES 2189.01- Fld Exp: Intro Exp in Schl System	3		
English 1110.01 or 1110.02 or 1110.03	3			EDUPAES 2891- Sem in Hping Rltshps	3		
2 nd level writing (2367)	3			EDUPL 3206- School and Society	3		
				EDUTL 2389- Lab Exper in Enfl Education	3		
Literature (3)	3						
				Content			
Arts (3)	3			ENGLISH 271- English Language Study	3		
				COMM 1110- Public Speaking	3		
Math (3-7)				American Literature Course	3		
Math Placement 2 or better, MATH 1148 or Equiv	0-4			British Literature Course	3		
Next Math course past placement, MATH 1131, or other course from university approved Math & Logical Analysis list	3			World Literature Course	3		
				Minority Literature Course	3		
				Shakespearean Literature Course	3		
Data Analysis (3)	3						
				MAJOR REQUIREMENTS (47)			
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 5504- Incl: Philos, Soc, & Prac Iss: Sndry Ed	3		
				EDUPL 5401- Adol Lrning & Devel in Schl Cntxts	3		
				EDUPL 5404- Dclping Disciplne for Eff Tching	3		
Historical Study (3 hours)	3			EDUTL 5442- Tching & Rding Acrss the Crrclm	3		
				EDUTL 5300- Iss in Lang, Liter, & Cult/ Eqty & Div	3		
Social Sciences (6)				EDUTL 3356- Liter for Adolescents	3		
Take two social science courses from University approved GE list. Choose from 2 different subcategories				EDUTL 5341- Jrnlsm & New Media in 7-12 Clssrm	3		
				Final year student teaching cohort requirements			
Culture & Ideas or Historical Studies (3)	3			EDUTL 5345- Tchr Inquiry & Mthds: Writing	3		
				EDUTL 5346- Tchr Inquiry & Mthds: Literature	3		
Open Option (6)				EDUTL 5312- Lang Educ & Gmmr for Tchrs	3		
Choice	3			EDUTL 4189- Adv Fld Exp (Elementary)	1		
Choice	3			EDUTL 4189- Adv Fld Exp (Secondary)	1		
				EDUTL 5442- Tching Rding Across the Crrclm	3		
EHE 1100 (1)				EDUTL 5195- Rflectve Seminar	2		
				EDUTL 5191- Sprvsd Stndt Tching Internship	10		
FREE ELECTIVES (0)				CREDIT HOURS REQUIRED	127-131		

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 Integrated Language Arts/ English Education



What are the requirements for completion of the Integrated Language Arts/ English Education major?

GENERAL EDUCATION: 46-50 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 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. _____

ARTS:
3 Hours

LITERATURE:
3 Hours

HISTORICAL STUDY:
3 Hours

Cultures & Ideas or Historical Study: 3 Hours

DATA ANALYSIS:
3 Hours

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

MAJOR COURSES: 73 - 94 Hours

PRE-MAJOR REQUIREMENTS complete each course in this box- 32 Hours

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

Content Coursework:

ENGLISH 271- English Language Study- 3Hr _____
British Literature course- 3Hr _____
Shakespearean Literature 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. Please note: major admission is competitive and meeting the minimum requirements does not guarantee admission.

EDUPAES 2891- Sem in Hlping Rltmshps- 3Hr _____

American Literature course- 3Hr _____
Minority Literature Course- 3Hr _____

Complete each course in this box- 35-58 credit hours- Complete shaded courses before progressing to final year student teaching cohort

EDUTL 5504- Incls:n: Philos, Soc, & Prac Iss- 3Hr _____
EDUPL 5404- Dvlpng Dscplne for Eff Tchng- 3Hr _____
EDUTL 5341- Jrnls:m & New Media in 7-12-Cls:rm- 3Hr _____

Final year student teaching cohort requirements:

EDUTL 5345- Tch: Inq:ry & Mthds: Writing- 3Hr _____
EDUTL 4189- Adv Fld Exp (Elem)- 1Hr _____
EDUTL 5195- Rflectve Semlnar- 2Hr _____

