

**Soave, Melissa**

---

**From:** Andrew Zircher <AZircher@ehe.osu.edu>  
**Sent:** Tuesday, April 24, 2012 3:26 PM  
**To:** Smith, Randy; herness.1@gradsch.ohio-state.edu; Wolf, Kay; Soave, Melissa  
**Cc:** jblount@ehe.osu.edu  
**Subject:** Semester Conversion- EHE non degree programs

Dear Dr. Smith, Dr. Herness, Dr. Wolf, and Ms. Soave,

The College of Education and Human Ecology currently offers 21 non degree programs. At the links below, please see the semester conversion proposals for these programs, which have been grouped by the academic unit offering the program. Eighteen of the programs lead to teacher licensure or an endorsement to an existing teacher license. Three others are programs for Teaching and Learning non degree license and endorsement , American Sign Language, Spoken English for International Students, and English as a Second Language Composition.

[Educational Policy and Leadership non degree license and endorsement programs](#)

[Physical Activity and Educational Services non degree license and endorsement programs](#)

[Teaching and Learning non degree license and endorsement , American Sign Language, Spoken English for International Students, and English as a Second Language Composition programs](#)

All of these programs are existing. Twenty of the 21 are being converted with minimal changes, one has been re-envisioned with curricular changes. If you would prefer that these be submitted with a file for each program, let me know, and I will be happy to do that.

Please let me know if you have any questions.

Andy Zircher, MA  
Academic Planning Specialist, Curriculum Coordinator  
Education and Human Ecology  
The Ohio State University  
172 Arps Hall  
1945 North High Street  
Columbus, Ohio 43210  
Phone: 614-292-8225  
Fax: 614-292-2777  
<http://people.ehe.ohio-state.edu/curriculum/>



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

**Date:** April 24, 2012

**To:** Randy Smith, Vice Provost for Academic Programs  
Scott Herness, Associate Dean, Graduate School

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

**RE:** Semester Conversion Package for Non Degree Programs in the College of Education and Human Ecology

---

I am pleased to present the complete package of semester conversion materials for non-degree programs in the College of Education and Human Ecology. In what follows, I will include tables summarizing the programs and describe any other pertinent considerations. Finally, you will find Dean's level approval.

Three units in the College of Education and Human Ecology offer programs that do not lead to degrees, the School of Teaching and Learning, the School of Educational Policy and Leadership, and the School of Physical Activity and Educational Services. These non-degree programs do not require simultaneous enrollment in a degree granting program the way a minor or specialization would. Eighteen of the College's 21 non-degree programs lead to eligibility for teacher licensure or to an endorsement for an existing teacher license. The other three non-degree programs are the American Sign Language Program, the Spoken English Program for International Students, and the English as a Second Language Composition Program.

All of these semester conversion non-degree program proposals have been reviewed and approved by the college's curriculum committee and council. Some programs were approved in autumn of 2010, and were submitted to the Office of Academic Affairs but are yet to be approved by the Council on Academic Affairs. Others were mistakenly omitted from the College's initial semester conversion work, and are being submitted now for the first time.

### Summary Tables

Program	Extent of Change	Approval by EHE Curr. Committee	Approval by EHE College Council
Superintendent Licensure	Converted	Nov. 19, '10	Dec. 3, '10
Principal Licensure	Converted	Nov. 19, '10	Dec. 3, '10
Computer/Technology Endorsement	Converted	Apr. 4, '12	Apr. 6, '12

<b>Adapted Physical Education Endorsement</b>	Re-envisioned	Apr. 4, '12	Apr. 6, '12
<b>Business Education Teacher Education</b>	Converted	Apr. 4, '12	Apr. 6, '12
<b>Career Based Intervention Endorsement</b>	Converted	Apr. 4, '12	Apr. 6, '12
<b>Career and Technical Education Licensure</b>	Converted	Apr. 4, '12	Apr. 6, '12
<b>Family &amp; Consumer Sciences Education</b>	Converted	Apr. 4, '12	Apr. 6, '12
<b>Pre-Kindergarten Special Needs Endorsement</b>	Converted	Dec. 9, '10	Jan. 4, '11
<b>School Nurse Licensure</b>	Converted	Nov. 30, '10	Dec. 3, '10
<b>Special Education- Early Childhood Intervention Specialist Licensure</b>	Converted	Apr. 4, '12	Apr. 6, '12
<b>Special Education- Mild/Moderate Intervention Specialist Licensure</b>	Converted	Apr. 4, '12	Apr. 6, '12
<b>Special Education- Moderate/Intensive Intervention Specialist Licensure</b>	Converted	Apr. 4, '12	Apr. 6, '12
<b>Early Childhood Generalist Endorsement</b>	Converted	Dec. 9, '10	Jan. 4, '11
<b>Middle Childhood Generalist Endorsement</b>	Converted	Dec. 9, '10	Jan. 4, '11
<b>P-6 Mathematics Specialist Endorsement</b>	Converted	Dec. 9, '10	Jan. 4, '11
<b>Reading Endorsement</b>	Converted	Dec. 9, '10	Jan. 4, '11
<b>TESOL Endorsement</b>	Converted	Dec. 9, '10	Jan. 4, '11
<b>American Sign Language Program</b>	Converted	Dec. 9, '10	Jan. 4, '11
<b>Spoken English Program for International Students</b>	Converted	Dec. 9, '10	Jan. 4, '11
<b>English as a Second Language Composition Program</b>	Converted	Dec. 9, '10	Jan. 4, '11

### College Approval


I have carefully reviewed all semester conversion materials for the College of Education and Human Ecology's non-degree programs, having done so conjointly with the EHE Curriculum Committee.



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

**Date:** April 24, 2012

**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 Non Degree Programs in the College of Education and Human Ecology

I am pleased to present the complete package of semester conversion materials for non-degree programs in the College of Education and Human Ecology. In what follows, I will include tables summarizing the programs and describe any other pertinent considerations. Finally, you will find Dean's level approval.

Three units in the College of Education and Human Ecology offer programs that do not lead to degrees, the School of Teaching and Learning, the School of Educational Policy and Leadership, and the School of Physical Activity and Educational Services. These non-degree programs do not require simultaneous enrollment in a degree granting program the way a minor or specialization would. Eighteen of the College's 21 non-degree programs lead to eligibility for teacher licensure or to an endorsement for an existing teacher license. The other three non-degree programs are the American Sign Language Program, the Spoken English Program for International Students, and the English as a Second Language Composition Program.

All of these semester conversion non-degree program proposals have been reviewed and approved by the college's curriculum committee and council. Some programs were approved in autumn of 2010, and were submitted to the Office of Academic Affairs but are yet to be approved by the Council on Academic Affairs. Others were mistakenly omitted from the College's initial semester conversion work, and are being submitted now for the first time.

### Summary Tables

Program	Extent of Change	Approval by EHE Curr. Committee	Approval by EHE College Council
Superintendent Licensure	Converted	Nov. 19, '10	Dec. 3, '10
Principal Licensure	Converted	Nov. 19, '10	Dec. 3, '10
Computer/Technology Endorsement	Converted	Apr. 4, '12	Apr. 6, '12

Adapted Physical Education Endorsement	Re-envisioned	Apr. 4, '12	Apr. 6, '12
Business Education Teacher Education	Converted	Apr. 4, '12	Apr. 6, '12
Career Based Intervention Endorsement	Converted	Apr. 4, '12	Apr. 6, '12
Career and Technical Education Licensure	Converted	Apr. 4, '12	Apr. 6, '12
Family & Consumer Sciences Education	Converted	Apr. 4, '12	Apr. 6, '12
Pre-Kindergarten Special Needs Endorsement	Converted	Dec. 9, '10	Jan. 4, '11
School Nurse Licensure	Converted	Nov. 30, '10	Dec. 3, '10
Special Education- Early Childhood Intervention Specialist Licensure	Converted	Apr. 4, '12	Apr. 6, '12
Special Education- Mild/Moderate Intervention Specialist Licensure	Converted	Apr. 4, '12	Apr. 6, '12
Special Education- Moderate/Intensive Intervention Specialist Licensure	Converted	Apr. 4, '12	Apr. 6, '12
Early Childhood Generalist Endorsement	Converted	Dec. 9, '10	Jan. 4, '11
Middle Childhood Generalist Endorsement	Converted	Dec. 9, '10	Jan. 4, '11
P-6 Mathematics Specialist Endorsement	Converted	Dec. 9, '10	Jan. 4, '11
Reading Endorsement	Converted	Dec. 9, '10	Jan. 4, '11
TESOL Endorsement	Converted	Dec. 9, '10	Jan. 4, '11
American Sign Language Program	Converted	Dec. 9, '10	Jan. 4, '11
Spoken English Program for International Students	Converted	Dec. 9, '10	Jan. 4, '11
English as a Second Language Composition Program	Converted	Dec. 9, '10	Jan. 4, '11

### College Approval

I have carefully reviewed all semester conversion materials for the College of Education and Human Ecology's non-degree programs, having done so conjointly with the EHE Curriculum Committee.



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

Dear Semester Conversion Committee,

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

Enclosed is our conversion documentation for the Endorsement Programs. 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  
Master of Arts  
Doctor of Philosophy  
Endorsement Programs:  
Early Childhood Generalist Endorsement (Grades 4-5)  
Middle Childhood Generalist Endorsement  
TESOL Endorsement  
Reading Endorsement  
P-6 Mathematics Specialist Endorsement  
English as a Second Language Curriculum:  
American Language Programs  
Composition  
Spoken English

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

Bachelor of Science in Education: Science and Mathematics Education  
Bachelor of Science in Education: Teaching English to Speakers of Other Languages  
Bachelor of Science in Education: Early Childhood Education

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

Bachelor of Science in Education: English Education  
Bachelor of Science in Education: Foreign Language Education  
Bachelor of Science in Education: Middle Childhood Education

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

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

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

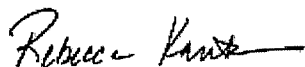
In order to plan, prepare, and endorse semester conversion materials, the School of Teaching and Learning formed faculty groups to complete the conversion work. It was the decision of the School to trust the individual faculty groups to make decisions best fitting their curricular needs. Each group focused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

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

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

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

Sincerely,



Rebecca Kantor  
Director, School of Teaching and Learning

## Quarter to Semester Conversion: Early Childhood Generalist Endorsement - Non-degree

### GENERAL PROGRAM INFORMATION

1. Fiscal Unit / Academic Organization: **School of Teaching and Learning – D1275**
2. Administering College / Academic Group: **Education and Human Ecology**
3. Co-administering College / Academic Group, if applicable: **Not applicable.**
4. Semester conversion designation  
c. **Converted** with minimal changes to program goals and/or curricular requirements
5. Program / Plan name (current and proposed names, if different)  
**Early Childhood Generalist Endorsement (Grades 4-5)**
6. Type of Program / Plan  
**Undergraduate non-degree endorsement**  
**Graduate non-degree endorsement**
7. Program / Plan code abbreviation
8. Degree Title (current and proposed names, if different): **Not applicable**
9. Does this program have associated Specializations / Sub-plans? **No**

### PROGRAM REQUIREMENTS

10. Program Learning Goals
  - Understand the foundations for the teaching of Social Studies, Language Arts, Mathematics, and Science for a diverse population and evaluate the rationales based on Ohio's academic content standards and standards developed by the National Middle School Association.
  - Explain the Social Studies curriculum and approaches to teaching Social Studies and Language Arts using the requisite state standards.
  - Design developmentally appropriate activities in the Language Arts and Social Studies 4<sup>th</sup> and 5<sup>th</sup> grade curriculum that incorporate performance based standards.
  - Investigate and evaluate methods and instruction materials related to teaching Social Studies and Language Arts.
  - Evaluate and integrate technology in the instructional strategies to enhance student learning.
  - Identify appropriate guidelines for engaging students in group work and integrate group work strategies into lessons.
  - Discuss a variety of ways to assess and evaluate student learning and construct at least two alternative assessment tools to apply in the classroom.
  - Develop creative activities and an interdisciplinary thematic unit that focuses on one Social Studies theme and the six modes of Language Arts.
  - Understand the relationships among the content topics between mathematics and science relevant to the 4<sup>th</sup> and 5<sup>th</sup> grades.
  - Be able to discuss what implications can be drawn from the study and research of child development for instructional methods, the learning, environment, and classroom management related to children in the 4<sup>th</sup> and 5<sup>th</sup> grade.
  - Identify ways the study and research of child development has affected elementary school curriculum.
  - Identify major developmental theorists and apply their ideas about how children develop to appropriate instructional strategies.



