

Status: PENDING

PROGRAM REQUEST
Middle Childhood Education

Last Updated: Clark, Caroline Taylor
12/08/2010

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 Middle Childhood 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				133	
Required credit hours offered by the unit	Minimum			58	
	Maximum			69	
Required credit hours offered outside of the unit	Minimum			17	
	Maximum			26	
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

- Understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.
- Understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.
- Understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.
- Understand and use central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills
- Understand and use major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles
- Understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents
- Understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

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

- National standardized examination
- 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
- Capstone course reports, papers, or presentations

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

Surveys and Interviews

- Student evaluation of instruction

Additional types of indirect evidence

- Job or post-baccalaureate education placement

- External program 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
- Benchmark against best programs in the field

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.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

- Middle Childhood Curricular Map.docx
(Curricular Map(s). Owner: Mercerhill, Jessica Leigh)
- MCE BSEd Attachment 1.docx
(Program Proposal. Owner: Mercerhill, Jessica Leigh)

Comments

- Total hours- BSED ILA lists 122- should this also list the total credits, including Ges?

Why are there 93 total semester hours instead of 120 or 121? *(by Zircher, Andrew Paul on 10/27/2010 08:47 AM)*

- Because of the nature of licensure programs, it is difficult to distinguish hours for the program and general education credit hours. If a student plans well, many of the licensure courses will also count toward general education. *(by Mercerhill, Jessica Leigh on 08/30/2010 12:45 PM)*

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Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Mercerhill,Jessica Leigh	09/22/2010 09:58 AM	Submitted for Approval
Approved	Kantor-Martin,Rebecca Maud	09/22/2010 10:57 AM	Unit Approval
Revision Requested	Zircher,Andrew Paul	10/27/2010 08:47 AM	College Approval
Submitted	Mercerhill,Jessica Leigh	11/23/2010 10:48 AM	Submitted for Approval
Approved	Clark,Caroline Taylor	11/23/2010 11:06 AM	Unit Approval
Revision Requested	Zircher,Andrew Paul	12/08/2010 08:59 AM	College Approval
Submitted	Mercerhill,Jessica Leigh	12/08/2010 03:17 PM	Submitted for Approval
Approved	Clark,Caroline Taylor	12/08/2010 03:20 PM	Unit Approval
Pending Approval	Lang,Sarah Naomi Achterberg,Cheryl L Blount,Jackie Marie Zircher,Andrew Paul	12/08/2010 03:20 PM	College Approval



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

Date: January 9, 2011

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

From: Jackie Blount, Associate Dean, EHE Academic Affairs

RE: Semester Conversion Package for School of 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.

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 Middle Childhood 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 except on regional campuses. 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:

The major proposed here is intended to provide students with preparation to teach any two of the four content areas (Language Arts, Mathematics, Science, and Social Studies) at the middle childhood level (grades 4-9). 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 in middle childhood. 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 middle childhood teachers to reach their educational goals in four years.

The large number of credit hours required in the program result from State requirements, which includes the two areas of concentration required in Middle Childhood, combined with national standards which we have to follow for accreditation purposes.

Semester course list:

PROFESSIONAL STUDIES

PAES 650 Exceptional Children

P&L 309.20 Adolescent Development, HDFS 362 Middle Childhood Adolescence, or Psych 551

P&L 609 Teaching as a Profession or

PAES 271 Seminar in Exploring Helping Relationships: Teaching/Learning

T&L 5220 Foundations of Middle Childhood & Interdisciplinary Teaching

T&L 5173 Family Participation in Middle Childhood School Programs

T&L 5005 Equity and Diversity

READING CORE

T&L 5225 Reading Multicultural Literature Across the Middle Childhood Curriculum

T&L 5468 Reading Foundations

T&L 5469 Understanding Phonics and Its Role in Reading Instruction

T&L 5339 Evaluation in Literacy

T&L 5226 Literacy, New Media, and Creative Pedagogies for Middle Childhood Classrooms or

T&L 5453 Critical Literacy in the Content Areas

FIELD, SEMINARS, & METHODS

PAES 289.01 FEEP (field component)

T&L 2189 or an approved alternative course with a field component, such as T&L 4005 Urban Teaching (field component)

Take the two of the following aligned with your areas of concentration:

T&L 3230 Introductory Language Arts Methods for Prospective Teachers in Middle Childhood Teaching (field component)