EDUPL 5401- Adol Lrnng & Dvltm in Sch: Cntxt- 3Hr _____
EDUTL 3356- Liter for Adolescents- 3Hr _____

EDUTL 5442- Tchng Rdnng Across Crrclm- 3Hr _____
EDUTL 5300- Iss in Lang, Lit & Cult- 3Hr _____

EDUTL 5346- Tch: Inq:ry & Mthds: Liter- 3Hr _____
EDUTL 4189- Adv Fld Exp (Secondary)- 1Hr _____
EDUTL 5191- Sprvsd Stant Tchng Internshp- 10Hr _____

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	ENGLISH 271	American Liter Crs	British Liter Crs	EDU TL 5504	EDU TL 3356	EDU TL 5345	EDU TL 5195
ENGLISH 1110.01	EDUPL 3206	2nd Writing	Social Science	EDUPL 5401	Phys Science	EDU TL 5312	EDU TL 5191
MATH 1148	World Liter Crs	Math & Log Anlys	Data Anlys	EDUPL 5404	EDU TL 5341	EDU TL 4189 x2	
COMM 1110	EDUPAES 2189.01	Minority Liter Crs	Biol Science	EDU TL 5300	EDU TL 5442	Historical Study	
Art	EDUPAES 2891	Open Option	Shakesp Liter Crs	Open Option	Cult & Ideas or Hist	EDU TL 5346	
Social Science		Hours: 15	Hours: 17	Literature		EDU TL 5442	
Hours: 17				Hours: 18	Hours: 17	Hours: 17	Hours: 12

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
- EDU TL 2389- Au, Sp
- EDU TL 5504- Au, Sp; Admission to EHE BSEd major
- EDUPL 5401- Au, Sp
- EDUPL 5404- Au, Sp
- EDU TL 5442- Au, Sp; Admission to EHE BSEd major
- EDU TL 5300- Au, Sp; Admission to EHE BSEd major
- EDU TL 3356- Au, Sp
- EDU TL 5341- Au, Sp
- EDU TL 5345- Au, Sp; Admission to EHE BSEd major
- EDU TL 5346- Au, Sp; Admission to EHE BSEd major
- EDU TL 5312- Au, Sp; Admission to EHE BSEd major
- EDU TL 4189- Au, Sp; Admission to EHE BSEd major
- EDU TL 5442- Au, Sp; Admission to EHE BSEd major
- EDU TL 5191- Au, Sp, Su; Permission of instructor
- EDU TL 5195- Au, Sp, Su; Foreign Language Education major

Pre-Education Major for English Education

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
- 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

Arts and Humanities:

- Historical Study
- Literature (American, American Ethnic Minority, Women's or British)
- Cultures & Ideas
- Arts (English 263)

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
- T&L 2389 Lab Experience in English Education

Content:

- English 271 – English Language Study
- Comm – Speech/Communication
- 1 American Literature course
- 1 British Literature course
- 1 World Literature course
- 1 Minority Literature course
- 1 Shakespeare course

Students should consult their academic advisor as they near completion of the above requirements to discuss the application process for the major. Please note: Major admission is competitive and meeting the minimum requirements does not guarantee admission.

English Education Major Requirements

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

T&L 5504 – Inclusion: Philosophical, Social, and Practice Issues: Secondary Education

P&L 607 – Adolescent Learning and Development

P&L 615 – Classroom Management

T&L 5442 - Teaching Reading Across the Curriculum

T&L 5300 - Language Literacy, and Culture/Equity Diversity

T&L 3356 - Literature for Adolescents

T&L 5341 - Journalism and New Media

Final year student teaching cohort requirements:

T&L 5345 - Teacher Inquiry and Methods: Writing

T&L 5346 - Teacher Inquiry and Methods: Literature

T&L 5312 Language Education & Grammar for Teachers

T&L 4189 Planned Secondary Field Experience

T&L 4189 Planned Elementary Field Experience

T&L 5442 Teaching Reading Across the Curriculum

T&L 5191 Supervised Student Teaching Internship

T&L 5195 Reflective Seminar

NCTE/NCATE STANDARDS

for

Initial Preparation of Teachers of Secondary English Language Arts

Grades 7–12

1.0 ELA Candidate Program Structure

Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers. **AS A RESULT, CANDIDATES**

