



College of Education and Human Ecology

School of Teaching and Learning  
333 Arps Hall  
1945 North High Street  
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December 30, 2011

Dear Graduate School Curriculum Committee:

I write in regard to the proposals for the PhD, EdS and MEd degrees in the School of Teaching and Learning. The Committee's response to our recent submissions and the work that has been done to help us move these programs forward has been much appreciated. I will respond to the Committee's most recent queries below.

Revision and Approval of the T&L EdS and PhD

I understand that the GSCC provisionally approved the PhD in T&L and the EdS in T&L, with the expectation that the specializations in these degree programs would be aligned. The EHE curriculum committee approved these changes contingent upon a T&L faculty vote. On December 8<sup>th</sup>, the T&L faculty met and voted unanimously to align the specializations in the PhD and EdS degree programs. There will be nine specializations in each degree program, and all program materials have been revised to reflect these changes. The specializations are:

- Adolescent, Post-Secondary and Community Literacies
- Foreign and Second Language Education
- Literature for Children and Young Adults
- Language, Education and Society
- Multicultural and Equity Studies in Education
- Reading and Literacy in Early and Middle Childhood
- Rethinking Early Childhood and Elementary Education
- Social Studies and Global Education
- Science, Technology, Engineering and Mathematics Education

For both the EdS and PhD proposals from T&L, we have read through the proposals again and checked that the use of the word "specialization" is consistent and not used interchangeably with the term "concentration."

Revision and Approval of the T&L MEd

- The advising sheets and the rationale documents have been revised so that both are consistent in showing that the Diversity, Classroom Management, Reading, Child/Adolescent Development, and Inclusion requirements all have 0-3 credit hours. The hours for the field experience, student teaching, and capstone requirements are also consistent across the advising sheet and the

rationale document.

- Regarding the requirements of 0-3 credit hours in the areas mentioned above (Diversity, Classroom Management, Reading, Child/Adolescent Development, and Inclusion), GSCC asked for clarification of whether undergraduate courses from other colleges and universities can be applied to meet these requirements, and if so how the transfer of credits is handled? Students will not be not transferring credits towards the M.Ed.. Advisors use faculty approved course listings to check off that students have achieved certain competencies for licensure PRIOR to admission to the M.Ed.. We allow some flexibility in courses, especially for non-traditional students or students from other institutions who may need to complete some of the courses. So, a student who receives a Bachelor's degree at OSU and goes straight to the M.Ed. will likely have 0 credit requirements for those courses, while a non-traditional or student from another institution may need the 3 hours.
- Regarding the capstone, GSCC asked what the project consists of and the details of what needs to be completed. All MEd students must complete a capstone project, which fulfills their master's examination requirement. Capstone projects include the compilation of a portfolio and a classroom-based action research project based on a close examination of and reflection upon the students practice during their field and/or student teaching placement. All capstone projects include an oral defense.
- GSCC asked for an explanation of the reduction in required credit hours. The reduction in credit hours is due to a major restructuring of coursework on the part of the faculty as part of the semester conversion process. Many courses were combined to be more streamlined and reduce overlap of content.
- The GSCC expressed confusion over the Middle Childhood specializations (page 5 of the advising sheet, 17 of the PDF at the above link), citing a note indicating that students should choose from 2 of 4 content areas. The committee was confused by this and thought that students would complete courses from the areas on subsequent pages 6 and 7. As was explained to the GSCC by Andy Zircher, EHE Curriculum Coordinator, Middle Childhood specialization students complete the first 5 courses in the MC course list and only two of the courses with asterisks from the Middle Childhood courses depending on their content areas. These courses with asterisks are the methods courses that correlate to the specific focal content areas. The subsequent pages of the document are other MEd specializations (AYA Social Studies, Math, Science, etc.).
- GSCC asked that T&L describe the differences between the two field experiences. Students will complete 2 field experiences – for example, FSLED completes an elementary and secondary placement; ECE does pre-school/K then 1-3; MCE does a placement in each content area and across grade levels; English, social studies, and STEM complete urban/suburban placements. Field experiences are evaluated by mentor teachers and university field supervisors through the completion of evaluation forms; by students, through the completion of self-evaluation forms; and through face-to-face discussions and debriefings among the three (MT, field supervisor, and student) of the students' work.

- GSCC asked for a clarification regarding the “Licensure Area Requirements,” noting a sentence, which reads, “Course work required for licensure is determined by each licensure faculty group”. GSCC thought that what is meant is that the Department of Education determines what is required for licensure, but T&L faculty determine which EDU TL courses will meet those requirements. GSCC is correct in this interpretation.
- Dr. Slotnick noted that in quarters, the degree is Master of Education and the program name is Education. T&L wishes to have the degree be Master of Education and the program name be Teaching & Learning, so the proposal will be submitted with the semester conversion designation of “New” rather than “Converted”.
- The Technology Education program is being deactivated. No new students have been admitted and all current students should complete the program in this academic year. The Orientation and Mobility program is not an M.Ed. licensure area. It was included on the list by mistake.

I believe this clarifies and answers all of the questions raised by the GSCC. Thank you, again, for your very thoughtful feedback, which continues to strengthen our curricular materials and overall programs.

Sincerely,



Caroline T. Clark, Ph.D.  
Interim Director, School of Teaching and Learning  
Professor, Adolescent Literacies and English Education  
College of Education and Human Ecology  
The Ohio State University



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

**Date:** November 7, 2011

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

**From:** Jackie Blount, Associate Dean, EHE Academic Affairs

**RE:** Revised Semester Conversion Package for School of Teaching & Learning

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I am pleased to present the package of semester conversion materials for the School of Teaching & Learning. In response to feedback from the Graduate School Curriculum Committee, the faculty in the School of Teaching & Learning have revised their Ph.D., Ed.S., and M.Ed. semester program proposals. 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.

Requests for revision to the semester program proposals came at a time in which the College faculty were in the midst of implementing a realignment of its six academic units into three departments. As a result, the revised proposals reflect some of the impending changes in administrative structure.

The College Curriculum Committee and College Council have approved the proposals, and approved a standard practice for level of transcript designation across Education and Human Ecology graduate degrees. All Ph.D., Ed.D., Ed.S., M.A., and M.Ed. programs have been approved for transcript designation at the specialization level.

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, and nine credit hours of research from a select course list provides cohesiveness to the degree program that spans nine separate specializations.

Like the Ph.D., the Ed.S. is proposed as a program in Teaching & Learning. Students will complete 17 hours of common coursework in the core and research methods areas, as well as coursework for one of nine specializations.

The M.Ed. in Teaching and Learning utilizes short course lists for foundational requirements in diversity, classroom management, and reading common, and students select from one of 10 specialization/licensure areas.

