

Status: PENDING

PROGRAM REQUEST
Teaching English to Speakers of Other
Languages

Last Updated: Zircher, Andrew Paul
06/09/2011

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 Teaching English to Speakers of Other Languages
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			136-140	
Required credit hours offered by the unit	Minimum		41	
	Maximum			
Required credit hours offered outside of the unit	Minimum		95	
	Maximum		99	
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

- Students who successfully complete this major will:
 1. Demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.
 2. Know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and content area achievement.
 3. Know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.
 4. Understand issues of assessment and use standards-based assessment measures with ESOL students.
 5. Demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices.
 6. Provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.

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

- Other classroom assessment methods (e.g., writing assignments, oral presentations, oral exams)

Evaluation of a body of work produced by the student

- Practicum, internship or research evaluation of student work
- Portfolio evaluation of student work
- Senior thesis or major project

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

Surveys and Interviews

- Student survey
- Student evaluation of instruction

Additional types of indirect evidence

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- Job or post-baccalaureate education placement
- Peer review of program
- External program review
- Curriculum or syllabus 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

- TESOL Conversion Letter.pdf
(Letter from Program-offering Unit. Owner: Mercerhill, Jessica Leigh)
- Econcurrences TESOL.docx
(Support/Concurrence Letters. Owner: Mercerhill, Jessica Leigh)
- TESOL BSEd Attachment 1.docx
(Program Proposal. Owner: Mercerhill, Jessica Leigh)
- EHE Dean's Approval - Semester Conv - Teaching Learning - 060911.docx: Dean Approval Letter
(Letter from the College to OAA. Owner: Zircher, Andrew Paul)

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Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Mercerhill, Jessica Leigh	05/25/2011 12:50 PM	Submitted for Approval
Approved	Clark, Caroline Taylor	05/25/2011 12:56 PM	Unit Approval
Approved	Zircher, Andrew Paul	06/09/2011 04:04 PM	College Approval
Pending Approval	Cameron, Erin Marie Soave, Melissa A	06/09/2011 04:04 PM	CAA Approval



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

Date: June 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
Ed.S. Education: Teaching and Learning	Converted	Straight conversion.	June 1, '11	June 3, '11
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

Program	Extent of Change	Notes	Approval by EHE Curr. Committee	Approval by EHE College Council
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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. 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
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
B.S.Ed. Science and Mathematics Education	New	Part of larger commitment to re-instituting undergraduate teacher education programs across fields (undertaken in part in response to HB1).	June 1, '11	June 3, '11
B.S.Ed. Teaching English to Speakers of Other Languages	New	Part of larger commitment to re-instituting undergraduate teacher education programs across fields (undertaken in part in response to HB1).	June 1, '11	June 3, '11
B.S.Ed. Early Childhood Education	New	Part of larger commitment to re-instituting undergraduate teacher education programs across fields (undertaken in part in response to HB1).	June 1, '11	June 3, '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	6	New	Nov. 19, '10	Dec. 3, '10

courses				
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.

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.



College of Education and Human Ecology

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

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

Dear Semester Conversion Committee,

Enclosed is our conversion documentation for the Bachelor of Science in Education: Teaching English to Speakers of Other Languages. 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
Specialist in 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

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
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

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.

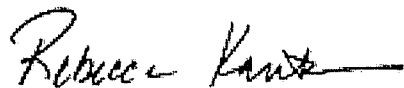
In order to plan, prepare, and endorse semester conversion materials, the School of Teaching and Learning formed faculty groups to complete the conversion work. It was the decision of the School to trust the individual faculty groups to make decisions best fitting their curricular needs. Each group focused 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. The Education Specialist degree was approved this Spring, so it too is undergoing a direct conversion. 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

May 19, 2011

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 Teaching English to Speakers of Other Languages described in this proposal is intended to provide a new licensure program in addition to the endorsement 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 some 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 English to speakers of other languages at all levels (Kindergarten – Grade 12). 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. 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 large number of credit hours required in the program result from State requirements combined with national standards which we have to follow for accreditation purposes.