T&L 3270 Introductory Mathematics Methods for Prospective Teachers in Middle Childhood Teaching (field component)

T&L 3275 Introductory Science Methods for Prospective Teachers in Middle Childhood Teaching (field component)

T&L 3280 Introductory Social Studies Methods for Prospective Teachers in Middle Childhood Teaching (field component)

Take the two of the following aligned with your areas of concentration:

T&L 5230 Language Arts Methods for Preservice Middle Childhood Teachers

T&L 5270 Mathematics Methods for Preservice Middle Childhood Teachers

T&L 5275 Science Methods for Preservice Middle Childhood Teachers

T&L 5280 Social Studies Methods for Preservice Middle Childhood Teachers

T&L 5189 (field)

T&L 5191 Internship (field)

T&L 5195 Reflective Seminar

AREAS OF CONCENTRATION

LANGUAGE ARTS

T&L 2368 Children's Literature

T&L 5468 Reading Foundations

Eng 271 Introduction to English Language Study

American Literature - select one:

Eng 290 Colonial & US Lit to 1865

Eng 291 US Literature, 1865 to present

Eng 550 Colonial & US Literature to 1830

Eng 551 US Literature, 1830-1865

Eng 553 20th Century US Fiction

World Literature - select one:

AAAS 251 Introduction to African Literature

Arabic 372 Modern Arabic Literature in Translation

Classics 222 Classical Mythology

Comp St 203 Literature and Society

Comp St 273 Introduction to World Literature

EALL 151 Masterpieces of East Asian Literature

French 151 French Literary and Cultural Works in Translation: from Romantic Passion to Existential Doubt

Hebrew 372 Modern Hebrew Literature in Translation

Hebrew 373 Prophecy in the Bible and Post-Biblical Literature

Hebrew 374 Women in Biblical and Post-Biblical Literature

Russian 250 Masterpieces of 19th Century Russian Literature

Oral Communication - select one:

Com 321 (or 105) Principles of Effective Public Speaking

Com 367 Persuasive Communication
T&L 5101 Teaching & Learning with Drama

Ad Com 390 Oral Expression in Agriculture

Written Communication - select one:

T&L 2367 Education, Society and Writing
Eng 2367 Intermediate Essay Writing
Eng 398 Critical Writing
Eng 467 Writing & Learning

Media Studies - select one:

Com 200 Communication in Society
Com 240 Introduction to Communication Technology
Com 341 Policy Issues in Com Technology
Comp St 358 Film and Literature as Narrative Art
Eng 263 Introduction to Film
Eng 269 Digital Media Composing
Eng 378 Special Topics in Film and Literature
Wom St 317 Hollywood, Women and Film

MATHEMATICS

Math 105 Mathematics Concepts for Teachers I
Math 106 Mathematics Concepts for Teachers II
Math 107 Mathematics Concepts for Teachers III

Select one:

Math 148 Algebra and Trigonometry
Math 150 Elementary Functions
Math 568 Introductory Linear Algebra

Select one:

Math 117 Survey of Calculus
Math 151 Calculus & Analytical Geometry I

Select one:

Stat 135 Elementary Statistics
Stat 145 Introduction to the Practice of Statistics
Stats 427 & 428 Probability & Statistics for Engineering & Sciences

Select one:

CS&E 101 Computer-Assisted Problem Solving
CS&E 201 Elementary Computer Programming
CS&E 221 Software Development Using Components

SCIENCE

Note: One course must relate to environmental science and another to societal perspectives.

Life Sciences - select one sequence:

Bio 101 Introductory Biology AND

Bio 102 Human Biology

OR

Bio 113 Energy Transfer & Development

Bio 114 Form, Function, Diversity, & Ecology

Physical Sciences

Select one:

Chem 101 Elementary Chemistry AND

Chem 102 General Chemistry

Select one:

Phys 106 Physics by Inquiry

Phys 107

Phys 108

Earth Sciences – select one sequence:

Earth Sci 100 Planet Earth: How it Works AND

Geog 120 Earth Systems II: Atmos Environ

OR

Earth Sci 121 The Dynamic Earth AND

Earth Sci 122 Earth through Time

SOCIAL STUDIES

Anthro 202 Introduction to Cultural Anthropology

Econ 200 Principles of Microeconomics

Econ 201 Principles of Macroeconomics

Geog 240 Economic and Social Geography

Hist 151 American Civilization to 1877

Hist 181 World History to 1500

Select one:

Poli Sc 100 Introduction to Comparative Politics

Poli Sci 165 Introduction to Politics

Poli Sci 210 Introduction to Political Theory

Pre-Education Major for Middle Childhood 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:

Students **with** Language Arts Concentration

1- English 110

2- Second Writing (T&L 2367, Com 2367, or Eng 2367)

Students **without** Language Arts Concentration

English 110

Second Writing (T&L 2367)

Students **with** Math Concentration

Quantitative Skills:

Data Analysis (Stat 135 or 145)

Math (Math 151)

Students **without** Math Concentration

Quantitative Skills:

Data Analysis

Math

Natural Sciences:

Students **with** a Science Concentration

One must relate to environmental science, one to societal perspectives

Biological (113 & 114)

Physical Science (Chem 101 or 102 & Phys 106, 107, or 108 & 1 of 2 sequences: Earth Sci 100 & Geog 120 OR Earth Sci 121 & Earth Sci 122)

Students **without** Science Concentration

Biological (HN 210)

Physical Science

Social Science:

Students **with** Social Studies concentration

Individuals and Groups (Anthro 202)

Organizations & Politics (Econ 201 & Poli Sci 100, 165, or 210)

Human, Natural, & Economic Resources (Econ 200 or Geog 240)

Students **without** Social Studies concentration

Choose 2 courses total from two different categories below

Individual and Groups (T&L 559 plus the field experience)

Organizations & Politics

Human, Natural, and Economic Resources course

Arts and Humanities:

Historical Study (Social Studies students must take Hist 151 & 181)

Literature (T&L 2368 for all students, needed for reading requirements)

Cultures & Ideas (Language Arts students must take English 271 or 378)

Arts (Language Arts students must take Comp St 358, or Eng 263 or Eng 269 or Wom St 317)

Open Option:

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

Note: This category may be satisfied if you took multiple courses within a category to satisfy licensure requirements. Work with your advisor to be sure this requirement is complete.

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 - FEEP
P&L 306 – School and Society
PAES 650 – Intro to Special Ed
T&L 2189 Field Experience
or 4005 Urban Education + Field experience

Areas of Concentration:

In order to complete licensure requirements and graduate in 4 years, overlap of the Gen Ed with licensure requirements is recommended.

Language Arts

T&L 2368 Children’s Literature (GE) (3CH)
T&L 5468 Reading Foundations (already in reading core) (3CH)
Eng 271 Introduction to English Language Study (GE) (3CH)

American Literature - select one: (3CH)

Eng 290 Colonial & US Lit to 1865 (GE)
Eng 291 US Literature, 1865 to present (GE)
Eng 550 Colonial & US Literature to 1830
Eng 551 US Literature, 1830-1865
Eng 553 20th Century US Fiction

World Literature - select one: (3CH)

AAAS 251 Introduction to African Literature
Arabic 372 Modern Arabic Literature in Translation
Classics 222 Classical Mythology
Comp St 203 Literature and Society
Comp St 273 Introduction to World Literature
EALL 151 Masterpieces of East Asian Literature
French 151 French Literary and Cultural Works in Translation: from Romantic Passion to Existential Doubt
Hebrew 372 Modern Hebrew Literature in Translation
Hebrew 373 Prophecy in the Bible and Post-Biblical Literature
Hebrew 374 Women in Biblical and Post-Biblical Literature
Russian 250 Masterpieces of 19th Century Russian Literature

Oral Communication - select one: (3CH)

Com 321 (or 105) Principles of Effective Public Speaking
Com 367 Persuasive Communication
T&L 5101 Teaching & Learning with Drama
Ad Com 390 Oral Expression in Agriculture

Written Communication - select one: (3CH)

T&L 2367 Education, Society and Writing (GE, highly recommended)
Eng 2367 Intermediate Essay Writing
Eng 398 Critical Writing
Eng 467 Writing & Learning

Media Studies - select one: (3CH)

Com 200 Communication in Society
Com 240 Introduction to Communication Technology
Com 341 Policy Issues in Com Technology
Comp St 358 Film and Literature as Narrative Art
Eng 263 Introduction to Film
Eng 269 Digital Media Composing
Eng 378 Special Topics in Film and Literature
Wom St 317 Hollywood, Women and Film

Mathematics

Math 105 Mathematics Concepts for Teachers I (3CH)
Math 106 Mathematics Concepts for Teachers II (3CH)
Math 107 Mathematics Concepts for Teachers III (3CH)