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
<b>Ph.D. in Teaching and Learning</b>	New	Name changed to align with unit name. Includes a two-course common core.	Oct. 28, '11	Nov. 4, '11
<b>Ed.S in Teaching and Learning</b>	Converted	Specializations aligned with Ph.D. specializations, according to request by Graduate School	Oct. 28, '11	Nov. 4, '11
<b>M.A. Teaching and Learning</b>	Converted	Straight conversion.	Nov. 30, '10	Dec. 3, '10
<b>M.Ed. Teaching and Learning</b>	New	Name changed to align with unit name.	Oct. 28, '11	Nov. 4, '11
<b>Graduate Interdisciplinary Specialization in Applied Developmental Science in Education</b>	New	Graduate School Curriculum Committee tabled proposal until unit degree programs have been approved.	Nov. 30, '10	Dec. 3, '10
<b>B.S.Ed. in Foreign Language Education</b>	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>B.S.Ed. in Integrated Language Arts/English Education</b>	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>B.S.Ed. Middle Childhood Education</b>	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>Technology Education</b>	Deactivated	Program no longer deemed viable as configured.		
<b>Endorsement and ESL Programs (non-</b>	Converted	Package of endorsements programs that educators might add to their		

degree)		licenses. Endorsements meet state licensure requirements.		
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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
<b>Total new Courses</b>	<b>38</b>			
Re-envisioned graduate courses	133	Re-envisioned	Nov. 19, '10	Dec. 3, '10
Re-envisioned undergraduate courses	79	Re-envisioned	Nov. 19, '10	Dec. 3, '10
<b>Total re-envisioned courses</b>	<b>212</b>			
Graduate courses	26	Converted	Nov. 19, '10	Dec. 3, '10
Undergraduate courses	27	Converted	Nov. 19, '10	Dec. 3, '10
<b>Total converted courses</b>	<b>53</b>			
<b>Total number of all courses</b>	<b>303</b>			

## 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.

The Graduate School Curriculum Committee tabled the new Graduate Interdisciplinary Specializations until the revised degree program proposals have been approved.

## 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.



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October 21, 2011

Dear Curriculum Committee Members:

I am writing to explain the revision processes in the School of Teaching and learning for our Ph.D., Ed.S., and M.Ed. programs, in response to feedback from the Graduate School Curriculum Committee and Associate Dean Elliot Slotnick. Formal feedback was received from these groups on Wednesday, September 28<sup>th</sup>. Our attached materials reflect our responses to this feedback.

In response to the feedback from the Graduate School, the following have occurred:

1. Single Ph.D., Ed.S, and M.Ed. advising sheets were created to provide a clearer representation of these 3 degrees.
2. Each degree, Ph.D., Ed.S., and M.Ed., now has a clear visible, core set of experiences as distinct from specific areas of study, specialization, or licensure requirements.
3. The single Ph.D. and Ed. S. degrees now have 9 clearly laid out Specializations.
4. The M.Ed. degree now has 10 clearly laid out Specializations/ licensure areas.
5. All programs now reflect more explicit oversight of the three degrees, Ph.D., Ed.S., and M.Ed., by the T&L Graduate Studies Committee, spelled out within the advising sheets.

T&L faculty met on September 30<sup>th</sup>, 2011 to discuss the feedback from the Graduate School. Based on faculty feedback, I redesigned the advising sheets for each of the key areas, sharing these back with small groups of faculty and vetting all of the materials to the T&L Executive Committee on October 14<sup>th</sup>, 2011. This group included the T&L Graduate Studies Chair, Pat Enciso, and faculty from across key areas of study – George Newell (Literacy); Mike Battista (STEM); Dean Cristol (ECE/MCE/Social Studies); Ian Wilkinson (Literacy). It was noted at this meeting that most of the changes made were around “packaging” of our degrees; that is, making sure that our core courses and experiences are clear; and making sure that GSC oversight is evident.



The Specializations that will be available for the Ph.D. and the Ed.S. are:

*Adolescent, Post-Secondary and Community Literacies*  
*Foreign, Second, and Multilingual Education*  
*Literature for Children and Young Adults*  
*Language, Education, and Society*  
*Multicultural and Equity Studies in Education*  
*Reading and Literacy in Early and Middle Childhood*  
*Rethinking Early Childhood and Elementary Education*  
*Social Studies and Global Education*  
*Science, Technology, Engineering, and Mathematics Education*

The Specializations/ Licensure Areas that will be available for the M.Ed. are:

*Drama Education*  
*Early Childhood*  
*English/Integrated Language Arts*  
*Foreign/World Languages*  
*Hearing Impairments*  
*Mathematics*  
*Middle Childhood*  
*Social Studies*  
*Science*  
*Vision Impairments*

The Specialization/ licensure area in Technology Education is being deactivated. The two students currently in the specialization will be supported through their completion through close advising by the lead faculty member.

Our faculty and staff have worked expediently to make revisions that respond to the key concerns of the Graduate School Curriculum Committee. As Interim Director of the School of Teaching and Learning, I fully support these programs and ask that you approve them for implementation, pending T&L faculty approval.

Sincerely,



Caroline T. Clark, Professor and Interim Director  
School of Teaching and Learning  
College of Education and Human Ecology  
The Ohio State University

**MEd Conversion Rationale:**

The School of Teaching and Learning (T&L) is submitting a Master of Education (MEd) program for approval under the semester system. The MEd prepare graduates with a strong theoretical and research-informed foundation for work as P-12 teachers. Graduates leave with a MEd degree as well as the qualifications for teacher licensure in the state of Ohio. Our students have received University fellowships, and we have licensure areas that are ranked in the top 10 (Secondary Teacher Education) and top 20 (Elementary Teacher Education) by *U.S. News and World Report*.

The School of Teaching and Learning offers the following Specializations/ licensure areas:

- *Drama Education*
- *Early Childhood*
- *English/Integrated Language Arts*
- *Foreign/World Languages*
- *Hearing Impairments*
- *Mathematics*
- *Middle Childhood*
- *Social Studies*
- *Science*
- *Vision Impairments*

The Specialization/ licensure area in Technology Education is being deactivated. The two students currently in the specialization will be supported through their completion of the program, which overlaps greatly with Science and Mathematics.

**Licensure Area Requirements:** All M.Ed students have been admitted for completion of a specific teaching license based upon prior education pre-requisites. The Department of Education determines the standards for licensure, and course work required for licensure is determined by each licensure faculty group. However, all M.Ed students have a set of core coursework across Specializations/ licensure areas.

In rare instances, students may complete the requirements for the master’s degree without fulfilling the requirements for licensure. In these cases, students work closely with their academic advisors to fulfill the requirements for the Capstone course so that they can complete and defend their master’s examination project. In these situations, student will generally not complete required hours of supervised student teaching, but they will complete all of the coursework related to the Capstone and Reflective Seminar, both of which support the successful completion of the master’s requirements.

**Diversity:** All M.Ed. students are required to take a minimum of 3 semester hours on issues of diversity and equity. Students must **choose one of the courses listed below**. Students may select courses from beyond this list with the approval of the advisor and the *Graduate Studies Committee*. 0 graduate semesters hours required if completed as an undergraduate.

Course #	Quarter # (hrs)	Course Title	Units
T&L 5005		Equity, Diversity, and Exceptionality	0-3
T&L 5300		Issues in Language, Literacy, and Culture/Equity and Diversity	0-3

**Classroom Management:** All M.Ed. students are required to take a minimum of 3 semester hours on classroom management. Students must **choose one of the courses listed below**. Students may select courses from beyond this list with the approval of the advisor and the *Graduate Studies Committee*. 0 graduate semesters hours required if completed as an undergraduate.

Course #	Quarter # (hrs)	Course Title	Units
T&L 5110		Classroom Communities and Issues of Guidance	0-3
P&L 5404		Developing Discipline for Effective Learning	0-3

**Reading:** All M.Ed. students are required to take a minimum of 3 semester hours in reading. Students in **Early and Middle Childhood, or Hearing or Vision Impaired, must take all of the courses listed in category (1) prior to admission to the program**. Students in **Drama, English Education, Foreign /World Languages, Math, and Science must choose one of the courses listed in category (2)**. Students may select courses from beyond this list with the approval of the advisor and the *Graduate Studies Committee*. 0 graduate semesters hours required if completed as an undergraduate.