- Explain and be able to apply theoretical frameworks on the social and emotional development of early adolescents.
- Develop educational plans for early adolescents that reflect their unique developmental needs and their cultural identities.

11. List of semester courses (department, title, credit hours) and categories of courses that constitute the requirements of the program.

Semester Course	Sem Hrs	Quarter Course	Qtr Hrs
<b>Required Courses</b>			
EDU T&L 6280 Development of 4 <sup>th</sup> and 5 <sup>th</sup> Grade Learners Across the Curriculum	3	EDU TL 680	3
EDU T&L 6281 The Social Transitions of 4 <sup>th</sup> and 5 <sup>th</sup> Grade Learners	3	EDU TL 681	3
EDU T&L 6282 Teaching Mathematics, Science and Culture in the 4 <sup>th</sup> and 5 <sup>th</sup> Grades	3	EDU TL 682	3
EDU T&L 6283 Integrative Language Arts and Social Studies in 4 <sup>th</sup> and 5 <sup>th</sup> Grades	3	EDU TL 683	3

12. Program Rationale. Statement for proposed program changes (either significant or minimal) and a description of how the changes will benefit students and enhance program quality. Include date of last significant program revision. If a new program, give rationale. [Word limit: 750 suggested]

This program has no significant changes. The program offers licensed teachers or preservice teachers specializing in early childhood the opportunity to earn an endorsement for their teaching license. The endorsement allows them to teach all subject areas in a self-contained 4<sup>th</sup> or 5<sup>th</sup> grade classroom.

13. Quarters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards (only required if an existing program / plan).

**See endorsement sheet attached.**

14. Semesters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards. *(Notes: This information is only required for undergraduate degrees, majors, and minors. If the program has multiple specializations / sub-plans, multiple advising sheets may be attached.)*

**See endorsement sheet attached.**

15. Curricular Map that shows how, and at what level (e.g., beginning, intermediate, advanced), the program's courses facilitate students' attainment of program learning goals. A table format is recommended

**Not applicable.**

16. Will this program have an associated pre-major or area of interest? No

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		12	8	12	4
Required credit hours offered by the unit	Min	12	8	12	4
	Max	12	8	12	4
Required credit hours offered outside of the unit	Min	0	0	0	0
	Max	0	0	0	0
Required prerequisite credit hours not included above	Min				
	Max				

TRANSITION POLICY

19. Transition policy statement that assures those students who began their degree under quarters that the transition to semesters will not delay their graduation nor disrupt progress toward a degree. This may include a description of a preliminary program transition plan, how individual transition advising plans will be developed, and possible use of bridge courses. It should address students in the program and students taking service courses offered by the department / unit.

Students will not be harmed due to the university switch to semester. Students will progress normally towards completion of the program as long as they consult with Early Childhood faculty through the transition, enroll in sufficient credits each term to make progress in the program, and not encounter any academic difficulties. Quarter courses that have a direct equivalent will be counted in semesters as such.

ASSESSMENT CONVERSION

1. Is this a degree program (undergraduate, graduate, or professional) or major? **Not applicable**

ATTACHMENTS

2. Letter from program-offering unit (e.g., department, school, center) to the Office of Academic Affairs that:
3. Letter from the college to the Office of Academic Affairs that:

4. Co-administering letter: **Not applicable**
5. Support / concurrence letters: **Not applicable**
6. Additional documentation for Ohio Board of Regents review, if appropriate: **Not applicable**

**EARLY CHILDHOOD GENERALIST ENDORSEMENT SHEET - QUARTERS**  
**(add 4<sup>th</sup> and 5<sup>th</sup> grade to Pk-3)**

Name \_\_\_\_\_ OSU  
email: \_\_\_\_\_

To add an Early Childhood Generalist Endorsement to a standard Ohio teaching license, complete the following courses and earn a minimum 2.7 GPA. Any deviations from these requirements must be approved by the faculty. All course work, including any approved substitutions, must be completed before applying to ODE for the endorsement.

**Required Courses**  
**Grade**

**Sem/Yr Completed**

Edu T&L 680: The Development of 4<sup>th</sup>/5<sup>th</sup> grade learners across multiple contexts \_\_\_\_\_3  
\_\_\_\_\_

Edu T&L 681: The Social Transitions of 4<sup>th</sup>/5<sup>th</sup> grade students in school & at home \_\_\_\_\_3  
\_\_\_\_\_

Edu T&L 682: Integrating Mathematics and Science in the 4<sup>th</sup>/5<sup>th</sup> grades  
\_\_\_\_\_3\_\_\_\_\_

Edu T&L 683: Integrating Language Arts and Social Studies in the 4<sup>th</sup>/5<sup>th</sup> grades  
\_\_\_\_\_3\_\_\_\_\_

***To be completed by the Office of Academic Services***

\*\*\*\*\*  
\*\*\*\*\*

**OK to add Early Childhood Endorsement, grades 4&5 to**  
\_\_\_\_\_ **Ohio licensure (attach copy)**

**Pending** \_\_\_\_\_  
\_\_\_\_\_ **initials/date**

**Final Clearance**  
\_\_\_\_\_ **initials/date**

**EARLY CHILDHOOD GENERALIST ENDORSEMENT SHEET**  
**(add 4<sup>th</sup> and 5<sup>th</sup> grade to Pk-3) - Semesters**

Name \_\_\_\_\_ OSU  
email: \_\_\_\_\_

To add an Early Childhood Generalist Endorsement to a standard Ohio teaching license, complete the following courses and earn a minimum 2.7 GPA. Any deviations from these requirements must be approved by the faculty. All course work, including any approved substitutions, must be completed before applying to ODE for the endorsement.

<u>Required Courses</u> <u>Grade</u>	<u>Sem/Yr Completed</u>
Edu T&L 6280: The Development of 4 <sup>th</sup> /5 <sup>th</sup> grade learners across multiple contexts _____	_____3
Edu T&L 6281: The Social Transitions of 4 <sup>th</sup> /5 <sup>th</sup> grade students in school & at home _____	_____3
Edu T&L 6282: Integrating Mathematics and Science in the 4 <sup>th</sup> /5 <sup>th</sup> grades _____3_____	
Edu T&L 6283: Integrating Language Arts and Social Studies in the 4 <sup>th</sup> /5 <sup>th</sup> grades _____3_____	

*To be completed by the Office of Academic Services*

\*\*\*\*\*  
\*\*\*\*\*

**OK to add Early Childhood Endorsement, grades 4&5 to**  
\_\_\_\_\_ **Ohio licensure (attach copy)**

**Pending** \_\_\_\_\_  
\_\_\_\_\_ **initials/date**

**Final Clearance**  
\_\_\_\_\_ **initials/date**

## Quarter to Semester Conversion: Middle Childhood Generalist Endorsement - Non-degree

### GENERAL PROGRAM INFORMATION

1. Fiscal Unit / Academic Organization: **School of Teaching and Learning – D1275**
2. Administering College / Academic Group: **Education and Human Ecology**
3. Co-administering College / Academic Group, if applicable: **Not applicable.**
4. Semester conversion designation
  - c. **Converted** with minimal changes to program goals and/or curricular requirements
5. Program / Plan name (current and proposed names, if different): **Middle Childhood Generalist Endorsement**
6. Type of Program / Plan
  - Undergraduate non-degree endorsement**
  - Graduate non-degree endorsement**
7. Program / Plan code abbreviation:
8. Degree Title (current and proposed names, if different): **Not applicable**
9. Does this program have associated Specializations / Sub-plans? **No**

### PROGRAM REQUIREMENTS

#### 10. Program Learning Goals

National Middle School Standards (applied to teaching in upper elementary, grades 4 and 5)
--------------------------------------------------------------------------------------------

<b>Standard 3 - <i>Middle Level Curriculum and Assessment</i>: Middle level teacher candidates understand the major concepts, principles, Theories, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.</b>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Knowledge:</b> Middle level teacher candidates:
----------------------------------------------------

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Understand that middle level curriculum should be relevant, challenging, integrative, and exploratory.</li> <li>2. Understand the interdisciplinary nature of knowledge and how to make connections among subject areas when planning curriculum.</li> <li>3. Possess a depth and breadth of content knowledge.</li> <li>4. Are knowledgeable about local, state, and national middle level curriculum standards and of ways to assess the student knowledge reflected in those standards.</li> <li>5. Are fluent in the integration of technology in curriculum planning.</li> <li>6. Know how to incorporate all the ideas, interests, and experiences of upper elementary students into curriculum.</li> <li>7. Understand multiple assessment strategies that effectively measure student mastery of the curriculum.</li> <li>8. Understand the integrated role that technology plays in a variety of student assessment measures.</li> <li>9. Not applicable.</li> <li>10. Know how to assess and select curriculum materials that are academically challenging and personally motivating for upper elementary students.</li> </ol> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

11. Understand the key concepts within the critical knowledge base and know how to design assessments that target them.
12. Not applicable

**Dispositions:** Middle level teacher candidates:

1. Value the need for being knowledgeable and current in curriculum areas taught.
2. View all areas of knowledge and skills as important.
3. Value the importance of ongoing curriculum assessment and revision.
4. Realize the importance of connecting curriculum and assessment to the needs, interests, and experiences of all upper elementary students.
5. Are committed to implementing an integrated curriculum that accommodates and supports the learning of all upper elementary students.