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
1.1	Complete a program without a clear conceptual framework and with little specific attention to ELA;	Complete a program of study reflecting a frame-work that encompasses both the content and practice appropriate for ELA teachers;	Complete a program of study with a clear conceptual framework that reflects a strong integration of content, current theory, and practice in ELA;
1.2	Explore little theory and current practice related to English language arts in their preparation and meet only limited performance requirements in field experiences, including less than 10 weeks of student teaching;	Explore both theory and practice in their ELA preparation and meet performance requirements in a range of field experiences, including a minimum of ten weeks of student teaching in ELA classrooms, that are supervised and assessed as a part of the overall preparation program by ELA licensed teachers;	Explore a strong blend of theory and practice in their ELA preparation with evidence of completing assessed performances in fully supervised field experiences that reflect a variety of settings and student populations and which include more than 10 weeks of student teaching in classrooms with ELA licensed teachers;
1.3	Work with college, university, and school faculty in English and education who demonstrate through the courses they teach and their professional development activities that they are not current in their content knowledge and in their practice of effective pedagogy and attitudes appropriate to preparing ELA teachers;	Work with college, university, and school faculty in English and education who demonstrate through the courses they teach and their professional development activities that they are current in their content knowledge and in their practice of effective pedagogy and attitudes appropriate to preparing ELA teachers;	Work with college, university, and school faculty in English and education who collaborate on a regular basis to strengthen their teaching, develop curriculum, and pursue knowledge in the content, pedagogy, and attitudes appropriate to the preparation of ELA teachers;
	Perform within a program that bases decisions about candidate's continuation and completion of the program on unclear performance	Meet performance criteria within an assessment system that assesses candidates' performances at appropriate transition points throughout the	Meet performance benchmarks and/or gateways within an ELA program assessment system that regularly evaluates candidate

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
1.4	assessments and without the benefit of a systematic candidate performance assessment system;	ELA program;	performances by using multiple forms of assessment which demonstrate validity and reliability and which are common to all candidates.

2.0 ELA Candidate Attitudes

Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers. AS A RESULT, CANDIDATES

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
2.1	Show little evidence of creating an inclusive and supportive learning environment in which all students can engage in learning;	Create an inclusive and supportive learning environment in which all students can engage in learning;	Create and sustain an inclusive and supportive learning environment in which all students can engage in learning;
2.2	Show little evidence in using ELA for helping their students to become familiar with their own and others' cultures;	Use ELA to help their students become familiar with their own and others' cultures;	Use ELA extensively and creatively to help their students become more familiar with their own and others' cultures;
2.3	Demonstrate inconsistency in reflective practice and seldom pursue professional growth and collaboration with colleagues and involvement with appropriate professional organizations;	Demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates;	Use the results of reflective practice not only to adapt instruction and behavior to assist all students to learn but also to design a well-conceived plan for professional development that features collaboration with the academic community, professional organizations, and others;
2.4	Engage in few practices designed to assist students in developing habits of critical thinking and judgment;	Use practices designed to assist students in developing habits of critical thinking and judgment;	Design and implement instruction and assessment that assist students in developing habits of critical thinking;
2.5	Show a lack of understanding of how the English language arts curriculum, teachers, students, and education in general are influenced by culture, social events, and issues;	Make meaningful connections between the ELA curriculum and developments in culture, society, and education;	Make meaningful and creative connections between the ELA curriculum and developments in culture, society, and education;
	Demonstrate little evidence of		

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
2.6	promoting the arts and humanities in the learning of their students;	Engage their students in activities that demonstrate the role of arts and humanities in learning;	Plan and carry out frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students.

3.0 ELA Candidate Knowledge

Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.