Category 1

Course #	Quarter # (hrs)	Course Title	Units
T&L 2368* (or 7317)		Children’s Literature	0-3
T&L 5468*		Reading Foundations	0-3
T&L 5469*		Understanding Phonics and Its Role in Reading Instruction	0-3

Category 2

Course #	Quarter # (hrs)	Course Title	Units
T&L 5442		Teaching Reading Across the Curriculum	0-3
T&L 5453		Critical Literacy in Content Area Classrooms	0-3

**Child/Adolescent Development:** All M.Ed. students are required to take a minimum of 3 semester hours on child/adolescent development. Students must **choose one of the courses listed below**. Students may select courses from beyond this list with the approval of the advisor and the *Graduate Studies Committee*. 0 graduate semesters hours required if completed as an undergraduate.

Course #	Quarter # (hrs)	Course Title	Units
T&L 5065		Introduction to Theories of Student Development and Learning	0-3
P&L 5401		Adolescent Learning and Development in School Contexts	0-3
Psych 2551		Adolescence	0-3

**Inquiry:** All M.Ed. students are required to take a minimum of 3 semester hours in inquiry/research. Students must **choose one of the courses listed below**. Students may select courses from beyond this list with the approval of the advisor and the *Graduate Studies Committee*.

Course #	Quarter # (hrs)	Course Title	Units
T&L 5363		Teacher Inquiry in English Language Arts	0-3
T&L 6965		Reflective Inquiry on Pedagogy	0-3
T&L 6052		Classroom Based Inquiry	0-3
T&L 6890		M.Ed Capstone	3
T&L 5747		Assessment in STEM III: Student Learning Project Completion	3

**Inclusion:** All M.Ed. students are required to take a minimum of 3 semester hours of inclusion. Students must **choose one of the courses listed below**. Students may select courses from beyond this list with the approval of the advisor and the *Graduate Studies Committee*.

Course #	Quarter # (hrs)	Course Title	Units
T&L 5501		Inclusion: Philosophical, Social, and Practice Issues	0-3
T&L 5743		Reading All Students in STEM	0-3

**G. Planned Field Experience Requirement:** All students must a minimum of 2 field experiences within their licensure area in an approved placement site prior being granted entry into student teaching. Students will complete 2 field experiences – for example, FSLED completes an elementary and secondary placement; ECE does pre-school/K then 1-3; MCE does a placement in each content area and across grade levels; English, social studies, and STEM complete urban/suburban placements. Field experiences are evaluated by mentor teachers and university field supervisors through the completion of evaluation forms; by students, through the completion of self-evaluation forms; and through face-to-face discussions and debriefings among the three (MT, field supervisor, and student) of the students’ work. Details of field experiences vary by Specialization/ licensure area. Please see your advisor.

Course #	Course Title	Units	Grade
T&L 5189	Planned Field Experience	2	
T&L 5189	Planned Field Experience	2	

**H. Student Teaching Requirement:** All students seeking licensure must complete the student teaching experience and take an accompanying, reflective seminar. Students must complete a minimum of 12 full-time weeks of student teaching in an approved placement site.

Course #	Course Title	Units	Grade
T&L 5191	Supervised Student Teaching	8-10	
T&L 5195	Student Teaching Seminar	2	

**I. Capstone:** All students must complete a capstone project and oral defense in the quarter of graduation, which fulfills the master’s examination requirement. Capstone projects include the compilation of a portfolio and a classroom-based action research project based on a close examination of and reflection upon the students practice during their field and/or student teaching placement. All capstone projects include an oral defense.

Course #	Course Title	Units	Grade
T&L 5195	Reflective Seminar	1-4	
T&L 6890	Capstone Seminar	3	

**Course Offering Information:** M.Ed courses are offered every year in order to ensure that students may complete their license in one year.

**Program Transition Policy:** Because the M.Ed is a one-year program, one cohort will exit under the quarter system and a new cohort will begin under the semester system. In the event that a student is delayed completing the program, students will work closely with faculty advisors to determine if additional key content or course work needs to be completed under the semester system to meet the program and licensure requirements. All substitutions must be approved by the student’s advisor and by the *Graduate Studies Committee*.

**Teaching and Learning M.Ed. Advising Sheet SEMESTERS**

Name:	Year Admitted:
Advisor:	Specialization/ Licensure Area:

**Minimum of 30 Credit Hours**

**Common Core Competency Requirements  
(Required of all Teaching and Learning M.Ed. Students)**

**A. Diversity:** All M.Ed. students are required to take a minimum of 3 semester hours on issues of diversity and equity. Students must **choose one of the courses listed below**. Students may select courses from beyond this list with the approval of the advisor and the *Graduate Studies Committee*. 0 graduate semesters hours required if completed as an undergraduate.

Course #	Course Title	Units	Grade
T&L 5005	Equity, Diversity, and Exceptionality	3	
T&L 5300	Issues in Language, Literacy, and Culture/Equity and Diversity	3	

**B. Classroom Management:** All M.Ed. students are required to take a minimum of 3 semester hours on classroom. Students must **choose one of the courses listed below**. Students may select courses from beyond this list with the approval of the advisor and the *Graduate Studies Committee*. 0 graduate semesters hours requires if completed as an undergraduate.

Course #	Course Title	Units	Grade
T&L 5110	Classroom Communities and Issues of Guidance	3	
P&L 5404	Developing Discipline for Effective Learning	3	

**C. Reading:** All M.Ed. students are required to take a minimum of 3 semester hours in reading. Students in **Early and Middle Childhood, or Hearing or Vision Impaired, must take all of the courses listed in category (1) prior to admission to the program**. Students in **Drama, English Education, Foreign /World Languages, Math, and Science must choose one of the courses listed in category (2)**. Students may select courses from beyond this list with the approval of the advisor and the *Graduate Studies Committee*. 0 graduate semesters hours required if completed as an undergraduate.

Category 1

Course #	Course Title	Units	Grade
T&L 2368	Children’s Literature	Pre-req	
T&L 5468	Reading Foundations	Pre-req	

T&L 5469	Understanding Phonics and Its Role in Reading Instruction	Pre-req	
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## Category 2

Course #	Course Title	Units	Grade
T&L 5442	Teaching Reading Across the Curriculum	3	
T&L 5453	Critical Literacy in Content Area Classrooms	3	

**D. Child/Adolescent Development:** All M.Ed. students are required to take a minimum of 3 semester hours on child/adolescent development. Students must **choose one of the courses listed below**. Students may select courses from beyond this list with the approval of the advisor and the *Graduate Studies Committee*. 0 graduate semesters hours required if completed as an undergraduate.

Course #	Course Title	Units	Grade
T&L 5065	Introduction to Theories of Student Development and Learning	3	
P&L 5401	Adolescent Learning and Development in School Contexts	3	
Psych 2551	Adolescence	3	

**E. Inquiry:** All M.Ed. students are required to take a minimum of 3 semester hours in inquiry/research. Students must **choose one of the courses listed below**. Students may select courses from beyond this list with the approval of the advisor and the *Graduate Studies Committee*.

Course #	Course Title	Units	Grade
T&L 5363	Teacher Inquiry in English Language Arts	3	
T&L 6965	Reflective Inquiry on Pedagogy	3	
T&L 6052	Classroom Based Inquiry	3	
T&L 6890	M.Ed Capstone	3	
T&L 5747	Assessment in STEM III: Student Learning Project Completion	3	

**F. Inclusion:** All M.Ed. students are required to take a minimum of 3 semester hours of inclusion. Students must **choose one of the courses listed below**. Students may select courses from beyond this list with the approval of the advisor and the *Graduate Studies Committee*.