**Performances:** Middle level teacher candidates:

1. Successfully implement the curriculum for which they are responsible in ways that help all upper elementary students learn.
2. Use current knowledge and standards from multiple subject areas in planning, integrating, and implementing curriculum.
3. Incorporate the ideas, interests, and experiences of all upper elementary students in curriculum.
4. Develop and teach an integrated curriculum.
5. Teach curriculum in ways that encourage all upper elementary students to observe, question, and interpret knowledge and ideas from diverse perspectives.
6. Provide all upper elementary students with opportunities to learn in integrated ways.
7. Not applicable
8. Use multiple assessment strategies that effectively measure student master of the curriculum.
9. Incorporate technology in planning, integrating, implementing and assessing curriculum and student learning.
10. Not applicable

**Standard 5 – Middle Level Instruction and Assessment:** Middle level teacher candidates understand and use the central 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 of upper elementary students.

**Knowledge:** Middle level teacher candidates:

1. Understand the principles of instruction and the research base that supports them.
2. Know a wide variety of teaching, learning, and assessment strategies, and when to implement them.
3. Know that teaching higher order thinking skills is an integral part of instruction and assessment.
4. Know how to select and develop formal, informal, and performance assessments based on their relative advantages and limitations.
5. Understand ways to teach the basic concepts and skills of inquiry and communication.
6. Know how to evaluate the effectiveness of teaching strategies.
7. Understand how to motivate all upper elementary students and facilitate their learning through the use of a wide variety of developmentally responsive materials and resources (e.g., technological resources, manipulative materials).
8. Know effective, developmentally responsive classroom management techniques.
9. Understand the multiple roles of assessment in the instructional process (e.g., monitoring learning, evaluating student progress, and modifying teaching strategies).

**Dispositions:** Middle level teacher candidates:

1. Value the need for a repertoire of teaching/learning strategies that are appropriate for

<p>teaching all upper elementary students.</p> <ol style="list-style-type: none"> <li>2. Value the need for providing and maintaining environments that maximize student learning.</li> <li>3. Believe that instructional planning is important and must be developmentally responsive.</li> <li>4. Value opportunities to plan instruction collaboratively with teammates and other colleagues.</li> <li>5. Value the importance of ongoing and varied assessment strategies.</li> <li>6. Realize the importance of basing instruction on assessment results.</li> <li>7. Appreciate the importance of teaching strategies that are current and supported by research and successful practice.</li> <li>8. Are committed to using assessment to identify student strengths and enhance student growth rather than deny student access to learning.</li> </ol> <p><b>Performances:</b> Middle level teacher candidates:</p> <ol style="list-style-type: none"> <li>1. Use a variety of teaching/learning strategies and resources that motivate upper elementary students to learn.</li> <li>2. Create learning experiences that encourage exploration and problem solving so all upper elementary students can be actively engaged in learning.</li> <li>3. Plan effective instruction individually and with colleagues.</li> <li>4. Provide all upper elementary students with opportunities to engage in independent &amp; collaborative inquiry.</li> <li>5. Not applicable</li> <li>6. Establish equitable, caring, and productive learning environments for all upper elementary students.</li> <li>7. Employ fair, effective, developmentally responsive classroom management techniques.</li> <li>8. Implement a variety of developmentally responsive assessment measures (e.g., portfolios, authentic assessments, student self-evaluation).</li> <li>9. Maintain useful records and create an effective plan for evaluation of student work and achievement.</li> <li>10. Communicate assessment information knowledgeably and responsibly to students, families, educators, community members, and other appropriate audiences.</li> </ol>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

11. List of semester courses (department, title, credit hours) and categories of courses that constitute the requirements of the program.

Students would be adding 1 or 2 Areas of Concentration. The possible courses depending upon area include:

Semester Course	Sem Hrs	Quarter Course	Qtr Hrs
EDUTL 3270 Introductory Mathematics Methods for Prospective Middle Childhood Teaching	3	EDU TL 488.01	3
EDUTL 7701 Mathematics in Elementary Schools	3	EDU TL 812	3
MATH 1125 Math for Middle School Teachers I	5	MATH 108	5
MATH 1126 Math for Middle School Teachers II	5	MATH 109	5
		MATH 110	5
EDUTL 3230 Introductory Language Arts Methods for Prospective Middle Childhood Teaching	3	EDU TL 488.07	3
EDUTL 7316 Language Arts in the Elementary School	3	EDU TL 816	3
EDUTL 2368 Introduction to Children's Literature	3	EDU TL 467	3
EDUTL 3356 Literature for Adolescents	3	EDU TL 656	3
COMPSTD 2101 Literature and Society	3	COMPSTD 201	5
COMPSTD 2103 Literature and Self	3	COMPSTD 203	5



AFAM&AST 2251 Introduction of African Literature	3	AFAM&AST 251	5
ENGLISH 2290 U.S. Literature: 1865-Present	3	ENGLISH 291	5
ENGLISH 4553 20 <sup>th</sup> Century American Literature	3	ENGLISH 553	5
EDUTL 5101 Teaching and Learning with Drama	3	EDU TL 633	5
ENGLISH 3467S Writing and Learning	3	ENGLISH 467	5
EDUTL 2367 Writing Course in Early & Middle Childhood	3	EDU TL 607	5
COMM 1100 Communication and Society	3	COMM 200	5
EDUTL 3275 Introductory Science Methods for Prospective Middle Childhood Teaching	3	EDU TL 488.04	3
EDUTL 7702 Science in Elementary Education	3	EDU TL 811	3
PHYSICS 1106 Physics by Inquiry	5	PHYSICS 106	5
PHYSICS 1107 Physics by Inquiry	5	PHYSICS 107	5
		PHYSICS 108	5
BIOLOGY 1101 Introductory Biology	4	BIOLOGY 101	5
BIOLOGY 1102 Human Biology	5	BIOLOGY 102	5
EARTHSCI 1100 Planet Earth: How It Works	4	EARTHSCI 100	5
GEOG 1900 Earth Systems II: Atmospheric Environment	4	GEOG 120	5
EDUTL 3280 Introductory Social Studies Methods for Prospective Middle Childhood Teaching	3	EDU TL 488.06	3
EDUTL 5114 Social Studies in the Elementary School	3	EDU TL 814	3
ANTHROP 2202 Cultural Anthropology	3	ANTHROP 202	5
GEOG 2400 Economic and Social Geography	3	GEOG 240	5
HISTORY 1151 American Civilization to 1877	3	HISTORY 151	5
HISTORY 1152 American Civilization since 1877	3	HISTORY 152	5
HISTORY 1681 World History to 1500	3	HISTORY 181	5
POLITSCI 1200 Introduction to Comparative Politics	3	POLITSCI 100	5
POLITSCI 1165 Introduction to Politics	3	POLITSCI 165	5
POLITSCI 2400 Modern Political Ideologies	3	POLITSCI 210	5

12. Program Rationale. Statement for proposed program changes (either significant or minimal) and a description of how the changes will benefit students and enhance program quality. Include date of last significant program revision. If a new program, give rationale. [Word limit: 750 suggested]

This program has no significant changes. The program offers licensed teachers or preservice teachers specializing in middle childhood the opportunity to earn an endorsement for their teaching license. The endorsement allows them to teach all subject areas in a self-contained 4<sup>th</sup> or 5<sup>th</sup> grade classroom.

13. Quarters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards (only required if an existing program / plan).

**See endorsement sheet attached.**

14. Semesters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards. (Notes: This information is only required for undergraduate degrees, majors, and minors. If the program has multiple specializations / sub-plans, multiple advising sheets may be attached.)

**See endorsement sheet attached.**

15. Curricular Map that shows how, and at what level (e.g., beginning, intermediate, advanced), the program's courses facilitate students' attainment of program learning goals. A table format is recommended

**Not applicable.**

16. Will this program have an associated pre-major or area of interest? **No**

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		22	14.5	18	3.5
Required credit hours offered by the unit	Min	6	4	6	2
	Max	12	8	12	4
Required credit hours offered outside of the unit	Min	10	6.6	6	.6
	Max	20	13.2	19	5.8
Required prerequisite credit hours not included above	Min				
	Max				

Program credit hour requirements: number of semester hours varies by content areas selected.

Reading and Language Arts and Social Studies would each require 3 hours of methods plus a minimum of 6 hours of content. Science would require 3 hours of methods, and 9 hours of content. Math would require 3 hours of methods, and 10 hours of content. Maximum credit hours required outside of the unit increased due to the increase in credit hours in math and science courses in the semester conversion. For example, MATH 108 and 109 which were both five quarter hours, converted to MATH 1165 and 1166 which are both five semester hours, and not a 2/3 conversion. Physics, Biology, Earth Science, and Geology courses used in the science area of the endorsement also did not have a 2/3 conversion of credit hours.

TRANSITION POLICY

19. Transition policy statement that assures those students who began their degree under quarters that the transition to semesters will not delay their graduation nor disrupt progress toward a degree. This may include a description of a preliminary program transition plan, how individual transition advising plans will be developed, and possible use of bridge courses. It should address students in the program and students taking service courses offered by the department / unit.

Students will not be harmed due to the university switch to semester. Students will progress normally towards completion of the program as long as they consult with Middle Childhood faculty through the transition, enroll in sufficient credits each term to make progress in the program, and not encounter any academic difficulties. Quarter courses that have a direct equivalent will be counted in semesters as such.

ASSESSMENT CONVERSION

1. Is this a degree program (undergraduate, graduate, or professional) or major? **Not applicable**

ATTACHMENTS

2. Letter from program-offering unit (e.g., department, school, center) to the Office of Academic Affairs that:
3. Letter from the college to the Office of Academic Affairs that:
4. Co-administering letter: **Not applicable**
5. Support / concurrence letters: **Not applicable**
6. Additional documentation for Ohio Board of Regents review, if appropriate: **Not applicable**

MIDDLE CHILDHOOD GENERALIST ENDORSEMENT  
PROGRAM SHEET

Student's Name: SSN: \_\_\_\_\_

To obtain the MC Generalist Endorsement, the candidate must complete one methods course and two content courses (*minimum nine quarter hours*) and earn a minimum 2.7 GPA in each area to be added with at least a "C" in each course. **Both methods courses must be completed at OSU.** Content courses taken at other institutions may be approved by petition based on faculty review of a detailed course description or syllabus.