Select one: (3CH)

Math 148 Algebra and Trigonometry
Math 150 Elementary Functions
Math 568 Introductory Linear Algebra

Select one: (3CH)

Math 117 Survey of Calculus
Math 151 Calculus & Analytical Geometry I

Select one: (3CH)

Stat 135 Elementary Statistics (GEC)
Stat 145 Introduction to the Practice of Statistics
Stats 427 & 428 Probability & Statistics for Engineering & Sciences

Select one: (3CH)

CS&E 101 Computer-Assisted Problem Solving
CS&E 201 Elementary Computer Programming
CS&E 221 Software Development Using Components

Social Studies

Anthro 202 Introduction to Cultural Anthropology (3CH)
Econ 200 Principles of Microeconomics (GEC) (3CH)
Econ 201 Principles of Macroeconomics (GEC) (3CH)
Geog 240 Economic and Social Geography (GEC) (3CH)
Hist 151 American Civilization to 1877 (GEC) (3CH)
Hist 181 World History to 1500 (GEC) (3CH)

Select one: (3CH)

Poli Sc 100 Introduction to Comparative Politics (GEC)
Poli Sci 165 Introduction to Politics
Poli Sci 210 Introduction to Political Theory

Science

Note: One course must relate to environmental science and another to societal perspectives.

Life Sciences - select one sequence:

Bio 101 Introductory Biology AND
Bio 102 Human Biology
OR
Bio 113 Energy Transfer & Development
Bio 114 Form, Function, Diversity, & Ecology

Physical Sciences

Select one:

Chem 101 Elementary Chemistry AND
Chem 102 General Chemistry

Select one:

Phys 106 Physics by Inquiry
Phys 107
Phys 108

Earth Sciences – select one sequence:

Earth Sci 100 Planet Earth: How it Works AND
Geog 120 Earth Systems II: Atmos Environ
OR
Earth Sci 121 The Dynamic Earth (GEC) AND
Earth Sci 122 Earth through Time

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. Please note: Major admission is competitive and meeting the minimum requirements does not guarantee admission.

Middle Childhood Education BSEd Requirements

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

T&L 5220 Foundations of Middle Childhood & Interdisciplinary Teaching
P&L 309 Psychological Perspectives on Education: Middle Childhood Education
P&L 609 Teaching as a Profession: Middle Childhood Education
T&L 5468 Reading Foundations
T&L 5469 Understanding Phonics and Its Role in Instruction
T&L 5173 Family Participation in School Programs
T&L 5339 Evaluation and Instructional Decision-Making in Literacy
T&L 5005 Equity and Diversity in Education

2 of the following 4 courses based on areas of concentration:

3230 Introductory Language Arts Methods for Prospective Middle Childhood Teaching
3270 Introductory Mathematics Methods for Prospective Middle Childhood Teaching
3275 Introductory Science Methods for Prospective Middle Childhood Teaching
3280 Introductory Social Studies Methods for Prospective Middle Childhood Teaching

Final year student teaching cohort requirements:

T&L 5225 Reading Multicultural Literature across the MCE Curriculum
T&L 5226 New Literacy, New Media, and Creative Pedagogies
T&L 5189 Planned Field Experience
T&L 5189 Supervised Student Teaching Internship
T&L 5195 Reflective Seminar

2 of the following 4 courses based on area of concentration:

5230 Language Arts Methods for Preservice Middle Childhood Teachers
5270 Mathematics Methods for Preservice Middle Childhood Teachers
5275 Science Methods for Preservice Middle Childhood Teachers
5280 Social Studies Methods for Preservice Middle Childhood Teachers

NMSA Standards

Standard 1. Young Adolescent Development

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to young adolescent development, and they apply that knowledge in their practice.

Standard 2. Middle Level Philosophy and School Organization

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research underlying the philosophical foundations and organizational components of highly effective middle level schools, and they apply that knowledge in their practice.

Standard 3. Middle Level Curriculum and Assessment

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to middle level curriculum and assessment, and they apply that knowledge in the practice.

Standard 4. Middle Level Teaching Fields

Middle level masters candidates understand and analyze the major concepts, principles, theories, standards, and research related to their teaching field(s), and they apply that knowledge in their practice.

Standard 5. Middle Level Instruction and Assessment

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to effective middle level instruction and assessment, and they apply a variety of effective strategies to meet the varying abilities, interests, and learning styles of all young adolescents.