Course #	Course Title	Units	Grade
T&L 5501	Inclusion: Philosophical, Social, and Practice Issues	3	
T&L 5743	Reading All Students in STEM	3	

**G. Planned Field Experience Requirement:** All students must a minimum of 2 field experiences within their licensure area in an approved placement site prior being granted entry into student teaching. Students will complete 2 field experiences – for example, FSLED completes an elementary and secondary placement; ECE does pre-school/K then 1-3; MCE does a placement in each content area and across grade levels; English, social studies, and STEM complete urban/suburban placements. Field experiences are evaluated by mentor teachers and university field supervisors through the completion of evaluation forms; by students, through the completion of self-evaluation forms; and through face-to-face discussions and debriefings among the three (MT, field supervisor, and student) of the students’ work. Details of field experiences vary by Specialization/ licensure area. Please see your advisor.

Course #	Course Title	Units	Grade
T&L 5189	Planned Field Experience	2	
T&L 5189	Planned Field Experience	2	

**H. Student Teaching Requirement:** All students seeking licensure must complete the student teaching experience and take an accompanying, reflective seminar. Students must complete a minimum of 12 full-time weeks of student teaching in a approved placement site.

Course #	Course Title	Units	Grade
T&L 5191	Supervised Student Teaching	8-10	
T&L 5189	Student Teaching Seminar	2	

**I. Capstone:** All students must complete a capstone project and oral defense in the quarter of graduation, which fulfills the master’s examination requirement. Capstone projects include the compilation of a portfolio and a classroom-based action research project based on a close examination of and reflection upon the students practice during their field and/or student teaching placement. All capstone projects include an oral defense.

Course #	Course Title	Units	Grade
T&L 5195	Reflective Seminar	1-4	
T&L 6890	Capstone Seminar	3	



### Specialization/ Licensure Area Requirements

All M.Ed students have been admitted for completion of a specific teaching license based upon prior education pre-requisites. The Specializations below are divided by license and must be completed in order to be eligible for a teaching license in Ohio.

#### Drama Education, Multi-Age Licensure

Course #	Course Title	Units	Grade
T&L 5101	T&L with Drama: Introduction	3	
T&L 6102	Drama and Literacy	3	
T&L 7316	Language Arts in the Early and Middle Childhood Program	3	
T&L 6101	Dramatic Inquiry Across the Curriculum	3	
T&L 7317	Adv Children's Literature (may substitute T&L 3356, 7322 or 7356 or 2368 ug)	3	
T&L 7364	Multicultural Literature for Children and Young Adults	3	
P&L 6291	Media and Technology in Education	3	

#### Early Childhood (pre-K through grade 3)

Course #	Course Title	Units	Grade
T&L 5339	Evaluation in Literacy	3	
T&L 5102	Teaching and Learning of Literacy, PK-3	3	
T&L 5108	Math Methods I	2	
T&L 5109	Math Methods II	2	
T&L 5129	Science Methods	2	
T&L 5130	Science Methods II	2	
T&L 5137	Social Studies Methods	3	
T&L 5123	Early Childhood Pedagogy	3	
P&L 6402	Educational Psychology	3	
P&L 6291	Media and Technology in Education	3	

#### English Education (Integrated Language Arts, 7-12)

Course #	Course Title	Units	Grade
T&L 5341	Journalism and New Media in the 7-12 Classroom	3	
T&L 5312	Linguistic Materials for Teachers	3	
T&L 5345	Teacher Inquiry and Methods: Writing	3	
T&L 5346	Teacher Inquiry and Methods: Literature	3	

**Foreign/World Language (grades K-12)**

Course #	Course Title	Units	Grade
T&L 5612	Teaching of Modern Foreign Language I	3	
T&L 5613	Teaching of Modern Foreign Language II	3	
T&L 5617	Teaching of Latin (taught bi-annually – required for Latin licensure only)	3	
T&L 5803	Social Education	3	
P&L 6291	Media and Technology in Education	3	
T&L 5193	Independent Study	1	

**Hearing Impairments (leading to pre-K through grade 12 licensure)**

Course #	Course Title	Units	Grade
T&L 5471	Clinical Practice in Treating Reading Disabilities	3	
T&L 5557	Language and Children with Disabilities	3	
T&L 5108, 5270, or 7701	Math Methods	2	
T&L 5129 or 7702	Science Methods	2	
T&L 6550	Curriculum and Instruction for Students who are Deaf or Hard of Hearing	3	
T&L 6551	Introduction to American Sign Language	3	
T&L 6556	Reading for Students who are Deaf or Hard of Hearing	3	
T&L 7550	Advanced Studies in Deafness	3	

**Middle Childhood (grades 4-9)** -- \*Students must choose 2 of 4 focal content areas and take the appropriate methods. Middle Childhood specialization students complete the first 5 courses in the MC course list and only two of the courses with asterisks from the Middle Childhood courses depending on their content areas. These courses with asterisks are the methods courses that correlate to the specific focal content areas.

Course #	Course Title	Units	Grade
T&L 5330	Evaluation in Literacy	3	
T&L 5173	Family Participation	3	
T&L 5220	Foundations of Middle Childhood Education	3	
T&L 5225	Reading Multicultural Literature Across MCE	3	
T&L 5226	Literacy, New Media, and Creative Pedagogies for Middle Childhood Classrooms	3	
T&L 5270*	Math Teaching and Learning	3	
T&L 5275*	Science Teaching and Learning	3	

T&L 5280*	Social Studies Teaching and Learning	3	
T&L 5230*	Language Arts Teaching and Learning	3	

**Social Studies (grades 7-12)**

Course #	Course Title	Units	Grade
T&L 5808	Methods of Teaching Social Studies I	4	
T&L 5809	Methods of Teaching Social Studies II	4	
T&L 5803	Social Education	3	

**Science (grades 7-12)**

Course #	Course Title	Units	Grade
T&L 5711	Teaching Mathematics in the Secondary Schools	3	
T&L 5141	Learning Cognition and Teaching in STEM	3	
T&L 5745	Assessment in STEM I: Introduction	3	
T&L 5712	Fundamental Ideas of School Mathematics I: Algebra	3	
T&L 5742	STEM Context, Community, Culture, Planning and Curriculum	3	
T&L 5746	Assessment in STEM II: Methods	3	
T&L 5744	Technologies in STEM	3	

**Mathematics (grades 7-12)**

Course #	Course Title	Units	Grade
T&L 5721	Methods in Teaching Secondary Science I	3	
T&L 5141	Learning Cognition and Teaching in STEM	3	
T&L 5745	Assessment in STEM I: Introduction	3	
T&L 5722	Methods in Teaching Secondary Science II	3	
T&L 5742	STEM Context, Community, Culture, Planning and Curriculum	3	
T&L 5746	Assessment in STEM II: Methods	3	
T&L 5744	Technologies in STEM	3	

**Vision Impairments (leading to pre-K through grade 12 licensure)**

Course #	Course Title	Units	Grade
T&L 5471	Clinical Practice in Treating Reading Disabilities	3	
T&L 6522	Math and Science Methods	3	
T&L 5110	Orientation and Mobility	2	
T&L 6540	Intermediate Seminar	2	
T&L 6507	Visual Process	3	
T&L 6520	Techniques I	3	
T&L 6521	Techniques II	3	

T&L 7510	Special Topics: Early Childhood Through Later Years	3	
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I have reviewed this program sheet and I understand that all the courses listed above (except the Capstone Seminar) and all the undergraduate prerequisite courses must be completed prior to licensure.