3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language. AS A RESULT, CANDIDATES

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
3.1.1	Demonstrate a limited knowledge of students' language acquisition and development processes;	Use knowledge of students' language acquisition and development as a basis for designing appropriate learning activities that promote student learning;	Integrate their knowledge of students' language acquisition and development into instruction and assessment designed to enhance their students' learning;
3.1.2	Demonstrate little understanding of how reading, writing, speaking, listening, viewing, and thinking are interrelated areas of the ELA experience;	Demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated in their own learning and in their students' learning of ELA;	Design, implement, and assess instruction that engages all students in reading, writing, speaking, listening, viewing, and thinking as interrelated dimensions of the learning experience in ELA;
3.1.3	Demonstrate little knowledge of how to recognize the impact of cultural, economic, political, and social environments on language;	Demonstrate an awareness in their teaching of the impact of cultural, economic, political, and social environments on language;	Use both theory and practice in helping students understand the impact of cultural, economic, political, and social environments on language;
3.1.4	Show a lack of respect for, and little knowledge of, diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;	Know and respect diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles and show attention to accommodating such diversity in their teaching;	Show extensive knowledge of how and why language varies and changes in different regions, across different cultural groups, and across different time periods and incorporate that knowledge into classroom instruction and assessment that acknowledge and show consistent respect for language diversity;

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
3.1.5	Demonstrate little knowledge of the evolution of the English language and the historical influences on its various forms;	Demonstrate knowledge of the evolution of the English language and the historical influences on its various forms and use this knowledge in their teaching;	Demonstrate in-depth knowledge of the evolution of the English language and historical influences on its forms and how to integrate this knowledge into student learning;
3.1.6	Exhibit a lack of knowledge of English grammars and their application to teaching;	Use their knowledge of English grammars in teaching students both oral and written forms of the language;	Incorporate an in-depth knowledge of English grammars into teaching skills that empower students to compose and to respond effectively to written, oral, and other texts;
3.1.7	Show little knowledge of semantics, syntax, morphology, and phonology or their applications to teaching;	Use their knowledge of semantics, syntax, morphology, and phonology in teaching their students how to use oral and written language;	Demonstrate an in-depth knowledge of semantics, syntax, morphology, and phonology through their own effective use of language and integrate that knowledge into teaching their students to use oral and written language effectively.

3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy. AS A RESULT, CANDIDATES

NOT ACCEPTABLE	ACCEPTABLE	TARGET
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.2.1	Demonstrate a lack of understanding of the influence that language and visual images have on thinking and composing;	Use their understanding of the influence of language and visual images on thinking and composing in their own work and in their teaching;	Create opportunities and develop strategies that permit students to demonstrate, through their own work, the influence of language and visual images on thinking and composing;
3.2.2	Show infrequent use of writing, speaking, and observing throughout the program as major forms of inquiry, reflection, and expression;	Use writing, speaking, and observing as major forms of inquiry, reflection, and expression in their coursework and teaching;	Create opportunities and develop strategies for enabling students to demonstrate how they integrate writing, speaking, and observing in their own learning processes;
3.2.3	Exhibit infrequent use of the processes of composing to create various forms of oral, visual, and written literacy;	Use composing processes in creating various forms of oral, visual, and written literacy of their own and engage students in these processes;	Demonstrate a variety of ways to teach students composing processes that result in their creating various forms of oral, visual, and written literacy;
3.2.4	Use writing, visual images, and speaking for a variety of audiences and purposes;	Demonstrate, through their own learning and teaching, how writing, visual images, and speaking can effectively perform a variety of functions for varied audiences and purposes;	Engage students in activities that provide opportunities for demonstrating their skills in writing, speaking, and creating visual images for a variety of audiences and purposes;

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
3.2.5	Show little knowledge of language structure and conventions in creating and critiquing print and nonprint texts;	Demonstrate their knowledge of language structure and conventions by creating and critiquing their own print and nonprint texts and by assisting their students in such activities;	Use a variety of ways to assist students in creating and critiquing a wide range of print and nonprint texts for multiple purposes and help students understand the relationship between symbols and meaning.