**1) MATHEMATICS OtrYr Hours Grade**

**Required:**

Edu T&L 709.20 or 812 Methods (*must complete both content courses prior to methods;* \_\_\_\_\_ *may require permission of instructor*)

**Choose at least two courses from the following list (all three are strongly recommended):**

Math 105 Fundamental Math Concepts for Teachers I \_\_\_\_\_

Math 106 Fundamental Math Concepts for Teachers II \_\_\_\_\_

Math 107 Fundamental Math Concepts for Teachers III \_\_\_\_\_

**Total content hours (minimum nine quarter hours) \_\_\_\_\_ GPA (minimum 2.7) \_\_\_\_\_**

**2) READING AND LANGUAGE ARTS**

**Required:**

Edu T&L 706.20 or 816 Methods (*must complete both content courses prior to methods;* \_\_\_\_\_ *may require permission of instructor*)

**Choose one course:**

Edu T&L 467 (3 hours) Introduction to Children's Literature

Edu T&L 656 (3 hours) Literature for Adolescents \_\_\_\_\_

**Or, if 467 or 656 was required for one of your initial licensure areas, choose one of the following courses:**

Comp St 201 Literature and Society

Comp St 203 Literature and Self

AAAS 251 Introduction of African Literature

Eng 291 U.S. Literature: 1865-Present

Eng 553 20<sup>th</sup> Century American Literature \_\_\_\_\_

**Choose at least one course from the following list (two are strongly recommended):**

Edu T&L 633 (3 hours) Teaching and Learning with Drama

Eng 467 Writing and Learning

Edu T&L 607 Writing Course in Early & Middle Childhood

J Com 200 Communication and Society

J Com 341 Introduction to Telecommunications \_\_\_\_\_

**Total content hours (minimum nine quarter hours) \_\_\_\_\_**

**GPA (minimum 2.7) \_\_\_\_\_**

**3) SCIENCE**

**Required:**

Edu T&L 731.20 or 811 Methods (*must complete both content courses prior to methods;* \_\_\_\_\_ *may require permission from instructor*)

Physics 106, 107, or 108 Physics by Inquiry \_\_\_\_\_

**(only science by inquiry courses will be considered for substitution)**

**Choose one course:**

Biol 101 Introductory Biology

Biol 102 Human Biology

Geol 100 Planet Earth: How It Works

Geog 120 Earth Systems II: Atmospheric Environment \_\_\_\_\_

**Total content hours (minimum nine quarter hours) \_\_\_\_\_**

**GPA (minimum 2.7) \_\_\_\_\_**

**4) SOCIAL STUDIES OtrYr Hours Grade**



**MIDDLE CHILDHOOD GENERALIST ENDORSEMENT  
PROGRAM SHEET - Semesters**

Student's Name: SSN: \_\_\_\_\_

To obtain the MC Generalist Endorsement, the candidate must complete one methods course and two content courses and earn a minimum 2.7 GPA in each area to be added with at least a "C" in each course. **Both methods courses must be completed at OSU.** Content courses taken at other institutions may be approved by petition based on faculty review of a detailed course description or syllabus.

**1) MATHEMATICS SemYr Hours Grade**

**Required:**

Edu T&L 5270 or 7701 Methods (*must complete both content courses prior to methods; \_\_\_\_\_ may require permission of instructor*)

**Choose at least two courses from the following list (all three are strongly recommended):**

MATH 1165 Math for Middle School Teachers I \_\_\_\_\_

MATH 1166 Math for Middle School Teachers II \_\_\_\_\_

**Total content hours (minimum twelve semester hours) \_\_\_\_\_ GPA (minimum 2.7) \_\_\_\_\_**

**2) READING AND LANGUAGE ARTS**

**Required:**

Edu T&L 5230 or 7316 Methods (*must complete both content courses prior to methods; \_\_\_\_\_ may require permission of instructor*)

**Choose one course:**

Edu T&L 2368 (3 hours) Introduction to Children's Literature

Edu T&L 3356 (3 hours) Literature for Adolescents \_\_\_\_\_

**Or, if 2368 or 3356 was required for one of your initial licensure areas, choose one of the following courses:**

Comp St 2101 Literature and Society

Comp St 2103 Literature and Self

AAAS 2251 Introduction of African Literature

Eng 2290 U.S. Literature: 1865-Present

Eng 4553 20<sup>th</sup> Century American Literature \_\_\_\_\_

**Choose at least one course from the following list (two are strongly recommended):**

Edu T&L 5101 (3 hours) Teaching and Learning with Drama

Eng 3467 Writing and Learning

Edu T&L 2367 Writing Course in Early & Middle Childhood

COMM 1100 Communication and Society

COMM 341 Introduction to Telecommunications \_\_\_\_\_

**Total content hours (minimum nine semester hours) \_\_\_\_\_**

**GPA (minimum 2.7) \_\_\_\_\_** MC Gen Endorsement 11/17/06 J-Endorsements

**3) SCIENCE**

**Required:**

Edu T&L 5275 or 7702 Methods (*must complete both content courses prior to methods; \_\_\_\_\_ may require permission from instructor*)

Physics 1106, or 1107 Physics by Inquiry \_\_\_\_\_

**(only science by inquiry courses will be considered for substitution)**

**Choose one course:**

Biol 1101 Introductory Biology

Biol 1102 Human Biology

EARTHSCI 1100 Planet Earth: How It Works

Geog 1900 Earth Systems II: Atmospheric Environment \_\_\_\_\_

**Total content hours (minimum twelve semester hours) \_\_\_\_\_**

**GPA (minimum 2.7) \_\_\_\_\_**

**4) SOCIAL STUDIES SemYr Hours Grade**

**Required:**

Edu T&L 5280 or 5114 Methods (must complete both content courses prior to methods; \_\_\_\_\_  
*may require permission from instructor*

**Choose two courses from two different subject areas:**

- Anthro 2202 Cultural Anthropology \_\_\_\_\_
- Geog 2400 Economic and Social Geography \_\_\_\_\_
- Hist 1151 American Civilization to 1877 \_\_\_\_\_
- Hist 1152 American Civilization since 1877 \_\_\_\_\_
- Hist 1681 World History to 1500 \_\_\_\_\_
- Poli Sci 1200 Introduction to Comparative Politics \_\_\_\_\_
- Poli Sci 1165 Introduction to Politics \_\_\_\_\_
- Poli Sci 2400 Modern Political Ideologies \_\_\_\_\_
- Total content hours (minimum nine semester hours)** \_\_\_\_\_
- GPA (minimum 2.7)** \_\_\_\_\_

**To be completed by the Office of Academic Services:**

\*\*\*\*\*

**OK to add MC Generalist Endorsement to** \_\_\_\_\_

Initial Ohio licensure \_\_\_\_\_

**Pending** \_\_\_\_\_  
initials/date

**Final Clearance** \_\_\_\_\_  
initials/date

## Quarter to Semester Conversion: P-6 Mathematics Specialist Endorsement- Non-degree

### GENERAL PROGRAM INFORMATION

1. Fiscal Unit / Academic Organization: **School of Teaching and Learning – D1275**
2. Administering College / Academic Group: **Education and Human Ecology**
3. Co-administering College / Academic Group, if applicable: **Not applicable.**
4. Semester conversion designation  
c. **Converted** with minimal changes to program goals and/or curricular requirements
5. Program / Plan name (current and proposed names, if different): **P-6 Mathematics Specialist Endorsement**
6. Type of Program / Plan  
**Undergraduate non-degree endorsement**  
**Graduate non-degree endorsement**
7. Program / Plan code abbreviation
8. Degree Title (current and proposed names, if different): **Not applicable**
9. Does this program have associated Specializations / Sub-plans? **No**

### PROGRAM REQUIREMENTS

#### 10. Program Learning Goals

Students seeking this Mathematics Endorsement must have completed **three** years of successful classroom teaching in mathematics at any level K-12 and will complete required courses to satisfy the following Standards:

1. Mathematical Content Knowledge and Knowledge of Curriculum
2. Knowing Students as Learners of Mathematics
3. Instructional Strategies and the Use of Materials and Technology
4. Assessment, Diagnosis, and Evaluation
5. Research for the Teaching and Learning of Mathematics
6. Professional Development

11. List of semester courses (department, title, credit hours) and categories of courses that constitute the requirements of the program.

Semester Course	Sem Hrs	Quarter Course	Qtr Hrs
EDU TL 6052: Classroom-Based Inquiry	3-4	EDU TL 874	3
EDU TL 7701: Mathematics Teaching and Learning in Elementary and Middle Schools	3	EDU TL 812	3
EDU TL 7705: Cognition and Socio-Cultural Issues School Mathematics	2	EDU TL 721.01	3
EDU TL 7711: K-6 Numbers and Algebra	2	EDU TL 711.04	3
EDU TL 7712: K-6 Measurement and Geometry	2	EDU TL 711.03	3
EDU TL 7713: K-6 Data Analysis and Probability	2	EDU TL 711.01	3
EDU TL 7719: Providing Professional Development in Mathematics Education	2	EDU TL 714	3

12. Program Rationale. Statement for proposed program changes (either significant or minimal) and a description of how the changes will benefit students and enhance program quality. Include date of last significant program revision. If



a new program, give rationale. [Word limit: 750 suggested]

This is a straight endorsement conversion. The program is offered to provide currently licensed teachers with the opportunity to earn the P-6 Mathematics Specialist endorsement for their teaching licenses.

13. Quarters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards (only required if an existing program / plan).

**See endorsement sheet attached.**

14. Semesters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards. (*Notes: This information is only required for undergraduate degrees, majors, and minors. If the program has multiple specializations / sub-plans, multiple advising sheets may be attached.*)

**See endorsement sheet attached.**

15. Curricular Map that shows how, and at what level (e.g., beginning, intermediate, advanced), the program's courses facilitate students' attainment of program learning goals. A table format is recommended

**Not applicable.**

16. Will this program have an associated pre-major or area of interest? No

Not applicable

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		21	13.8	16	2.2
Required credit hours offered by the unit	Min	21	13.8	16	2.2
	Max	21	13.8	16	2.2
Required credit hours offered outside of the unit	Min	0			
	Max	0			
Required prerequisite credit hours not included above	Min				
	Max				

**TRANSITION POLICY**

19. Transition policy statement that assures those students who began their degree under quarters that the transition to semesters will not delay their graduation nor disrupt progress toward a degree. This may include a description of a preliminary program transition plan, how individual transition advising plans will be developed, and possible use of bridge courses. It should address students in the program and students taking service courses offered by the department / unit.

Students will not be harmed due to the university switch to semester. Students will progress normally towards completion of the program as long as they consult with Math Education faculty through the transition, enroll in sufficient credits each term to make progress in the program, and not encounter any academic difficulties. Quarter courses that have a direct equivalent will be counted in semesters as such. All courses have one-to-one equivalents.

ASSESSMENT CONVERSION

1. Is this a degree program (undergraduate, graduate, or professional) or major? **Not applicable**

ATTACHMENTS

2. Letter from program-offering unit (e.g., department, school, center) to the Office of Academic Affairs that:
3. Letter from the college to the Office of Academic Affairs that:

4. Co-administering letter: **Not applicable**
5. Support / concurrence letters: **Not applicable**
6. Additional documentation for Ohio Board of Regents review, if appropriate: **Not applicable**

**Quarters**

Name: \_\_\_\_\_ OSU email: \_\_\_\_\_

**Required Courses for the p-6 Mathematics Specialist Endorsement**

Take each of the courses listed below. To get credit towards the P-6 Mathematics Specialist Endorsement by taking courses at other universities, or other OSU courses, you will need to demonstrate that the course syllabus contains the content required to meet the endorsement standards. Be prepared to make the case for specific competencies, and use data (syllabi and work product from courses) to demonstrate the appropriateness for the substitution. All coursework must be completed within 6 years of applying to add the endorsement to your license.

1. Ed T&L 711.02: Number and Algebra \_\_\_\_\_

2. Ed T&L 711.03: Geometry and Measurement \_\_\_\_\_

3. Ed T&L 711.04: Data Analysis and Probability \_\_\_\_\_

4. Ed T&L 721: Learning Theory \_\_\_\_\_

5. Ed T&L 812: Teaching Mathematics \_\_\_\_\_

6. Ed T&L 874: Classroom-Based Inquiry \_\_\_\_\_

7. Ed T&L 714: Professional Development\* \_\_\_\_\_

\*Admission to Ed T&L 714 is based on permission of the instructor. This will be the final course in the Mathematics Endorsement.