\_\_\_\_\_  
Signature of Student  
Date

\_\_\_\_\_  
Signature of Advisor  
Date

OK TO LICENCE - Office use Only

License Area	Sem/Yr of Grad
_____	_____
Pending	Final OK
_____	_____
_____	_____
Initials/date	Initials/date

## MEd, Teaching & Learning- Course List

Dept	Sm #	Semester Title	Sm Hrs	Qtr #	Quarter title	Qtr hrs
<b>MEd Diversity Courses</b>						
EDU TL	5005	Equity and Diversity in Education	3	815	The Changing Context in Equity, Diversity, and Exceptionality	3
EDU TL	5300	Issues in Language, Literacy, and Culture/Equity & Diversity	3	800.07 , 800.99	Issues in Language, Literacy, and Culture: General Student Body; Issues in Language, Literacy, and Culture: Language, Literacy, and Culture	3, 3
<b>MEd Classroom Management Courses</b>						
EDU PL	5404	Developing Discipline for Effective Learning	3	615	Developing Discipline for Effective Learning: General Student Body	3-5
EDU TL	5110	Classroom Communities and Issues of Guidance	3	810		3
<b>MEd Child/Adolescent Development Courses</b>						
EDU PL	5401	Adolescent Learning and Development in School Contexts	3	607.07	Adolescent Learning and Development in School Contexts: General Student Body	3
EDU TL	6065	Introduction to the Theories of Student Development and Learning: M.Ed.	3	821.99	School Issues Related to Growth, Development, and Learning: Language, Literacy, and Culture	3
<b>MEd Inclusion Course</b>						
EDU TL	5501	Inclusion: Philosophical, Social, and Practice issues: General Student Body	3	809.07		3
<b>MEd Inquiry Courses</b>						
EDU TL	6052	Classroom-Based Inquiry: MA	3-4	874	Classroom Based Inquiry in Integrated Teaching and Learning	3
EDU TL	5363	Teacher Inquiry in English Language Arts	3	865.25	Reflective Inquiry on Pedagogy with Prospective Teachers: English Education	3
EDU TL	5747	Assessment in STEM Education III: Value-Added	3	926.23	M.Ed Capstone Seminar: Mathematics, Science and Technology Education	3
EDU TL	6890	M.Ed Capstone Seminar	3	926		
EDU TL	6965	Reflective Inquiry on Pedagogy with Prospective Teachers	3	865		
<b>MEd Reading Courses</b>						
EDU TL	7317	Advanced Children's Literature	3	817	Advanced Course in Children's Literature	3
EDU TL	5442	Teaching and Reading Across the Curriculum	3	642.07	Teaching and Reading Across the Curriculum: General Student Body	3
EDU TL	5453	Critical Literacy in Content Area Classrooms	3	853.07	Critical Reading in the Content Fields: General Student Body	3
EDU TL	5468	Reading Foundations	3	668.07	Reading Foundations: General Student Body	4
EDU TL	5469	Understanding Phonics and Its Role in Instruction	3	669.07	Understanding Phonics and Its Role in Instruction: General Student Body	5
<b>MEd Field Experience Course</b>						
EDU TL	5189	Planned Field Experience	1-15	884		1-20
<b>MEd Student Teaching Course</b>						
EDU TL	5191	Supervised Student Teaching Internship	3-15	885		5-15
<b>Courses Utilized in Multiple Specializations</b>						
EDU PL	6291	Media and Technology Education	2-4	791.07 , 791.2, 791.7, 791.99	Media and Technology in Education: General Student Body; Media and Technology in Education: Middle Childhood Education; Media and Technology in Education: Early Childhood Education; Media and Technology in Education: Language, Literacy, and Culture	4, 4, 4, 4
EDU TL	5108	Teaching and Learning Mathematics in Grades PreK-3	2	708.7	Teaching and Learning of mathematics in Grades Pre K-3: Early Childhood Development	3
EDU TL	5129	Teaching and Learning Science in Grades Pre K-3 Part I	2	729.7	Teaching and Learning of Science in Grades Pre K-3 Part I: Early Childhood Education	3
EDU TL	5803	Social Education	3	643.07 , 643.99	Social Education and Language, Literacy, and Culture: General Student Body; Social Education and Language, Literacy, and Culture: Language, Literacy and Culture	3, 3
EDU TL	5270	Mathematics Methods for Preservice Middle Childhood Teachers	3	709.2	Teaching and Learning of Mathematics for Middle Childhood: Middle Childhood Education	3
EDU TL	5471	Clinical Practice in Treating Reading Disabilities	3	671	Clinical Practice in Treating Reading Disabilities	5
EDU TL	5742	STEM Curriculum & Planning: Context, Community, and Culture	3	850	STEM education Through Context, Community, and Culture	3
EDU TL	5744	Technology Used in STEM	3	750	Instructional Technologies Used in STEM Education	3

EDU TL	5745	Assessment in STEM I: Introduction	3	748.01	Introduction to Teaching Mathematics, Science, and Technology	3
EDU TL	5746	Assessment in STEM II: Teacher Performance Assessment	3	865.23	Reflective Inquiry on Pedagogy with Prospective Teachers: Math, Science and Technology Education	3
<b>Drama Education Courses</b>						
EDU TL	7364	Multicultural Literature for Children and Young Adults	3	864	Multicultural Literature for Children	3
EDU TL	6101	Dramatic Inquiry Across the Curriculum	3	777, 888	Teaching and Learning Social Studies with Imagination; Advanced Studies in Teaching and Learning with Drama	3, 3
EDU TL	5101	Teaching and Learning with Drama: Introduction	3	633, 644	Dramatizing Texts	3, 3
EDU TL	6102	Drama and Literacy	3	777, 644	Teaching and Learning Social Studies with Imagination; Dramatizing Texts	3, 3
EDU TL	7316	Language Arts in the Early and Middle Childhood Program	3	816, 860	Language Arts in the Elementary School; Language Arts in the Early Childhood Program	3, 3
<b>Early Childhood Courses</b>						
EDU TL	5102	Teaching and Learning of Literacy in Grades Pre-K - 3	3	702.7, 739.7	Language Arts for Children Ages 3 to 9: Early Childhood Education; Evaluation and Instruction Decision-Making in Literacy: Early Childhood Education	3, 3
EDU TL	5109	Teaching and Learning of Mathematics in Grades PreK-3, Part II	2	713.7	Teaching and Learning of Mathematics in Grades PreK-3, Part II: Early Childhood Development	3
EDU TL	5123	Early Childhood Pedagogy	2	723.7	Early Childhood Pedagogy I: Early Childhood Education	3
EDU TL	5130	Teaching and Learning Science in Grades Pre K-3 Part II	2	743.7	Teaching and Learning of Science in Grades PreK-3, Part II: Early Childhood Education	3
EDU TL	5137	Teaching and Learning of Social Studies Grades P-K-Grade 3	3	737.7	Teaching and Learning of Social Studies in Grades Pre K-3: early Childhood Education	3
EDU TL	5339	Evaluation and Instructional Decision-Making in Literacy	3	739.07	Evaluation and Instructional Decision-Making in Literacy: General Student Body	3
<b>English Education (Integrated Language Arts, 7-12) Courses</b>						
EDU TL	5312	Language Education & Grammar for Teachers	3	612	Linguistic Materials for Teachers	3
EDU TL	5341	Journalism and New Media in the 7-12 Classroom	3	641	Journalism in the Secondary School	3
EDU TL	5345	Teacher Inquiry & Methods: Writing	3	645	Teaching Writing in the Secondary School	4
EDU TL	5346	Teacher Inquiry & Methods: Literature	3	646	Teaching Literature in the Secondary School	4
<b>Foreign/World Language (grades K-12)</b>						
EDU TL	5612	Teaching of Modern Foreign Language I	3	615		4
EDU TL	5613	Teaching of Modern Foreign Language II	3	616		4
EDU TL	5617	Teaching of Latin	3	618		4
EDU TL	5803	Social Education	3	643.07	Social Education and Language, Literacy, and Culture: General Student Body	3
EDU PL	6291	Media and Technology in Education	3	791.07	Media and Technology in Education: General Student Body	4
EDU TL	5193	Independent Study	1	693		1
<b>Hearing Impairments (leading to pre-K through grade 12 licensure) Courses</b>						
EDU TL	7193	Individual Studies	1-15	893	Advanced Individual Studies	1-4
EDU TL	5612	Teaching of Modern Foreign Languages I	3	615	Teaching of Modern Foreign Language I	4
EDU TL	5613	Teaching of Modern Foreign Language II	3	616		4
EDU TL	5617	Teaching Latin in Schools	3	618	Teaching of Latin	4
EDU TL	7701	Mathematics Teaching and Learning in Elementary and Middle Schools	3	812	Mathematics in Elementary Schools	3
EDU TL	7702	Science in Elementary and Middle School Education	3	811	Science in Elementary Education	3
EDU TL	7550	Advanced Studies in Deafness	3	832		3
EDU TL	5557	Language and Children with Disabilities	3	660	Language Competence of Children and Youth with Disabilities	3
EDU TL	6550	Curriculum and Instruction for Students who are Deaf or Hard of Hearing	3	747	Curriculum and Instructional Strategies for Students with Physical, Sensory, and Multiple Disabilities	3
EDU TL	6551	Introduction to American Sign Language	3	754		3
EDU TL	6556	Reading for Students who are Deaf or Hard of Hearing	3	831	Reading for Students with Hearing Disabilities	3
<b>Mathematics Courses</b>						
EDU TL	5721	Methods in Teaching STEM Secondary Science: I	3	636.01	Methods in Teaching Secondary Science I	3
EDU TL	5722	Methods in Teaching STEM Secondary Science II	3	636.01, 636.02	Methods in Teaching Secondary Science I; Methods in Teaching Secondary Science II; Nature of Scientific Knowledge	3, 3, 3