Courses within the School of Teaching and Learning:

EDUTL 5260 – Intro SLA	3
EDUTL 5442- Tchng & Rding Acrss the Crrclm	3
EDUTL 5468 – Reading Foundations	3
EDUTL 5469 – Phonics	3
EDUTL 5471 – Clinical Practice	3
EDUTL 5502 - Inclusion	3
EDUTL 5610 - Lang. Arts & ESL	3
EDUTL 5615 – TESOL Methods	3
EDUTL 5625 – Lang Study for Lang Tchg	3
EDUTL 4189- Adv Fld Exp	1
EDUTL 5195 – Seminar	1
EDUTL 5191- Sprvsd Stdnt Tchng Internship	10
EDUTL 5195- Rflctve Seminar	2

Courses from other units:

EDUPAES 2189.01- Fld Exp: Intro Exp in Schl System	3
EDUPAES 2251 – Intro Special Ed	3
EDUPL 3206 – School and Society	3
EDUPL 2309 – Psychological Perspectives on Ed	3
EDUPL X291 – Technology in Ed	3
ENGL 2271 – Intro Engl Lang	3
ENGL 4572 – Traditionl Grammar	3
Foreign Language 1 (one year in language of choice)	3-4
Foreign Language 2	3-4
LING 1100 – Basics Lang Learng	3
LING 2051 – Analyzing Sounds *	3
LING 2603 – Lang Across Cultrs	3
LING 4000 – Intro to Ling	3

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

What are the requirements for completion of TESOL Education?

Minimum Total Hours: 136-140 Elective Hours: 0

GENERAL EDUCATION: 48-50 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 ____

Any 2367 from EHE GE List ____

MATH: 5-7 Hours

Placement 2 or better or Math 1148 ____

MATH 1149 or 1150 ____

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
 From EHE GE List ____

LITERATURE: 3 Hours
 From EHE GE List ____

HISTORICAL STUDY: 3 Hours
 From EHE GE List ____

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

DATA ANALYSIS: 3 Hours
 From EHE GE List ____

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

OPEN OPTIONS: 6 Hours
 Choose GE approved courses, service learning or study abroad ____ _

SOCIAL DIVERSITY IN THE U.S.: 0 Hours
 Select Second Writing, Literature, Historical Study, or Cultures & Ideas with Social Diversity in US focus - double-count permitted

GLOBAL STUDIES: 0 Hours (2 Courses)
 Select Literature, Arts, Historical Study, or Cultures & Ideas with global focus- double-count permitted

MAJOR COURSES: 88-90 Hours

PRE-MAJOR REQUIREMENTS Complete each course in this box- 47-49 Hours

EHE 1100- Intro to Edu & Hum Ecol Degree Planning- 1Hr ____	EDU PL X291- Technology in Education- 3Hr ____	LINGUISTICS 2051- Analyzing Sounds- 3Hr ____
EDU PAES 2189.01- Fld Exp: Intro Exp in Schl Sys- 3Hr ____	ENGLISH 2271- Intro English Lang- 3Hr ____	LINGUISTICS 2603- Lang Across Cultr- 3Hr ____
EDU PAES 2891- Sem in Hlpng Rltshps- 2Hr ____	ENGLISH 4572- Traditional Grammar- 3Hr ____	LINGUISTICS 4000- Intro to Ling- 3Hr ____
EDU PAES 2251- Intro Special Edu- 3Hr ____	Foreign Language 1- 3-4Hr ____	
EDU PL 3206- School and Society- 3Hr ____	Foreign Language 2- 3-4Hr ____	
EDU PL 2309- Psych Prspctves on Education- 3Hr ____	LINGUISTICS 1100- Basic Lang Learning- 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 coursework 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- 41 credit hours

EDU TL 5442- Tchng & Rding Acrss the Crriclm- 3Hr ____	EDU TL 5502- Inclusion- 3Hr ____	EDU TL 4189- Adv Fld Exp- 1Hr ____
EDU TL 5620- Intro Scnd Lang Acquisition- 3Hr ____	EDU TL 5610- Lang, Arts, & ESL- 3Hr ____	EDU TL 4189- Adv Fld Exp- 1Hr ____
EDU TL 5468- Reading Foundations- 3Hr ____	EDU TL 5615- TESOL Methods- 3Hr ____	EDU TL 5191- Sprvsd Stndt Tchng Internship- 10Hr ____
EDU TL 5469- Phonics- 3Hr ____	EDU TL 5625- Lang Study for Lang Tchng- 3Hr ____	
EDU TL 5471- Clinical Practice- 3Hr ____	EDU TL 5195- Seminar- 2Hr ____	

SUGGESTED FOUR YEAR PLAN

Autumn First Year
Biological Science
MATH 1150
ENGLISH 1110.01
HDFS 2400 (Soc Sci)
EHE 1100

Spring First Year
Physical Science
MATH 1151
LINGUISTICS 2051
EDU PAES 2189.01
EDU PAES 2891

Autumn Second Year
ENGLISH 2271 (C&I)
LINGUISTICS 1100
EDU TL 2367
EDU PAES 2251
Foreign Lang (Open Opt)