Completion of final project \_\_\_\_\_

*To be completed by the Office of Academic Services:*

\*\*\*\*\*

OK to add Mathematics Specialist Endorsement to \_\_\_\_\_

Initial Ohio Licensure

Pending \_\_\_\_\_

Initials/Date

Final Clearance \_\_\_\_\_

Initials/Date

Semesters

Name: \_\_\_\_\_ OSU email: \_\_\_\_\_

**Required Courses for the p-6 Mathematics Specialist Endorsement**

Take each of the courses listed below. To get credit towards the P-6 Mathematics Specialist Endorsement by taking courses at other universities, or other OSU courses, you will need to demonstrate that the course syllabus contains the content required to meet the endorsement standards. Be prepared to make the case for specific competencies, and use data (syllabi and work product from courses) to demonstrate the appropriateness for the substitution. All coursework must be completed within 6 years of applying to add the endorsement to your license.

1. Edu T&L 7711: K-6 Numbers and Algebra \_\_\_\_\_

2. Edu T&L 7712: K-6 Measurement and Geometry \_\_\_\_\_

3. Edu T&L 7713: K-6 Data Analysis and Probability \_\_\_\_\_

4. Edu T&L 7705: Cognition and Socio-Cultural  
Issues School Mathematics \_\_\_\_\_

5. Edu T&l 7701: Mathematics T&L in  
Elementary and Middle Schools \_\_\_\_\_

6. Ed T&L 6052: Classroom-Based Inquiry \_\_\_\_\_

7. Ed T&L 7719: Professional Development\* \_\_\_\_\_

\*Admission to Ed T&L 7719 is based on permission of the instructor. This will be the final course in the Mathematics Endorsement.

Completion of final project \_\_\_\_\_

*To be completed by the Office of Academic Services:*

\*\*\*\*\*

OK to add Mathematics Specialist Endorsement to \_\_\_\_\_

Initial Ohio Licensure

Pending \_\_\_\_\_

Initials/Date

Final Clearance \_\_\_\_\_

Initials/Date

## Quarter to Semester Conversion: Reading Endorsement- Non-degree

### GENERAL PROGRAM INFORMATION

1. Fiscal Unit / Academic Organization: **School of Teaching and Learning – D1275**
2. Administering College / Academic Group: **Education and Human Ecology**
3. Co-administering College / Academic Group, if applicable: **Not applicable.**
4. Semester conversion designation
  - c. **Converted** with minimal changes to program goals and/or curricular requirements  
(e.g., program name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)
5. Program / Plan name (current and proposed names, if different): **Reading Endorsement**
6. Type of Program / Plan
  - Undergraduate non-degree endorsement**
  - Graduate non-degree endorsement**
7. Program / Plan code abbreviation
8. Degree Title (current and proposed names, if different): **Not applicable**
9. Does this program have associated Specializations / Sub-plans? **No**

### PROGRAM REQUIREMENTS

#### 10. Program Learning Goals

1. *Students have knowledge of the foundations of reading and writing processes and instruction. (IRA, 1.0)*
2. *Students develop knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction, Demonstrate knowledge of reading research and histories of reading. (IRA, 1.1, 1.2)*
3. *Students demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity. (IRA, 1.3)*
4. *Students demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading. (IRA, 1.4)*
5. *Students use a wide range of instructional practices, approaches, and curriculum materials to support reading and writing instruction. (IRA, 2.0-2.3)*
6. *Students use a variety of assessment tools and practices to plan and evaluate effective reading instruction. (IRA, 3.0-3.4)*
7. *Students create a literate environment that fosters reading and writing by integrating foundation knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. (IRA, 4.0-4.4)*
8. *Students view professional development as a career-long effort and responsibility. (IRA, 5.0-5.4)*

11. List of semester courses (department, title, credit hours) and categories of courses that constitute the requirements of the program.

Assumptions:

Students seeking the Reading Endorsement must complete required courses from specific categories. At least one course must be completed in each category. Courses taken to meet initial licensure/certification requirements may be used to fulfill requirements in categories A) Language Learning and B) Content and Development. Courses from the next five areas—1) Fundamental Issues, 2) Assessment and Remediation, 3) Clinical Experience, 4) Children’s Literature, and 5) Language Arts—are essential to the program and, typically, are taken after initial licensure/certification has been obtained. Courses taken as part of the requirements for initial licensure/certification **may not** be used to fulfill requirements in Categories 1-5. If a required course was taken to meet initial licensure/certification requirements, alternate courses for the endorsement are included under each area. There is no requirement that courses must be taken in a set sequence except that EDU T&L 5470 is a prerequisite for the Clinical Experience, EDU T&L 5471. It is strongly recommended, however, that students complete the courses from the other four areas before the Clinical Experience so they may use their learning to support their work with children.

Semester Course	Sem Hrs	Quarter Course	Qtr Hrs
<b>Prerequisites- typically completed before program</b>			
EDU T&L 5312, Language Education & Grammar for Teachers	3	EDU TL 612	3
EDU T&L 7365, Applied Linguistics for Teachers of Reading/Language Arts	3	EDU TL 665	3
EDU T&L 7427, Advanced Teaching of Developmental Reading	3	EDU TL 827	3
EDU T&L 5453, Critical Literacy in Content Areas Classrooms	3	EDU TL 853.07	3
<b>Program Courses</b>			
EDU T&L 7428, Trends and Issues in Teaching Reading	3	EDU TL 828	3
EDU T&L 5470, Assessment and Instruction for Struggling Readers	3	EDU TL 670	4
EDU T&L 5454, Literacy in Sociopolitical Settings	3	EDU TL 854.07	3
EDU T&L 7421, A Guided Survey of Research in Reading	3	EDU TL 921	3
EDU T&L 5471, Clinical Practice in Treating Reading Disabilities	3	EDU TL 671	5
EDU T&L 7322, Literature Across the Curriculum	3	EDU TL 722	3
EDU T&L 7317, Advanced Course in Children’s Literature	3	EDU TL 817	3
EDU T&L 7343, Literature for Middle Childhood	3	EDU TL 843	3
EDU T&L 7356, Advanced Literature for Adolescence	3	EDU TL 856	3
EDU T&L 7361, Literature in Early Childhood Education	3	EDU TL 861	3
EDU T&L 7364, Multicultural Literature for Children	3	EDU TL 864	3
EDU T&L 7316, Language Arts in Early and Middle Grade Classrooms	3	EDU TL 816	3
EDU T&L 7340, Writing in Early and Middle Grade Classrooms	3	EDU TL 840	3
EDU T&L 7370, English Curriculum: Past, Present & Future	3	EDU TL 971	3

12. Program Rationale. Statement for proposed program changes (either significant or minimal) and a description of how the changes will benefit students and enhance program quality. Include date of last significant program revision. If a new program, give rationale. [Word limit: 750 suggested]

This program has few changes. The program is offered to provide currently licensed teachers with the opportunity to earn a Reading endorsement for their teaching licenses.

13. Quarters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards (only required if an existing program / plan).

See endorsement sheet attached.

14. Semesters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards. (Notes: This information is only required for undergraduate degrees, majors, and minors. If the program has multiple specializations / sub-plans, multiple advising sheets may be attached.)

See endorsement sheet attached.

15. Curricular Map that shows how, and at what level (e.g., beginning, intermediate, advanced), the program's courses facilitate students' attainment of program learning goals. A table format is recommended

See attached.

16. Will this program have an associated pre-major or area of interest? No

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		15	10	15	5
Required credit hours offered by the unit	Min	15	10	15	5
	Max	18	12	15	3
Required credit hours offered outside of the unit	Min	0	0	0	0
	Max	0	0	0	0
Required prerequisite credit hours not included above	Min	0	0	0	0
	Max	6	4	6	2

Explanation: Students on quarters typically took EDU TL 670 and 671, as that is what is recommended. Following this path represents the maximum credits required by the units in quarters. The minimum credits required by the unit depicted in the table above represents an alternate path. The alternate path does have an increase in credit hours, and this is because courses in the alternate path are used for other programs in the unit and those courses have expanded content to meet the needs of those other programs.



### TRANSITION POLICY

19. Transition policy statement that assures those students who began their degree under quarters that the transition to semesters will not delay their graduation nor disrupt progress toward a degree. This may include a description of a preliminary program transition plan, how individual transition advising plans will be developed, and possible use of bridge courses. It should address students in the program and students taking service courses offered by the department / unit.

Students will not be harmed due to the university switch to semester. Students will progress normally towards completion of the program as long as they consult with Reading faculty through the transition, enroll in sufficient credits each term to make progress in the program, and not encounter any academic difficulties. Quarter courses that have a direct equivalent will be counted in semesters as such.

### ASSESSMENT CONVERSION

1. Is this a degree program (undergraduate, graduate, or professional) or major? **Not applicable**

### ATTACHMENTS

2. Letter from program-offering unit (e.g., department, school, center) to the Office of Academic Affairs that:

3. Letter from the college to the Office of Academic Affairs that:

4. Co-administering letter: **Not applicable**

5. Support / concurrence letters: **Not applicable**

6. Additional documentation for Ohio Board of Regents review, if appropriate: **Not applicable**

**Reading Endorsement Program Sheet**  
Quarters

Name: \_\_\_\_\_ SSN: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_

*To meet State-mandated competencies, all candidates for the Reading Endorsement must take or have taken one course from Category A and Category B. Courses taken for initial certification/licensure may count if completed within 10 years of applying to ODE for the Reading Endorsement.*

*Category A and B courses are typically taken prior to beginning the Reading Endorsement*

Qtr./Yr. Grade

**A) Language Learning**

EDU T&L 702	Teaching and Learning Language Arts For Early Childhood		
EDU T&L 706	Teaching and Learning Language Arts For Middle Childhood		
EDU T&L 612	Linguistic Materials for Teachers		
EDU T&L 665	Applied Linguistics for Teachers of Reading/Language Arts	_____	_____

**Or the Equivalent**

*Certified or licensed teachers who have not taken the Reading Core (which is required for Early Childhood, Middle Childhood, or Intervention Specialist licenses) or have not taken EDU T&L 642 must take an additional course. This course may have been taken as part of an initial certification/ licensure program:*

**B) Content and Development**

EDU T&L 827	Advanced Teaching of Developmental Reading		
EDU T&L 853	Critical Reading in the Content Fields	_____	_____

**Or the Equivalent**

*Take one course from each of the following Categories 1-5. At least four of the five courses must be taken at The Ohio State University. Courses from Categories 1-5 must be graduate-level and in addition to any credit hours taken to meet initial licensure or certification requirements. All coursework from Categories 1-5 must be completed within six years of applying to ODE for the Reading Endorsement.*

**1) Fundamental Issues**

EDU T&L 828 (required)	Trends and Issues in Teaching Reading	_____	_____
------------------------	---------------------------------------	-------	-------

**2) Assessment and Remediation**

EDU T&L 670* (prereq T&L 668 & 669 or permission of the instructor)	Remedial and Clinical Reading Instruction	_____	_____
------------------------------------------------------------------------	-------------------------------------------	-------	-------

*Students who took EDU T&L 670 for initial certification/licensure, must take one of the following courses:*

EDU T&L 740	Evaluation Process and Literacy Learning
EDU T&L 806	Curriculum Evaluation K-12 Reading Programs
EDU T&L 827	Advanced Study in the Teaching of Developmental Reading

EDU T&L 853	Critical Reading in the Content Fields	
EDU T&L 854	Reading in its Social Setting	
EDU T&L 921	A Guided Survey of Research in Reading	

**3) Clinical Experience**

EDU T&L 671* ( <i>prereq T&amp;L 670</i> )	Clinical Practice in Treating Reading Disabilities	_____	_____
--------------------------------------------	----------------------------------------------------	-------	-------

*Students who took EDU T&L 671 for initial certification/licensure, must take the following course:*

EDU T&L 884.56	Clinical Field Experience	
----------------	---------------------------	--

\* Nine hours of Reading Recovery EDU T&L884.56 may substitute for EDU T&L 670 and EDU T&L 671 combined.