3.3 Candidates demonstrate their knowledge of reading processes. AS A RESULT, CANDIDATES

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
3.3.1	Show limited ability to respond to and interpret what is read;	Respond to and interpret, in varied ways, what is read, teaching their students how to do this as well;	Integrate into their teaching continuous use of carefully designed learning experiences that encourage students to demonstrate their ability to read and respond to a range of texts of varying complexity and difficulty;

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
3.3.2	Show a lack of knowledge of ways to discover and create meaning from texts;	Discover and create meaning from texts and guide students in the same processes;	Use a wide range of approaches for helping students to draw upon their past experiences, sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts;
3.3.3	Use few strategies to comprehend, interpret, evaluate, and appreciate texts;	Use a wide variety of strategies to comprehend, interpret, evaluate, and appreciate texts and teach those strategies to students;	Integrate into students' learning experiences a wide variety of strategies to interpret, evaluate, and appreciate texts and assess the effectiveness of such strategies in promoting student learning.

3.4 Candidates demonstrate knowledge of different composing processes. AS A RESULT, CANDIDATES

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
3.4.1	Use a limited number of writing strategies to generate meaning and clarify understanding;	Use a variety of writing strategies to generate meaning and clarify understanding and draw upon that knowledge and skill in their teaching;	Develop in their students an ability to use a wide variety of effective composing strategies to generate meaning and to clarify understanding;
3.4.2	Produce a very limited number of forms of written discourse and show little understanding of how written discourse can influence thought and action;	Produce different forms of written discourse and understand how written discourse can influence thought and action;	Teach students to make appropriate selections from different forms of written discourse for a variety of audiences and purposes and to assess the effectiveness of their products in influencing thought and action.

3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature. AS A RESULT, CANDIDATES

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
3.5.1	Show little knowledge of, or use of, a variety of teaching applications for: Works representing a broad	Know and use a variety of teaching applications for: Works representing a broad historical and contemporary	Demonstrate an in-depth knowledge of, and an ability to use, varied teaching applications for: Works representing a broad

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
	historical and contemporary spectrum of United States, British, and world, including non-Western, literature;	spectrum of United States, British, and world, including non-Western, literature;	historical and contemporary spectrum of United States, British, and world, including non-Western, literature;
3.5.2	Works from a wide variety of genres and cultures, works by female authors, and works by authors of color;	Works from a wide variety of genres and cultures, works by female authors, and works by authors of color;	Works from a wide variety of genres and cultures, works by female authors, and works by authors of color;
3.5.3	Numerous works specifically written for older children and younger adults; A range of works of literary theory and criticism;	Numerous works specifically written for older children and younger adults; A range of works of literary theory and criticism;	Numerous works specifically written for older children and younger adults;
3.5.4			A range of works of literary theory and criticism and an understanding of their effect on reading and interpretive approaches.

3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture. AS A RESULT, CANDIDATES

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
3.6.1	Exhibit a lack of understanding of the influence of media on culture and on people's actions and communication;	Understand how media can influence constructions of a text's meaning, and how experiencing various media can enhance students' composing processes, communication, and learning;	Understand media's influence on culture and people's actions and communication, reflecting that knowledge not only in their own work but also in their teaching;
3.6.2	Show little understanding of how to construct meaning from media and nonprint texts;	Show an ability to construct meaning from media and nonprint texts, and to assist students in learning these processes;	Use a variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrate learning opportunities into classroom experiences that promote composing and responding to such texts;
3.6.3	Demonstrate limited knowledge of how to incorporate technology and print/nonprint media into instruction;	Incorporate technology and print/nonprint media into their own work and instruction;	Help students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use current technology to enhance

NOT ACCEPTABLE	ACCEPTABLE	TARGET
		their own learning and reflection on their learning.