Standard 6. Family and Community Involvement

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they provide leadership in helping all stakeholders offer high quality learning opportunities for all young adolescents.

Standard 7. Middle Level Professional Roles

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to their professional roles in middle level education, and they apply that knowledge in their practice.

The Ohio Standards for the Teaching Profession

In the Standards for the Teaching Profession, seven standards are delineated. These standards fall under three larger organizers, as shown below, and include:

The Focus of Teaching and Learning	The Conditions for Teaching and Learning	Teaching as a Profession
<p>Standard #1: Students</p> <p>Teachers understand student learning and development, and respect the diversity of the students they teach.</p>	<p>Standard #5: Learning Environment</p> <p>Teachers create learning environments that promote high levels of learning and achievement for all students.</p>	<p>Standard #6: Collaboration and Communication</p> <p>Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student</p>

<p>Standard #2: Content</p> <p>Teachers know and understand the content area for which they have instructional responsibility.</p> <p>Standard #3: Assessment</p> <p>Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.</p> <p>Standard #4: Instruction</p> <p>Teachers plan and deliver effective instruction that advances the learning of each individual student.</p>		<p>learning.</p> <p>Standard #7: Professional Responsibility and Growth</p> <p>Teachers assume responsibility for professional growth, performance, and involvement as individuals and as members of a learning community.</p>
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OSU MCE MED Standards

1.0 Commitment to Knowledge of Content/Field Learning

Candidates for initial and continuing teacher preparation and for other school roles shall:

- 1.1 know the subject matter they plan to teach and/or understand the fields of learning in which they plan to perform other professional school roles; and
- 1.2 explain the principles and concepts of their subject matter and/or their fields of learning, as delineated in respective professional and state standards.

2.0 Commitment to Diversity, Equity, and Efficacy

Candidates for initial and continuing teacher preparation and for other professional school roles shall:

- 2.1 demonstrate knowledge of, and the skills to build upon, how all students develop and learn to be successful in school and life; and:
- 2.2 demonstrate knowledge about the impact that social, historical, and philosophical foundations have on the affective and cognitive development and learning of all students

3.0 Commitment to Diversity, Equity, and Efficacy

Candidates for initial and continuing teacher preparation and for other professional school roles shall:

- 3.1 analyze the policy context of schools and demonstrate knowledge of, and respond to, the cultural, economic, ethical, legal, and political issues surrounding diversity, equity, and efficacy in terms of student learning;
- 3.2 integrate knowledge, skills, and dispositions related to diversity across the curriculum, instruction, assessment, and student services;
- 3.3 promote culturally-responsive teaching and services for all students; and:
- 3.4 demonstrate knowledge of the diversity of students, families, and communities, and effectively transfer this understanding and their appreciation of diversity to others

4.0 Commitment of Technology

Candidates for initial and continuing teacher preparation and For other professional school roles shall:

- 4.1 integrate knowledge, skills, and dispositions related to educational technology and information literacy across curriculum, instruction, assessment, and student services;

- 4.2 facilitate and/or support the learning of all students, especially related to student academic content standards, through the effective integration of educational technology and information literacy;
- 4.3 use and/or support instructional technologies appropriate to content being taught; and:
- 4.4 apply and support technologies for classroom and school operational purposes and problem solving

5.0 Commitment to Conducive Environment

Candidates for initial and continuing teacher preparation and other professional school roles shall:

- 5.1 create learning environments that are safe and encourage active inquiry, collaboration, supportive interaction, fairness, consistent standards of behavior, and self-motivation for all students;
- 5.2 foster relationships with the school community to create a shared vision focused on student development and learning; and:
- 5.3 create an environment that allows for ongoing and appropriate communication and rapport with students, colleagues, parents, guardians, and the school community in order to support student development and learning

6.0 Commitment to Knowledge of Pedagogy and Differentiated Instruction and Student Service

Candidates for initial and continuing teacher preparation and for other professional school roles shall:

- 6.1 demonstrate their knowledge of, and apply and/or support, research-based differentiated instructional strategies that draw upon subject matter and pedagogical content knowledge and skills to help and/or support the achievement of all students;
- 6.2 demonstrate their knowledge of content; the school, the family, and community contexts in which they will work; the developmental levels and prior background knowledge and experiences of students; and state and district academic content standards to design meaningful learning experiences to help and/or support the achievement of all students;
- 6.3 engage students in productive and collaborative interactions, and in diverse and integrated learning processes that help and/or support the achievement of all students;
- 6.4 facilitate and/or support student learning of the subject matter through the articulation of clear learning goals and instructional procedures, and the presentation of the content in meaningful and comprehensible ways;
- 6.5 possess the professional knowledge and skills to provide and/or support differentiated services to all students;
- 6.6 create and select appropriate assessment strategies aligned with stated goals for the affective and cognitive development and learning of all students;
- 6.7 collect, summarize, analyze, and use information from multiple data sources to make decisions in addressing individual student needs, planning future instruction, developing meaningful learning experiences, evaluating instructional materials, and/or providing student services; and:
- 6.8 have a positive effect on the learning of all students

7.0 Commitment to Reflection and High Quality Professional Development

Candidates for initial and continuing teacher preparation and for other professional school roles shall:

- 7.1 use research and data to advance the quality of their own knowledge and the effectiveness of their own professional practice, and that of their colleagues, in terms of student growth and achievement.
- 7.2 develop relationships with colleagues in order to design, implement, and evaluate initiatives aligned with diverse needs of learners

8.0 Commitment to Professional Dispositions

Candidates for initial and continuing teacher preparation and for other professional school roles shall demonstrate:

- 8.1 an appreciation for the subject matter they plan to teach and/or the fields of learning in which they plan to perform other professional school roles;
- 8.2 an appreciation for the impact that the subject matter they plan to teach and/or the fields of learning in which they plan to perform other professional school roles has on current society and culture;
- 8.3 an appreciation for the impact that social, historical, and philosophical foundations have on the affective and cognitive development and learning of all students;
- 8.4 an appreciation for the diversity and the worth of students, families and communities, and cultures and backgrounds across ethnic groups, genders, disabilities, and socioeconomic levels;
- 8.5 a belief that all students can learn and meet reasonable standards and expectations;
- 8.6 a willingness to use multiple data sources to drive decisions about student learning and/or student services across all PK – 12 school age and demographic groups; and:
- 8.7 a willingness to study the best and most promising professional practices that impact student learning

NMSA Standards	1	2	3	4	5	6	7				
Ohio Standards	1		3 & 5	2	3, 4, & 5	6	7	Reading Core			
MCE Standards			5	1	5 & 6	3	8		2 & 3	4	7
Required Courses Offered by T&L											
5220		I									
5225								B			
5468								I			
5469								I			
5173						I			I		
5339			I		I			I			
5005									I		
5226								I			
5189			I		I		I				I
5191			A		A		A				
5195			A		A		A				A
Required Courses Offered by EHE											
PAES 650					I				I		
P&L 309, HDFS 362, or Psych 551	I										
P&L 609 or PAES 271							I				

Field											
PAES 289.01			B		B						
T&L 2189 or alternative (such as 4005)			B		B						
2 of the following 4:											
T&L 3270			I		I						
T&L 3275			I		I						
T&L 3280			I		I						
T&L 3230			I		I						
Areas of Concentration 2 of the following 4:											
Language Arts											
T&L 5230			A	A	A						
T&L 5468*				I							
T&L 2368				B							
Eng 271				B							
<u>American Lit – select 1:</u>				B							
Eng 290											
Eng 291											
Eng 550											
<u>World Lit – select 1:</u>				B							
AAAS 251											
Arabic 372											
Classics 222											
Comp St 203											
Comp St 273											
EALL 151											
French 151											
Hebrew 372											
Hebrew 373											
Hebrew 374											
Russian 250											
<u>Oral Com – select 1:</u>				B							
Com 321											
Com 367											
T&L 5101**											
Ag Com 390											
<u>Written Com –</u>				B							

<u>Physical Sciences – select 1 of 2:</u>				B							
Chem 101											
Chem 102											
<u>Select 1 of 3:</u>				B							
Phys 106											
Phys 107											
Phys 108											
<u>Earth Sciences – select 1 sequence:</u>				B B							
Earth Sci 100 &											
Geog 120											
OR											
Earth Sci 121 &											
Earth Sci 122											
Social Studies											
T&L 5280			A	A	A						
Anthro 202				B							
Econ 200				B							
Econ 201				B							
Geog 240				B							
Hist 151				B							
Hist 181				B							
<u>Select 1:</u>				B							
Poli Sci 100											
Poli Sci 165											
Poli Sci 210											

B – beginning, I – intermediate, A – advanced

* listed previously

** highly recommended

*** one course must be related to environmental science and another to societal perspectives