Regional campus programs may design nine hours of coursework including clinical practice to meet these requirements.

***Beyond coursework taken for initial licensure or certification, all candidates for the Reading Endorsement must take at least one course in Children’s Literature and one course in Language Arts.***

***Qtr./Yr.***

***Grade***

**4) Children’s Literature**

EDU T&L 722	Literature Across the Curriculum		
EDU T&L 817	Advanced Course in Children’s Literature		
EDU T&L 843	Literature for Middle Childhood		
EDU T&L 856	Advanced Literature for Adolescence		
EDU T&L 861	Literature in Early Childhood Education		
EDU T&L 864	Multicultural Literature for Children	_____	_____

**5) Language Arts**

EDU T&L 816	Language Arts in the Elementary School		
EDU T&L 840	Writing in the Elementary School		
EDU T&L 860	Language Arts in the Early Childhood Program		
EDU T&L 970	English Curriculum: Language and Composition	_____	_____

NOTE: Any deviations from these course requirements must be approved by the Faculty Coordinator for the Reading Endorsement.

***To be completed by the Office of Academic Services:***

\*\*\*\*\*  
\*\*\*\*\*

**OK to add Reading Endorsement to**

\_\_\_\_\_ Initial Ohio Licensure

**Pending** \_\_\_\_\_

**Final Clearance**

\_\_\_\_\_  
initials/date

initials/date

## Reading Endorsement Advising Sheet - Semesters

Name: \_\_\_\_\_ Date: \_\_\_\_\_

*To meet State-mandated competencies, all candidates for the Reading Endorsement must take or have taken one course from Category A and Category B. Courses taken for initial certification/licensure may count if completed within 10 years of applying to ODE for the Reading Endorsement.*

*Category A and B courses are typically taken prior to beginning the Reading Endorsement*

### A) Language Learning

EDU T&L 5312, Language Education & Grammar for Teachers, 3 hrs  
EDU T&L 7365, Applied Linguistics for Teachers of Reading/Language Arts, 3 hrs

### Or the Equivalent

*Certified or licensed teachers who have not taken the Reading Core (which is required for Early Childhood, Middle Childhood, or Intervention Specialist licenses) or have not taken EDU T&L 5442 must take an additional course. This course may have been taken as part of an initial certification/ licensure program:*

### B) Content and Development

EDU T&L 7427, Advanced Teaching of Developmental Reading, 3 hrs  
EDU T&L 5453, Critical Literacy in Content Areas Classrooms, 3 hrs

*Take one course from each of the following Categories 1-5. At least four of the five courses must be taken at The Ohio State University. Courses from Categories 1-5 must be graduate-level and in addition to any credit hours taken to meet initial licensure or certification requirements. All coursework from Categories 1-5 must be completed within six years of applying to ODE for the Reading Endorsement.*

#### 1) Fundamental Issues

EDU T&L 7428 (*required*) Trends and Issues in Teaching Reading, 3 hrs

#### 2) Assessment and Remediation

EDU T&L 5470\* Assessment and Instruction for Struggling Readers, \_\_\_\_\_  
(*prereq T&L 5468 & 5469 or permission of the instructor*)

*Students who took EDU T&L 670 for initial certification/licensure, must take one of the following courses:*

EDU T&L 7427, Advanced Study in the Teaching of Developmental Reading, 3 hrs  
EDU T&L 5453, Critical Literacy in Content Areas Classrooms, 3 hrs  
EDU T&L 5454, Literacy in Sociopolitical Settings, 3 hrs  
EDU T&L 7421, A Guided Survey of Research in Reading, 3 hrs

#### 3) Clinical Experience

EDU T&L 5471\* (*prereq T&L 5470*), Clinical Practice in Treating Reading Disabilities, 3 hrs

*Students who took EDU T&L 671 for initial certification/licensure, must take the following course:*



## Quarter to Semester Conversion: TESOL Endorsement- Non-degree

### GENERAL PROGRAM INFORMATION

1. Fiscal Unit / Academic Organization: **School of Teaching and Learning – D1275**
2. Administering College / Academic Group: **Education and Human Ecology**
3. Co-administering College / Academic Group, if applicable: **Not applicable.**
4. Semester conversion designation  
c. **Converted** with minimal changes to program goals and/or curricular requirements
5. Program / Plan name (current and proposed names, if different) **TESOL Endorsement Program**
6. Type of Program / Plan  
**Undergraduate non-degree endorsement**  
**Graduate non-degree endorsement**
7. Program / Plan code abbreviation:
8. Degree Title (current and proposed names, if different): **Not applicable**
9. Does this program have associated Specializations / Sub-plans? : **No**

### PROGRAM REQUIREMENTS

#### 10. Program Learning Goals

Teaching English to Speakers of Other Language Standards
<b>Standard 1: Candidates demonstrate knowledge and understanding of students of diverse cultural and language backgrounds.</b>
1.1 Candidates know and use information relating to different cultural and language groups in the U.S. and Ohio. _____ 1.2 Candidates understand the student’s culture and the impact on learning and performance in the classroom.
<b>Standard 2: Candidates demonstrate knowledge and understanding of English structure and usage.</b>
2.1 Candidates know and use theoretically-based approaches to describing language structure and usage. _____ 2.2 Candidates know and use English language variations, phonology, morphology and syntax. _____
2.3 Candidates demonstrate competence in English communication skills of listening, speaking, reading, and writing.
<b>Standard 3: Candidates demonstrate knowledge and understanding of the process of language learning.</b>
3.1 Candidates demonstrate and know similarities and differences between first and second (new) language acquisition across age/grade levels. 3.2 Candidates know and use theories of second (new) language acquisition. 3.3 Candidates demonstrate knowledge of effects of cognitive, affective, and sociocultural variables on second (new) language acquisition.
<b>Standard 4: Candidates demonstrate knowledge and understanding of the context of second (new)</b>

<b>language acquisition in the United States.</b>
4.1 Candidates know and incorporate terminology and definitions related to second (new) language instruction into language instruction.
4.2 Candidates know and demonstrate knowledge of historical, legal, demographic, immigration and migration issues.
4.3 Candidates know and demonstrate knowledge of educational issues related to language minority students.
<b>Standard 5: Candidates know and demonstrate knowledge of and skills in the assessment of second (new) language learners.</b>
5.1 Candidates design and use varied age-appropriate assessment procedures and instruments to obtain information about students' general and content area English proficiency.
5.2 Candidates interpret formal and informal assessment data, including statewide proficiency tests, to make instructional decisions.
5.3 Candidates demonstrate the ability to provide assessment results and interpretations to students, parents and others.
5.4 Candidates assist students to use assessment results to make decisions about their learning.
<b>Standard 6: Candidates demonstrate knowledge of and skills in the instruction of linguistically diverse learners.</b>
6.1 Candidates establish goals and objectives, and design curricula for second (new) language learners that reflect Ohio's grade-level learning outcomes in content areas and Modified Ohio/TESOL standards.
6.2 Candidates apply current research to develop a repertoire of strategies to promote age-grade-appropriate social and academic English learning.
6.3 Candidates select, adapt, create, and use varied resources appropriate to age, diverse cultural groups, and different learning styles.
6.4 Candidates integrate technology in planning and delivering instruction.
<b>Standard 7: Candidates observe, participate and practice teaching in second (new) language instruction in classroom settings with experienced/licensed teachers having TESOL validation/endorsement.</b>
7.1 Candidates practice teaching second (new) language learners in a formal classroom setting, mentored by experienced certified/licensed teachers having TESOL validation/endorsement.
7.2 Candidates establish communication with students' families and other professionals to enhance the student's educational experiences.
7.3 Candidates describe, analyze and evaluate the field experience.

11. List of semester courses (department, title, credit hours) and categories of courses that constitute the requirements of the program.

Semester Course	Sem Hrs	Quarter Course	Qtr Hrs
ANTHROP 5630 Language and Culture in Education	3	ANTHROP 630	5
EDUTL 7303 Language and Society	3	EDU TL 803	3
EDUTL 5610 Language Arts & ESL Instruction	3	EDU TL 606	3
EDUTL 5615 Methods and Techniques of TESOL	3	EDU TL 640	4
EDUTL 5620 Introduction to Second Language Acquisition	3	EDU TL 703.08	3
EDUTL 8645 Issues and Research in Foreign Language Testing	3	EDU TL 963.09	4
EDUTL 7189 Field Experience ( <i>prior permission required</i> )		EDU TL 887	
English 4572 Traditional Grammar and Usage	3	ENGLISH 572	5
English 6772.01 English Syntax	3	ENGLISH 772	5
EDUTL 5312 Linguistic Materials for Teachers	3	EDU TL 612	3
EDUTL 5614 Teaching Modern foreign Languages III	3	EDU TL 617	4
EDUTL 5625 Language Study for Language Teaching	3	EDU TL 710	3
EDUTL 5640 Syllabus and Materials Development	3	EDU TL 868	3
LINGUIST 4100 Phonetics	3	LINGUIST 500	5
LINGUIST 4300 Phonology	3	LINGUIST 503	5



LINGUIST 4000 Intro to Linguistics	3	LINGUIST 601	5
LINGUIST 5601 Intro to Sociolinguistics	3	LINGUIST 661.01	5
LINGUIST 5701 Psycholinguistics	3	LINGUIST 615	5
EDUPAES 5650 Intro to Exceptional Children	3	EDU PAES 5650	3

12. Program Rationale. Statement for proposed program changes (either significant or minimal) and a description of how the changes will benefit students and enhance program quality. Include date of last significant program revision. If a new program, give rationale. [Word limit: 750 suggested]

This program has no significant changes. The program is offered to provide currently licensed teachers with the opportunity to earn TESOL endorsement for their teaching licenses.

13. Quarters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards (only required if an existing program / plan).

**See endorsement sheet attached.**

14. Semesters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards. (Notes: This information is only required for undergraduate degrees, majors, and minors. If the program has multiple specializations / sub-plans, multiple advising sheets may be attached.)