Spring Second Year
LINGUISTICS 2603
Art
EDU TL 2368 (Liter)
Foreign Lang (Open Opt)
Historical Study

Autumn Third Year
EDU PL 2309
EDU PL X291
LINGUISTICS 4000
EDU TL 5442
EDU TL 5468
EDU TL 4189

Spring Third Year
ENGLISH 4572
EDU TL 5469
EDU PL 3206
ENGLISH 5620
EDU TL 5471

Autumn Fourth Year
EDU TL 5615
EDU TL 5625
EDU TL 5610
EDU TL 4189
EDU TL 5502

Hours: 17

Hours: 18

Hours: 15

Hours: 15

Hours: 16

Hours: 15

Hours: 13

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 prerequisites and terms offered

Step 3: For each term below, project when you expect to complete remaining requirements

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

Major Courses: Terms offered and prerequisites

EHE 1100– Au, Sp, Su
 EDU PAES 2189.01– Au, Sp, Su; Corequisite- EDU PAES 2891
 EDU PAES 2891– Au, Sp, Su; Corequisite– EDU PAES 2189.01
 MATH 1151– Au, Sp, Su; MATH 1150 or MATH 1148 and 1149
 EDU PAES 2251– Au, Sp, Su
 EDU PL 3206– Au, Sp, Su
 EDU PL 2309– Au, Sp, Su
 EDU PL X291– Au, Sp, Su
 ENGLISH 2271– Au, Sp, Su; ENGLISH 1110
 ENGLISH 4572– Au, Sp, Su; Six hours from English at the 2000 or 3000 level, any 2367 may count
 Foreign Language 1– Au, Sp, Su; See specific course
 Foreign Language 2– Au, Sp, Su; See specific course
 LINGUISTICS 1100– Au, Sp, Su
 LINGUISTICS 2051– Au, Sp, Su; MATH 075
 LINGUISTICS 2603– Au, Sp, Su; ENGLISH 1110
 LINGUISTICS 4000– Au, Sp, Su; Linguistics major or minor

EDU TL 5442– Au, Sp, Su; Admission to BSEd or MEd
 EDU TL 5620– Au, Sp, Su; Admission to BSEd or MEd
 EDU TL 5468– Au, Sp, Su
 EDU TL 5469– Au, Sp, Su
 EDU TL 5471– Au, Sp, Su
 EDU TL 5502– Au, Sp, Su
 EDU TL 5610– Au, Sp, Su; Admission to BSEd or MEd
 EDU TL 5615– Au, Sp, Su; Admission to BSEd or MEd
 EDU TL 5625– Au, Sp, Su; Admission to BSEd or MEd
 EDU TL 5195– Au, Sp, Su; Admission to BSEd or MEd
 EDU TL 4189– Au, Sp, Su; Admission to BSEd or MEd
 EDU TL 5191– Au, Sp, Su; Permission of Instructor

Name _____

Advisor _____

COURSE & NUMBER	SEM	GR	YR	COURSE & NUMBER	SEM	GR	YR
UNIVERSITY REQUIREMENTS (48-50)				PRE-MAJOR REQUIREMENTS (46-48)			
Writing (6)				MATH 1151	5		
English 1110.01 or 1110.02 or 1110.03	3			EDUPAES 2189.01- Fld Exp: Intro Exp in Schl System	3		
2 nd level writing (T&L 2367 recommended)	3			EDU PAES 2891- Sem in Hlping Rltshps	2		
				EDUPAES 2251 – Intro Special Ed	3		
Literature (3)	3			EDUPL 3206 – School and Society	3		
(EDUTL 2368 recommended)				EDUPL 2309 – Psychological Perspectives on Ed	3		
				EDUPL X291 – Technology in Ed	3		
Arts (3)	3			Content			
				ENGL 2271 – Intro Engl Lang *	3		
Math (5-7)				ENGL 4572 – Traditionl Grammar	3		
Math Placement 2 or higher, MATH 1148 or Equiv	0-4			Foreign Language 1	3-4		
MATH 1149 or 1150	3-5			Foreign Language 2	3-4		
				LING 1100 – Basics Lang Learn	3		
Data Analysis (3) LINGUISTICS 2051	3			LING 2051 – Analyzing Sounds *	3		
				LING 2603 – Lang Across Cultrs	3		
Science (10)	10			LING 4000 – Intro to Ling	3		
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. (HN 2100 recommended)				* May overlap with Gen Ed requirements			
Historical Study (3 hours)	3			MAJOR REQUIREMENTS (41)			
Social Sciences (6)	6			EDUTL 5620 – Intro SLA	3		
Take two social science courses from University approved GE list. Choose from 2 different subcategories				EDUTL 5442- Tchng & Rding Acrss the Crrclm	3		
(LING 1100, HDFS 2400 recommended)				EDUTL 5468 – Reading Foundations	3		
				EDUTL 5469 – Phonics	3		
Culture & Ideas or Historical Studies (3)	3			EDUTL 5471 – Clinical Practice	3		
(ENGL 2271 recommended)				EDUTL 5502 - Inclusion	3		
				EDUTL 5610 - Lang. Arts & ESL	3		
Open Option (6)				EDUTL 5615 – TESOL Methods	3		
Choice (EDUTL 4005 recommended)	3			EDUTL 5625 – Lang Study for Lang Tchng	3		
Choice	3			EDUTL 4189- Adv Fld Exp (Urban)	1		
				EDUTL 4189- Adv Fld Exp (Suburb)	1		
EHE 1100 (1)	1			EDUTL 5191- Sprvsd Stdt Tchng Internship	10		
				EDUTL 5195- Rflectve Seminar	2		
FREE ELECTIVES (0)				CREDIT HOURS REQUIRED	136--140		