3.7 Candidates demonstrate knowledge of research theory and findings in English language arts. AS A RESULT, CANDIDATES

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
3.7.1	Show a lack of knowledge of the major sources of research and theory related to English language arts;	Use major sources of research and theory related to English language arts to support their teaching decisions;	Reflect on their own teaching performances in light of research on, and theories of, how students compose and respond to text and make adjustments in their teaching as appropriate;
3.7.2	Show little evidence of using teacher-researcher models of classroom inquiry in their preparation program;	Use teacher-researcher models of classroom inquiry to inform their own study and teaching;	Use teacher-researcher models of classroom inquiry to analyze their own teaching practices so they can better understand what enables students to speak, listen, write, read, enact, and view effectively in varying learning situations.

4.0 ELA Candidate Pedagogy

Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching. AS A RESULT, CANDIDATES

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
4.1	Show limited experience in examining, and selecting resources for instruction, such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts;	Examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts;	Understand the purposes and characteristics of different kinds of curricula and related teaching resources and select or create instructional materials that are consistent with what is currently known about student learning in ELA;
4.2	Demonstrate limited ability to design instruction to meet the needs of all students and provide for students' progress and success;	Align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work;	Create literate classroom communities by presenting varied structures and techniques for group interactions by employing effective classroom management strategies and by providing students with opportunities for feedback and reflection; Work with teachers in other content areas to help students

	NOT ACCEPTABLE	ACCEPTABLE	TARGET
4.3	Use few interdisciplinary teaching strategies and materials;	Integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students;	connect important ideas, concepts, and skills within ELA with similar ones in other disciplines;
4.4	Show limited ability to create learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability;	Create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability;	Create opportunities for students to analyze how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability;
4.5	Demonstrate limited ability to engage students effectively in discussion for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms;	Engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms;	Help students to participate in dialogue within a community of learners by making explicit for all students the speech and related behaviors appropriate for conversing about ideas presented through oral, written, and/or visual forms;
4.6	Show limited ability to enable students to respond critically to different media and communications technologies;	Engage students in critical analysis of different media and communications technologies;	Engage students in critical analysis of different media and communications technologies and their effect on students' learning;
4.7	Demonstrate infrequent use of instruction that promotes understanding of varied uses and purposes for language in communication;	Engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication;	Integrate throughout the ELA curriculum learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication;
4.8	Demonstrate limited ability to engage students in making meaning of texts through personal response;	Engage students in making meaning of texts through personal response;	Engage students in discovering their personal response to texts and ways to connect such responses to other larger meanings and critical stances;
4.9	Demonstrate limited ability to provide students with relevant	Demonstrate that their students can select appropriate reading strategies that permit access to,	Demonstrate how reading comprehension strategies are flexible for making and monitoring meaning in both print and nonprint texts and teach a wide variety of such strategies to all students;
			Integrate assessment consistently

NOT ACCEPTABLE	ACCEPTABLE	TARGET
<p>reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts;</p> <p>Use assessment in instruction by:</p> <p>4.10</p> <ul style="list-style-type: none"> • Failing to use formal and informal assessment activities and instruments to evaluate student work; • Failing to employ a variety of means to interpret and report assessment methods and results to students, administrators, parents, and others; 	<p>and understanding of, a wide range of print and nonprint texts;</p> <p>Integrate assessment consistently into instruction by:</p> <ul style="list-style-type: none"> • Using a variety of formal and informal assessment activities and instruments to evaluate processes and products; • Creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences; 	<p>into instruction by:</p> <ul style="list-style-type: none"> • Establishing criteria and developing strategies for assessment that allow all students to understand what they know and can do in light of their instructional experiences; • Interpreting the individual and group results of any assessments and drawing upon a variety of information in these assessments to inform instruction; • Assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing; • Explaining to students, parents, and others concerned with education how students are assessed.

Bachelor of Science in Education Integrated Language Arts/ English Education



What are the requirements for completion of the Integrated Language Arts/ English Education major?

GENERAL EDUCATION: 46-50 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.