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**Middle Childhood Courses**

EDU TL	5173	Family Participation in Middle Childhood School Programs	3	674.07	Family Participation in Early Childhood School Programs: General Student Body	3
EDU TL	5220	Foundations of Middle Childhood Teaching and Learning	3	601.2, 603.2	Foundations of Education: Theory, Philosophy, and Organization: Middle Childhood Education; Interdisciplinary Teaching and Learning for Middle Childhood: Middle Childhood Education	4, 3
EDU TL	5225	Reading Multicultural Literature Across Middle Childhood Curricula	3	722, 853, 864, 843	Literature Across the Curriculum; 853.20Critical Reading in the Content Fields: Middle Childhood Education; Multicultural Literature for Children; Literature for Middle Childhood	3, 3, 3, 3
EDU TL	5226	Literacy, New Media, and Creative Pedagogies for Middle Childhood Classrooms	3	854.2	Reading in Its Social Setting: Middle Childhood Education	3
EDU TL	5230	Language Arts Methods for Preservice Middle Childhood Teachers	3	706.2	Teaching and Learning Language Arts for Middle Childhood: Middle Childhood Education	3
EDU TL	5275	Science Methods for Preservice Middle Childhood Teachers	3	719	Teaching and Learning Science in the Middle Grades, Part II	3
EDU TL	5280	Social Studies Methods for Preservice Middle Childhood Teachers	3	728.2	Teaching and Learning Social Studies in Middle Childhood: Middle Childhood Education	3

**Science Courses**

EDU TL	5711	Teaching Mathematics in Secondary Schools	3	621, 749.01	Methods in Teaching Secondary Mathematics I; Fundamental Ideas of School Mathematics I	3, 3
EDU TL	5712	Fundamental Ideas of School Mathematics I: Algebra	3	749.01	Fundamental Ideas of School Mathematics I	3

**Social Studies Courses**

EDU TL	5808	Social Studies Methods I	4	638	Teaching of Secondary Social Studies I	4
EDU TL	5809	Social Studies Methods II	4	639	Teaching of Secondary Social Studies II	4

**Vision Impairments Courses**

EDU TL	5510	Orientation and Mobility for Teachers with Students with Visual Disabilities	3	685		3
EDU TL	6507	Visual Processes and Educational Implications of Visual Disabilities	3	826	Visual Process and Educational Implications of Visual Disabilities	3
EDU TL	6510	Orientation and Mobility Intermediate Seminar	3			
EDU TL	6520	Orientation and Mobility Techniques and Methods	3			
EDU TL	6521	Orientation and Mobility Techniques and Methods II	3			