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.

TESOL Standards	1	2	3	4
Required Courses Offered by EDUTL				
EDUTL 5260 – Intro SLA	A	B	B	
EDUTL 5469 – Phonics	A	B	I	
EDUTL 5610 - Lang. Arts & ESL	I	I	I	I
EDUTL 5615 – TESOL Methods	A	A	A	B
EDUTL 5625 – Lang Study for Lang Tchg	A	A	A	B
EDUTL 4189- Adv Fld Exp (Urban)	A	A	A	I
EDUTL 4189- Adv Fld Exp (Suburb)	A	A	A	I
EDUTL 5195 – Seminar	A	I	I	
EDUTL 5191- Sprvsd Stdnt Tchng Internship	A	A	A	A
EDUTL 5195- Rflctve Seminar	A	A	A	A

Standard 1.a. Language as a System-Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

Standard 1.b. Language Acquisition and Development-Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

Standard 2. Culture as It Affects Student Learning-Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Standard 3.a. Planning for Standards-Based ESL and Content Instruction-Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction-Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction-Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching

Standard 4.a. Issues of Assessment for English Language Learners-Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

Standard 4.b. Language Proficiency Assessment-Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

Standard 4.c. Classroom-Based Assessment for ESL-Candidates know and can use a variety of performance- based assessment tools and techniques to inform instruction for in the classroom.

E-mailed Concurrences for BSED in TESOL

Education Policy and Leadership

-----Original Message-----

From: Eric Anderman
Sent: Tue 5/25/2010 9:14 AM
To: Jessica Mercerhill
Cc: Rebecca Kantor-Martin
Subject: RE: TESOL concurrence request

Jessica: this looks fine to me, we concur.

Thanks,

Eric.

Education: Physical Activity and Educational Services

-----Original Message-----

From: Joe Wheaton
Sent: Wed 5/26/2010 9:47 AM
To: Jessica Mercerhill
Cc: Donna Pastore; Derraya Miller
Subject: RE: TESOL concurrence request

Jessica:

PAES has not objections. We support the proposal. Let me know if you need anything else.

Joe

-----Original Message-----

From: Richard Dutton [mailto:dutton42@humanities.osu.edu]
Sent: Fri 5/28/2010 1:32 PM
To: Jessica Mercerhill; gustafson.5@osu.edu; wheaton.3@osu.edu;
anderman.1@osu.edu; Julianne Serovich; kinder.15@osu.edu; dutton.42@osu.edu;
ehume@brutus.ling.ohio-state.edu

Cc: Jackie Blount
Subject: RE: TESOL concurrence request

Dear Jessica,

I have consulted our language specialists and Directors of Undergraduate Studies on this and we are happy to grant concurrence to the TESOL proposal. We do wonder if you may not be underestimating the potential demand for this major, given the few other opportunities students would have in the state to do something similar (and, of course, the fact that it is a growing issue everywhere.) Our own teaching capacity in the two of our courses that you have listed (271 and 572) could come under strain if that were to happen, so we will be watching this closely.

Best, Richard

Richard Dutton

Humanities Distinguished Professor and Chair,

Department of English

-----Original Message-----

From: Julianne Serovich

Sent: Fri 5/28/2010 11:04 AM

To: Jessica Mercerhill

Subject: RE: TESOL concurrence request

Hi Jessica,

HDFS offers concurrence for this program.

Best of luck,

Julie

Dr. Julianne Serovich

Professor and Chair

Department of Human Development and Family Science