Any 2367 from EHE GE List

ARTS:
3 Hours

LITERATURE:
3 Hours

HISTORICAL STUDY:
3 Hours

**Cultures & Ideas or
Historical Study:** 3 Hours

DATA ANALYSIS:
3 Hours

SOCIAL SCIENCE: 6 Hours

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

MAJOR COURSES: 73- 94 Hours

PRE-MAJOR REQUIREMENTS complete each course in this box- 32 Hours

EHE 1100- Intro to Edu & Hum Ecol Degree Planning- 1Hr
EDUPAES 2189.01- Fid Exp: Inr Exp in Schl System- 3Hr
EDUTL 2389- Lab Exper in Engl Education- 3Hr

Content Coursework:

ENGLISH 271- English Language Study- 3Hr
British Literature course- 3Hr
Shakespearean Literature 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. Please note: major admission is competitive and meeting the minimum requirements does not guarantee admission.

Complete each course in this box- 35-58 credit hours- Complete shaded courses before progressing to final year student teaching cohort

EDUTL 5504- Inclns: Philos, Soc, & Prac Iss- 3Hr
EDUTL 5404- Dvlping Dscpline for Eff Tchng- 3Hr
EDUTL 5341- Jnlsm & New Media in 7-12-Clsrm- 3Hr

Final year student teaching cohort requirements:

EDUTL 5345- Tchng Inqry & Mthds: Writing- 3Hr
EDUTL 4189- Adv Fid Exp (Elem)- 1Hr
EDUTL 5195- Rfctve Seminar- 2Hr

EDUTL 5401- Adol Lrngng & Dvlmt in Schl Cntxtc- 3Hr

EDUTL 3356- Liter for Adolescents- 3Hr

EDUTL 5312- Lang Educ & Grmmr for Tchrs- 3Hr
EDUTL 5442- Tchng Rting Acrss the Crrcim- 3Hr

EDUTL 5346- Tchng Inqry & Mthds: Liter- 3Hr
EDUTL 4189- Adv Fid Exp (Secondary)- 1Hr
EDUTL 5191- Sprvsd Stnt Tchng Internship- 10Hr

EDUPAES 2891- Sem in Hlpng Rltshps- 3Hr

American Literature course- 3Hr
Minority Literature Course- 3Hr

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	ENGLISH 271	American Liter Crs	British Liter Crs	EDUTL 5504	EDUTL 3356	EDUTL 5945	EDU TL 5195
ENGLISH 1110.01	EDUPL 3206	2nd Writing	Social Science	EDUPL 5401	Phys Science	EDUTL 5312	EDU TL 5191
MATH 1148	World Liter Crs	Math & Log Anlys	Data Anlys	EDUPL 5404	EDUTL 5341	EDUTL 4189 x2	
COMM 1110	EDUPAES 2189.01	Minority Liter Crs	Biol Science	EDUTL 5300	EDUTL 5442	Historical Study	
Art	EDUPAES 2891	EDUTL 2389	Shakesp Liter Crs	Open Option Literature	Cult & Ideas or Hist	EDU TL 5346	
Social Science		Open Option				EDU TL 5442	
Hours: 17	Hours: 15	Hours: 18	Hours: 17	Hours: 18	Hours: 17	Hours: 17	Hours: 12

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
- EDUTL 2389- Au, Sp
- EDUTL 5504- Au, Sp; Admission to EHE BSEd major
- EDUPL 5401- Au, Sp
- EDUPL 5404- Au, Sp
- EDUTL 5442- Au, Sp; Admission to EHE BSEd major
- EDUTL 5300- Au, Sp; Admission to EHE BSEd major
- EDUTL 3356- Au, Sp
- EDUTL 5341- Au, Sp
- EDUTL 5345- Au, Sp; Admission to EHE BSEd major
- EDUTL 5346- Au, Sp; Admission to EHE BSEd major
- EDUTL 5312- Au, Sp; Admission to EHE BSEd major
- EDUTL 4189- Au, Sp; Admission to EHE BSEd major
- EDUTL 5442- Au, Sp; Admission to EHE BSEd major
- EDUTL 5191- Au, Sp, Su; Permission of instructor
- EDUTL 5195- Au, Sp, Su; Foreign Language Education major