**See endorsement sheet attached.**

15. Curricular Map that shows how, and at what level (e.g., beginning, intermediate, advanced), the program's courses facilitate students' attainment of program learning goals. A table format is recommended

**Not applicable.**

16. Will this program have an associated pre-major or area of interest? No  
Not applicable

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		23	15.2	21	5.8
Required credit hours offered by the unit	Min	14	9.2	12	2.2
	Max	24	15.8	21	5.2
Required credit hours offered outside of the unit	Min	0	0	0	0
	Max	15	10	9	1
Required prerequisite credit hours not included above	Min				
	Max				

Explanation: Four of the required courses will have expanded content in their semester versions. EDU TL 7303 will cover its current topics in greater detail, including language change, grammaticality, language variation, accent, standard and nonstandard languages, language ideology, and language discrimination. Additional topics of TESOL standards and integrated skills instruction have been added to EDU TL 5610, and Cognitive views of second language acquisition, and sociocultural views of second language acquisition have been added to EDU TL 5620.

#### TRANSITION POLICY

19. Transition policy statement that assures those students who began their degree under quarters that the transition to semesters will not delay their graduation nor disrupt progress toward a degree. This may include a description of a preliminary program transition plan, how individual transition advising plans will be developed, and possible use of bridge courses. It should address students in the program and students taking service courses offered by the department / unit.

Students will not be harmed due to the university switch to semester. Students will progress normally towards completion of the program as long as they consult with TESOL faculty through the transition, enroll in sufficient credits each term to make progress in the program, and not encounter any academic difficulties. Quarter courses that have a direct equivalent will be counted in semesters as such. Courses taken on quarters but eliminated in the conversion process may still be counted toward completion of the program.

#### ASSESSMENT CONVERSION

1. Is this a degree program (undergraduate, graduate, or professional) or major? **Not applicable**

#### ATTACHMENTS

2. Letter from program-offering unit (e.g., department, school, center) to the Office of Academic Affairs that:
3. Letter from the college to the Office of Academic Affairs that:
4. Co-administering letter: **Not applicable**
5. Support / concurrence letters: **Not applicable**
6. Additional documentation for Ohio Board of Regents review, if appropriate: **Not applicable**

**TESOL ENDORSEMENT SHEET 2010**  
**(Teaching English to Speakers of Other Languages)**

Name \_\_\_\_\_ OSU email: \_\_\_\_\_

To add a TESOL endorsement to a standard Ohio teaching certificate or license, complete the following courses at the graduate level and earn a minimum 3.0 GPA with at least a C in each course. Any deviations from these requirements must be approved by the faculty. All course work, including any approved substitutions, must be completed within 10 years of applying to ODE for the endorsement.

<u>Required Courses</u>		<u>Qtr/Yr Completed</u>
<u>Grade</u>		
Anthropology 630	Language and Culture in Education	_____ 5
or T&L 803	Language and Society	
or T&L 606	Language Arts in the Bilingual/Multicultural Classroom	
Edu T&L 640	Methods and Techniques of TESOL	_____
4 _____		
Edu T&L 703.08	Studies in Second Language Acquisition	_____ 3
_____		
Edu T&L 963.08	Foreign Language Testing	_____ 4
_____		
Edu T&L 887.46	Field Experience ( <i>prior permission required</i> )	_____
3 _____		
<b>Select one:</b>		
Edu T&L 925.46	Pedagogical Grammar ( <i>topics may vary, confirm that you are registering for the correct section</i> )	
English 572	Traditional Grammar and Usage	
English 771	Introduction to the English Language	
English 772	English Syntax	_____ 3-5 _____
<b>Select one:</b>		
Edu T&L 606	Language Arts in the Bilingual/Multicultural Classroom	
Edu T&L 612	Linguistic Materials for Teachers	
Edu T&L 617	Teaching Foreign & Second Language in the Elementary School ( <i>prior permission required</i> )	
Edu T&L 710	Selecting & Developing Sec Lang Instructional Materials	
Edu T&L 803	Language and Society	
Edu T&L 868	Syllabus Design	
Edu T&L 925.45	Foreign Language & Second Lang Seminar (varied topics)	
Linguistics 500	Phonetics	
Linguistics 503	Phonology	
Linguistics 601	Intro to Linguistics	
Linguistics 661.01	Intro to Sociolinguistics	
Linguistics 615	Psycholinguistics	
PAES 650	Intro to Exceptional Children	
PAES 669	Tchg Students w/ Disabilities in Inclusive Settings	_____ 3-5
_____		

**(Teaching English to Speakers of Other Languages)**

Name \_\_\_\_\_ OSU email: \_\_\_\_\_

To add a TESOL endorsement to a standard Ohio teaching certificate or license, complete the following courses at the graduate level and earn a minimum 3.0 GPA with at least a C in each course. Any deviations from these requirements must be approved by the faculty. All course work, including any approved substitutions, must be completed within 10 years of applying to ODE for the endorsement.

<u>Required Courses</u>	<u>Sem/Yr Completed</u>	<u>Grade</u>
Anthropology 5630 Language and Culture in Education or T&L 7303 Language and Society or T&L 5610 Language Arts & ESL Instruction		3 _____
Edu T&L 5615 Methods and Techniques of TESOL	3 _____	
Edu T&L 5620 Introduction to Second Language Acquisition		3 _____
Edu T&L 8645 Issues and Research in Foreign Language Testing	3 _____	
Edu T&L 7189 Field Experience ( <i>prior permission required</i> )	3 _____	

**Select one:**

Edu T&L 8890 Pedagogical Grammar ( <i>topics may vary, consult your advisor</i> )		
English 4572 Traditional Grammar and Usage		
English 6772.01 English Syntax	3 _____	

**Select one:**

Edu T&L 5610 Language Arts & ESL Instruction		
Edu T&L 5312 Linguistic Materials for Teachers		
Edu T&L 5614 Teaching Modern foreign Languages III ( <i>prior permission required</i> )		
Edu T&L 5625 Language Study for Language Teaching		
Edu T&L 7303 Language and Society		
Edu T&L 5640 Syllabus and Materials Development		
Edu T&L 8890 Foreign Language & Second Lang Seminar (varied topics)		
Linguistics 4100 Phonetics		
Linguistics 4300 Phonology		
Linguistics 4000 Intro to Linguistics		
Linguistics 5601 Intro to Sociolinguistics		
Linguistics 5701 Psycholinguistics		
EDUPAES 5650 Intro to Exceptional Children		3 _____

**To be completed by the Office of Academic Services** \* \* \* \* \*

**OK to add TESOL, grades K-12 to**

\_\_\_\_\_ Ohio certification/licensure (attach copy)  
**Pending** \_\_\_\_\_ **Final Clearance** \_\_\_\_\_

## Quarter to Semester Conversion: American Language Program- Non-degree

### GENERAL PROGRAM INFORMATION

1. Fiscal Unit / Academic Organization: **School of Teaching and Learning – D1275**
2. Administering College / Academic Group: **Education and Human Ecology**
3. Co-administering College / Academic Group, if applicable: **Not applicable.**
4. Semester conversion designation  
c. **Converted** with minimal changes to program goals and/or curricular requirements  
(e.g., program name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)
5. Program / Plan name (current and proposed names, if different): **American Language Program**
6. Type of Program / Plan: **pre-college non-degree**
7. Program / Plan code abbreviation
8. Degree Title (current and proposed names, if different): **Not applicable**
9. Does this program have associated Specializations / Sub-plans?: **No**

### PROGRAM REQUIREMENTS

10. Program Learning Goals
  1. The ability to read, fluently and critically, text from academic, professional, journalistic, and other sources.
  2. The ability to write, fluently and with acceptable accuracy, academic and professional prose in such forms as the basic essay, report, letter, essay-test response, and summary.
  3. The ability to speak English with sufficient fluency and accuracy to communicate successfully in academic, professional, and social settings.
  4. The ability to understand spoken English with sufficient comprehension in academic, professional, and social contexts.
  5. Acquisition of a sufficient vocabulary base to support goals 1-4.
  6. Mastery of the English grammatical system adequate to support goals 1-4.
  7. Understanding of the English language discourse features adequate to support goals 1-4.
  8. Understanding of U.S. academic, professional, and social conventions adequate to support goals 1- 4
  9. Realization that mastery of English is a life-long process and development of the strategies which enable one to continue learning English after leaving the program.
11. List of semester courses (department, title, credit hours) and categories of courses that constitute the requirements of the program.

Semester Course	Sem Hrs	Quarter Course	Qtr Hrs
EDU T&L 1001 Beginning Intensive English as a Second Language	0	020	0
EDU T&L 1002 Elementary Intensive English as a Second Language	0	020	0
EDU T&L 1003 High Elementary Intensive English as a Second Language	0	021	0
EDU T&L 1004 Intermediate Intensive English as a Second Language	0	021	0
EDU T&L 1005 High Intermediate Intensive English as a Second Language	0	022	0
EDU T&L 1006 Advanced Intensive English as a Second Language	0	022	0
EDU T&L 1007 High Advanced Intensive English as a Second Language	0	023	0

EDU T&L 1010 Special Topics in Intensive English as a Second Language	0		
-----------------------------------------------------------------------	---	--	--

12. Program Rationale. Statement for proposed program changes (either significant or minimal) and a description of how the changes will benefit students and enhance program quality. Include date of last significant program revision. If a new program, give rationale. [Word limit: 750 suggested]

This program has few changes. The courses, originally designed as four listings in the course bulletin have been divided into seven courses reflecting the seven level options students will be placed into under the semester system.

13. Quarters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards (only required if an existing program / plan).

No advising sheet needed for this program. Students are placed into each level based on results of placement tests and teacher evaluation.

14. Semesters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards. *(Notes: This information is only required for undergraduate degrees, majors, and minors. If the program has multiple specializations / sub-plans, multiple advising sheets may be attached.)*

No advising sheet needed for this program. Students are placed into each level based on results of placement tests and teacher evaluation.

15. Curricular Map that shows how, and at what level (e.g., beginning, intermediate, advanced), the program's courses facilitate students' attainment of program learning goals. A table format is recommended  
Not Applicable.

16. Will this program have an associated pre-major or area of interest? No

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		0	0	0	0
Required credit hours offered by the unit	Min	0	0	0	0
	Max	0	0	0	0
Required credit hours offered outside of the unit	Min	0	0	0	0
	Max	0	0	0	0
Required prerequisite credit hours not included above	Min				
	Max				

This program is a zero credit pre-college level program.

TRANSITION POLICY

19. Transition policy statement that assures those students who began their degree under quarters that the transition to semesters will not delay their graduation nor disrupt progress toward a degree. This may include a description of a preliminary program transition plan, how individual transition advising plans will be developed, and possible use of bridge courses. It should address students in the program and students taking service courses offered by the department / unit.

Courses are not for credit and do not count toward a degree. Students will be enrolled in the next course in the sequence based on their completion of the appropriate quarter course.