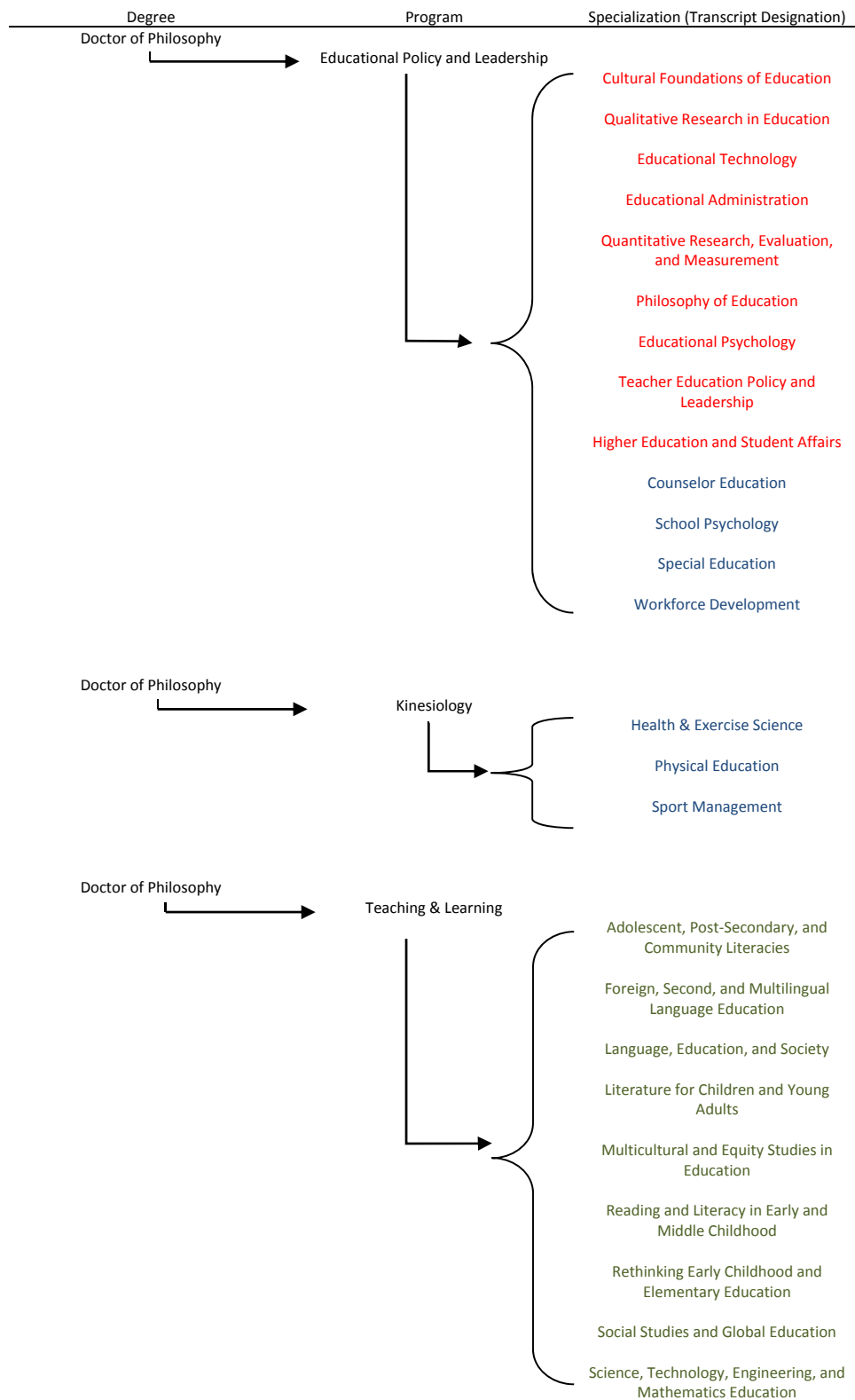
Education Graduate Programs Schematic

Doctor of Philosophy- Quarters

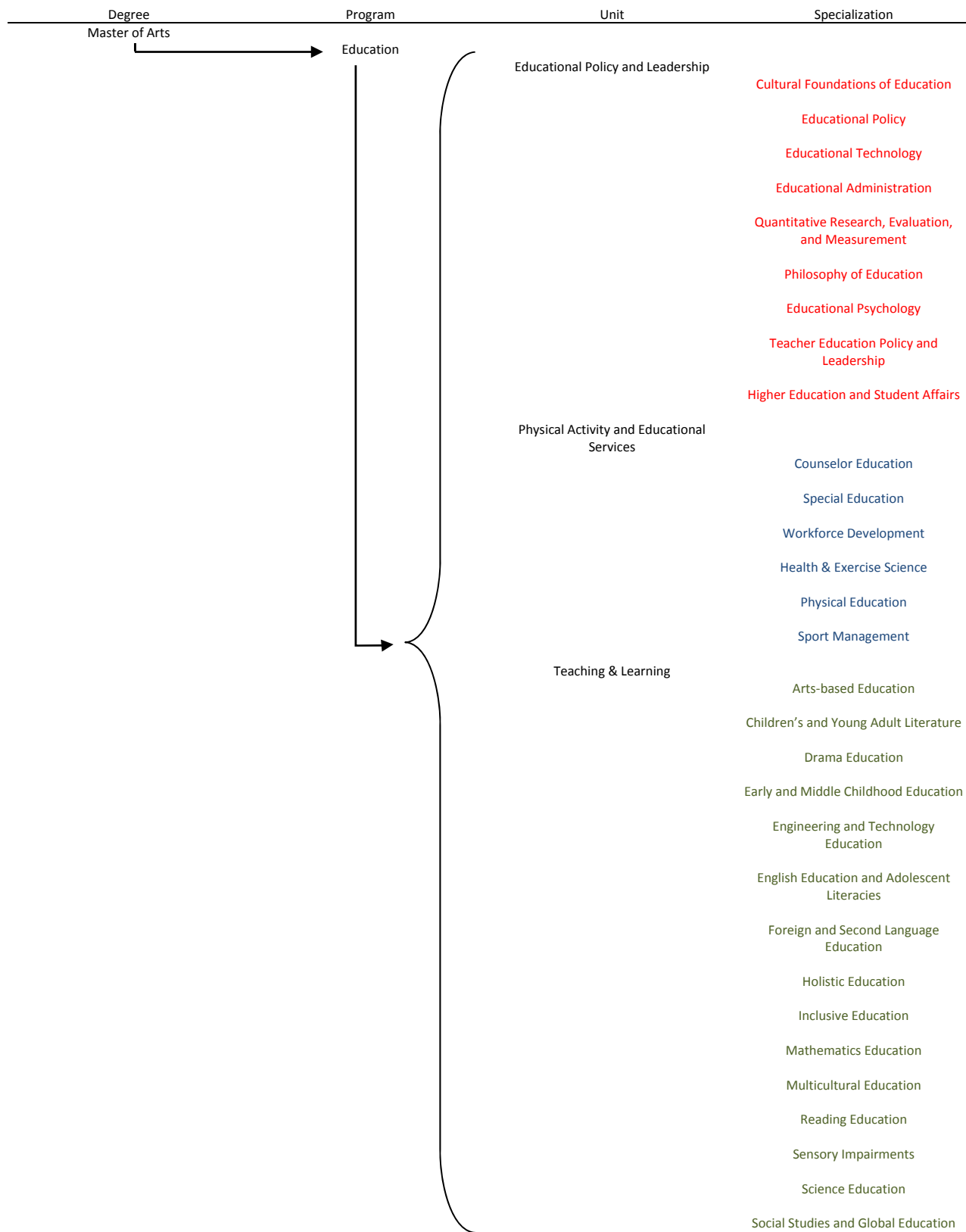




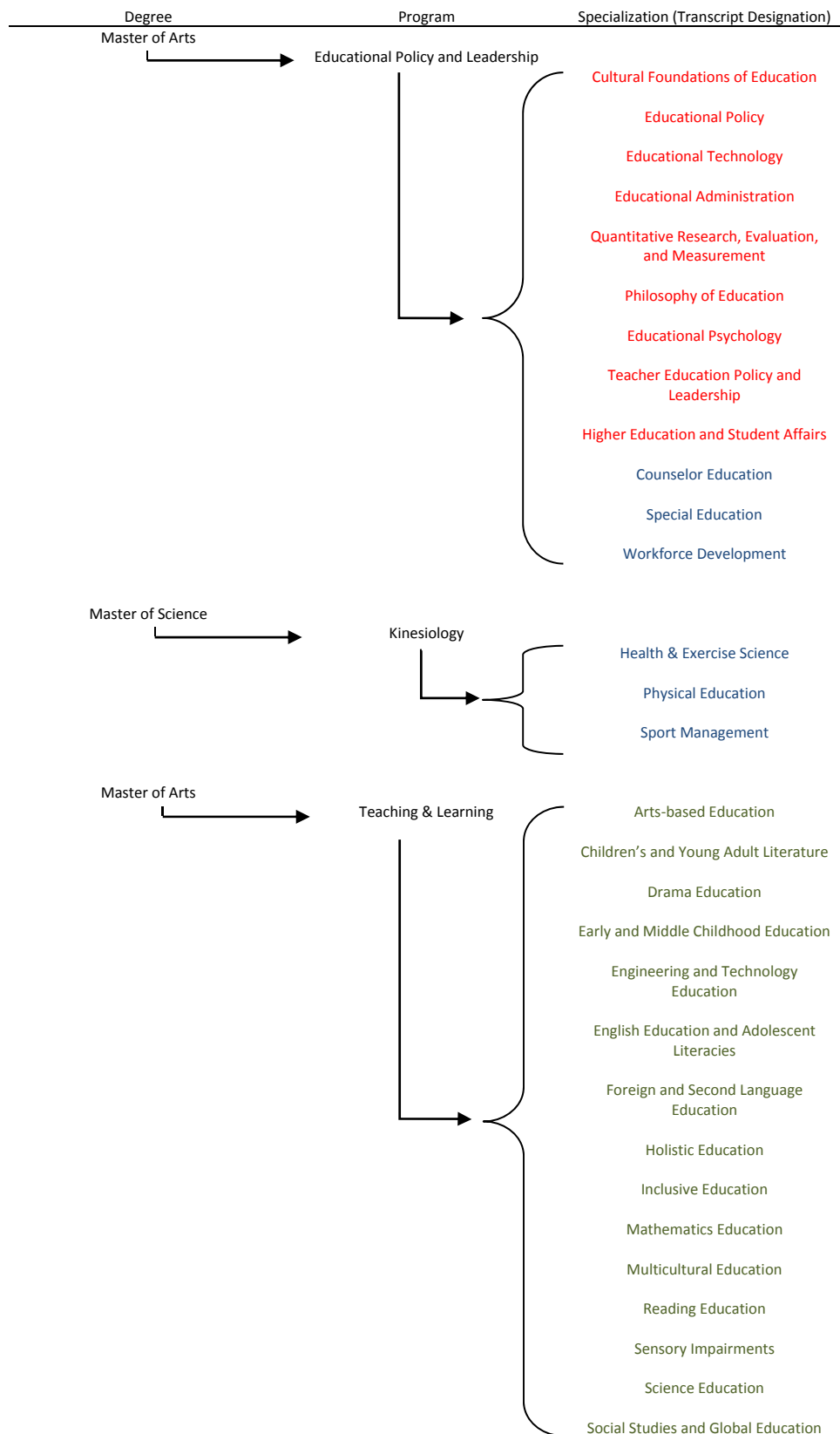
## Doctor of Philosophy- Proposed for Semesters



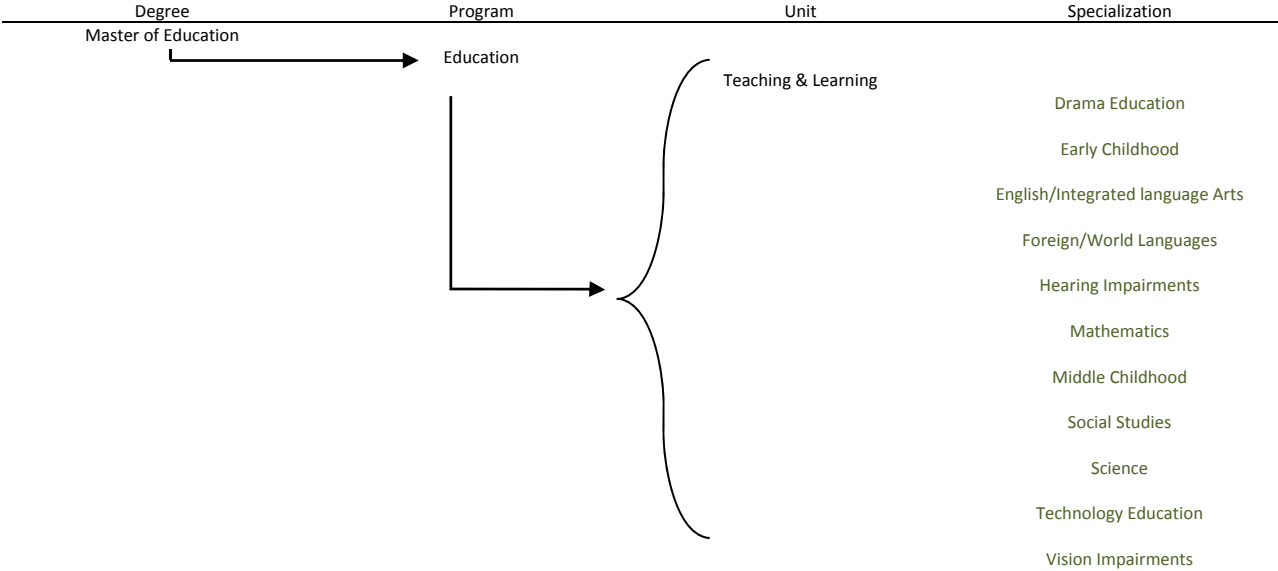
**Master of Arts- Quarters**



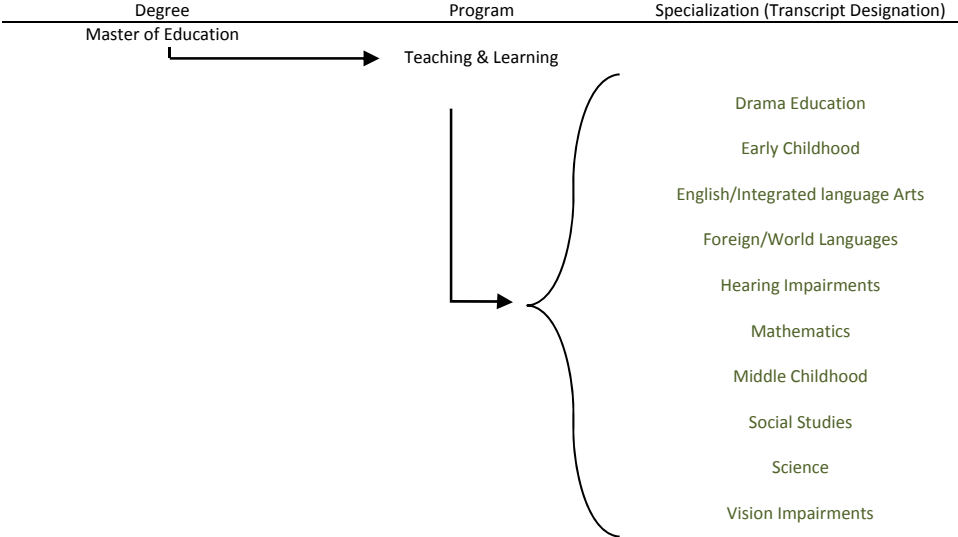
## Master of Arts/Science- Proposed for Semesters



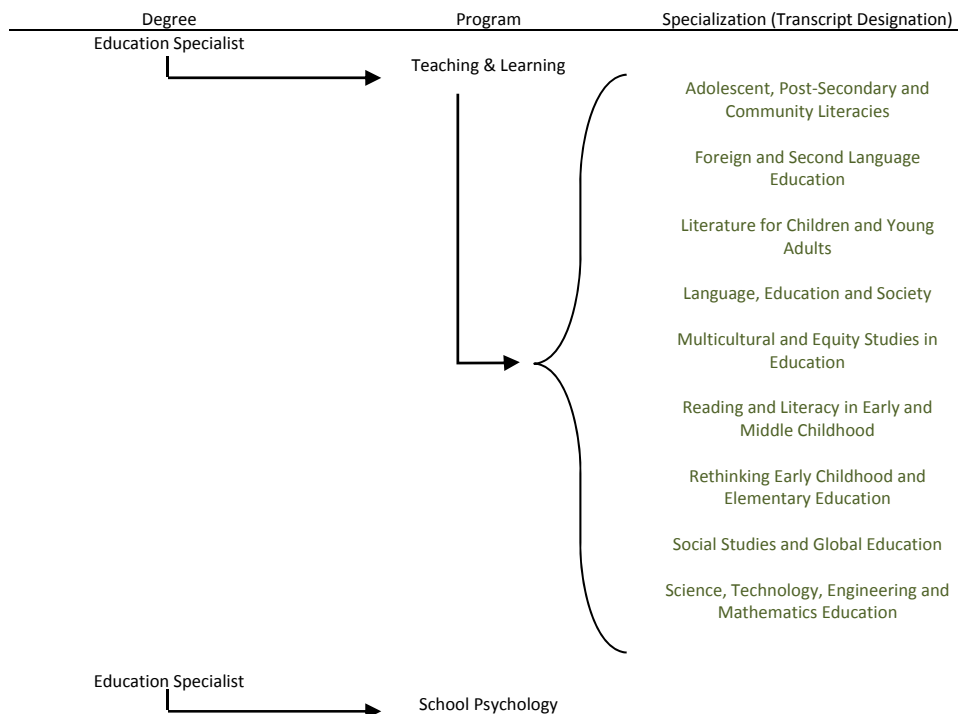
**Master of Education- Quarters**



**Master of Education- Proposed for Semesters**



**Education Specialist- Proposed for Semesters**



**Doctor of Education- Proposed for Semesters (new)**