#### ASSESSMENT CONVERSION

Not applicable. However, this program is reviewed in a five-year cycle by faculty and staff and outside professional organizations as appropriate such as University and College Intensive English Programs (UCIEP) and Commission on English Language Program Accreditation (CEA).

#### ATTACHMENTS

1. Letter from program-offering unit (e.g., department, school, center) to the Office of Academic Affairs that:
2. Letter from the college to the Office of Academic Affairs that:
3. Co-administering letter: **Not applicable**
4. Support / concurrence letters: **Not applicable**
5. Additional documentation for Ohio Board of Regents review, if appropriate: **Not applicable**

## Quarter to Semester Conversion: Spoken English Program for International Students- Non-degree

### GENERAL PROGRAM INFORMATION

1. Fiscal Unit / Academic Organization: **School of Teaching and Learning – D1275**
2. Administering College / Academic Group: **Education and Human Ecology**
3. Co-administering College / Academic Group, if applicable: **Not applicable.**
4. Semester conversion designation
  - c. **Converted** with minimal changes to program goals and/or curricular requirements  
(*e.g., program name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content*)
5. Program / Plan name (current and proposed names, if different): **Spoken English Program for International Graduate Students**
6. Type of Program / Plan: **non degree pre-college**
7. Program / Plan code abbreviation: **Not applicable**
8. Degree Title (current and proposed names, if different): **Not applicable**
9. Does this program have associated Specializations / Sub-plans?: **No**

### PROGRAM REQUIREMENTS

10. Program Learning Goals
  1. **COMPREHENSIBLE LANGUAGE:** Students will be able to produce fluent, comprehensible English and be able to monitor and correct any errors.
  2. **PUBLIC SPEAKING/TEACHING:** Students will be able to give confident, formal presentations at the appropriate level. They will be able to explain information in their fields and interact comfortably with their students.
  3. **LISTENING:** Students will be able to understand the spoken English of a diverse university population in a variety of formal and informal settings. They will be able to negotiate meaning, as necessary.
  4. **CULTURE:** Students will understand the culture of the American university and will be sensitive to the cultural differences that may affect their interpersonal communication.
11. List of semester courses (department, title, credit hours) and categories of courses that constitute the requirements of the program.

Semester Course	Sem Hrs	Quarter Course	Qtr Hrs
EDU T&L 5040 Spoken English for International Graduate Associates	4	EDU TL 504 & 505	5 & 5
EDU T&L 5045 Advanced Spoken English for International Graduate Associates	3	EDU TL 504	5
EDU T&L 5050 Classroom English for International Graduate Teaching Associates	3	EDU TL 505	5



EDU T&L 5060 Special Topics in Spoken English for International Graduate Associates	1	New	
-------------------------------------------------------------------------------------	---	-----	--

12. Program Rationale. Statement for proposed program changes (either significant or minimal) and a description of how the changes will benefit students and enhance program quality. Include date of last significant program revision. If a new program, give rationale. [Word limit: 750 suggested]

This program has few changes. The courses have been in a 3 quarter sequence for many years, but have been listed in the course bulletin as 2 courses (504, 504 Arranged, 505). These courses will become 2 semester courses (5040 and 5050). Those students who cannot advance to the 5050 section will need to enroll in the 5045 section of Advanced Spoken English or will need to take Topics courses in Pronunciation I, Pronunciation II, Advanced Grammar, Effective Teaching, etc.

13. Quarters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards (only required if an existing program / plan).

No advising sheet needed for this program. Students are placed into each level based on results of placement tests and teacher evaluation.

14. Semesters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards. *(Notes: This information is only required for undergraduate degrees, majors, and minors. If the program has multiple specializations / sub-plans, multiple advising sheets may be attached.)*

No advising sheet needed for this program. Students are placed into each level based on results of placement tests and teacher evaluation.

15. Curricular Map that shows how, and at what level (e.g., beginning, intermediate, advanced), the program's courses facilitate students' attainment of program learning goals. A table format is recommended  
Not necessary for non degree programs.

16. Will this program have an associated pre-major or area of interest? No

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		10	6.6	7	.4
Required credit hours offered by the unit	Min	10	6.6	7	.4
	Max	10	6.6	7	.4
Required credit hours offered outside of the unit	Min	0	0	0	0
	Max	0	0	0	0
Required prerequisite credit hours not included above	Min				
	Max				

This program will offer EduT&L5040 for 4 G/UG credit hours, EduT&L 5045 and EduT&L 5050 will be 3 credit hours. Special topics courses will be 1-2 credit hours.

#### TRANSITION POLICY

19. Transition policy statement that assures those students who began their degree under quarters that the transition to semesters will not delay their graduation nor disrupt progress toward a degree. This may include a description of a preliminary program transition plan, how individual transition advising plans will be developed, and possible use of bridge courses. It should address students in the program and students taking service courses offered by the department / unit.

Courses do not count toward a degree. Students will be enrolled in the next course in the sequence based on their completion of the appropriate quarter course.

#### ASSESSMENT CONVERSION

6. Is this a degree program (undergraduate, graduate, or professional) or major? **Not applicable**

#### ATTACHMENTS

7. Letter from program-offering unit (e.g., department, school, center) to the Office of Academic Affairs that:

8. Letter from the college to the Office of Academic Affairs that:

9. Co-administering letter: **Not applicable**

10. Support / concurrence letters: **Not applicable**

11. Additional documentation for Ohio Board of Regents review, if appropriate: **Not applicable**

## Quarter to Semester Conversion: ESL Composition Program- Non-degree

### GENERAL PROGRAM INFORMATION

1. Fiscal Unit / Academic Organization: **School of Teaching and Learning – D1275**
2. Administering College / Academic Group: **Education and Human Ecology**
3. Co-administering College / Academic Group, if applicable: **Not applicable.**
4. Semester conversion designation
  - c. **Converted** with minimal changes to program goals and/or curricular requirements
5. Program / Plan name (current and proposed names, if different): **ESL Composition Program**
6. Type of Program / Plan: **non degree**
7. Program / Plan code abbreviation
8. Degree Title (current and proposed names, if different): **Not applicable**
9. Does this program have associated Specializations / Sub-plans? **No**

### PROGRAM REQUIREMENTS

#### 10. Program Learning Goals

##### Social Goals:

1. Students will understand the rules and social contexts regarding plagiarism and the use of intellectual property so that they will be able to represent the ideas of others in a way that makes clear their source, observing conventional citation format, thus avoiding charges of plagiarism.
2. Students will gain confidence and ability to view themselves as experts-in-training who not only already possess a substantial academic knowledge base but also public voices that have the potential to be heard and appreciated in their chosen field.
3. Students will demonstrate the ability to apply all of the above in composing critical commentary and research-based papers that model the disciplinary style of their major field.

##### Rhetorical Goals:

1. Students will increase awareness of and develop written fluency in a variety of rhetorical forms used in academic writing—e.g., abstracts, summaries, annotated bibliography, critical reviews, literature reviews, research reports.
2. Students will be able to apply various strategies for source text use, including major organizational techniques and common citation and documentation practices.
3. Students will become more skillful readers; they will be able to identify author's purpose and/or thesis, means of support, and organizational patterns and rhetorical moves.
4. Students will gain an understanding of the reading-writing relationship, becoming adept at focused (purpose-driven) reading of academic texts.
5. Students will be able to gather appropriate sources; and summarize, synthesize, and critically respond to the ideas of others.
6. Students will be able to integrate the ideas of others in a way that supports the presentation of their own ideas in a coherent and scholarly manner.

##### Grammatical Goals:

1. Students will increase their control of a variety of rhetorical forms and awareness of a variety of syntactic structures used in academic writing.
2. Students will strengthen sentence-level fluency by focusing on such topics as reporting verbs, coherence markers, passive verbs, relative clauses, and academic vocabulary—i.e., the lexical, idiomatic, and syntactic patterns that are appropriate to the organizational patterns and rhetorical moves they study in class.
3. Students will develop an awareness of the form-function relationship and ability to self-assess and self-edit discourse/rhetorical choices made, as well as lexical and grammatical expression.

11. List of semester courses (department, title, credit hours) and categories of courses that constitute the requirements of the program.

Semester Course	Sem Hrs	Quarter Course	Qtr Hrs
EDU T&L 1901 Advanced English as a Second Language (Undergrad)	5	EDU TL 106	5
EDU T&L 1902 Academic Writing in English as a Second Language (Undergrad)	5	EDU TL 107 & 108	5 & 5
EDU T&L 5901 Advanced English as a Second Language (Grad-level)	5	EDU TL 506 & 507	5 & 5
EDU T&L 5902 Academic Writing in English as a Second Language (Grad-level)	5	EDU TL 507 & 508	5 & 5
EDU T&L 6911 Writing for Coursework for International and 2nd Language Graduate Students	2	EDU TL 605.01	3
EDU T&L 6912 Writing Up Research for International and 2nd Language Graduate Students	2	EDU TL 605.02	3
EDU T&L 6913 Thesis Proposal and Dissertation Writing for International and 2 <sup>nd</sup> Language Students	2	EDU TL 605.03	3

12. Program Rationale. Statement for proposed program changes (either significant or minimal) and a description of how the changes will benefit students and enhance program quality. Include date of last significant program revision. If a new program, give rationale. [Word limit: 750 suggested]

Changes are minimal. These will be semester equivalent of a quarter course sequence. What is now the undergrad-level sequence 106, 107, and 108 5cr each in quarters will be 1901 and 1902 5cr each in semesters. What is now the grad-level sequence 506, 507, and 508 5cr each in quarters will be 5901 and 5902 5cr each in semesters. Grad-level elective non-sequence courses that are now 3cr in quarters 605.01, 605.02, and 605.03 will be 2cr in semesters 6050.01, 6050.02, and 6050.03

13. Quarters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards (only required if an existing program / plan).

No advising sheet needed for this program. Students are placed into each level based on results of a placement essay test.

14. Semesters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards. (Notes: This information is only required for undergraduate degrees, majors, and minors. If the program has multiple specializations / sub-plans, multiple advising sheets may be attached.)

No advising sheet needed for this program. Students are placed into each level based on results of placement essay test.

15. Curricular Map that shows how, and at what level (e.g., beginning, intermediate, advanced), the program's courses facilitate students' attainment of program learning goals. A table format is recommended  
Not Applicable.

16. Will this program have an associated pre-major or area of interest? No

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		15	10	10	0
Required credit hours offered by the unit	Min	15	10	10	0
	Max	24	15.8	16	.2
Required credit hours offered outside of the unit	Min	0	0	0	0
	Max	0	0	0	0
Required prerequisite credit hours not included above	Min				
	Max				

A 3-course 15 credit hour sequence in quarters becomes a 2-course 10 credit hour sequence in semesters. The elective non-sequence courses that are 3 credit hour in quarters become 2 credit hour courses in semesters.

TRANSITION POLICY

19. Transition policy statement that assures those students who began their degree under quarters that the transition to semesters will not delay their graduation nor disrupt progress toward a degree. This may include a description of a preliminary program transition plan, how individual transition advising plans will be developed, and possible use of bridge courses. It should address students in the program and students taking service courses offered by the department / unit.

Courses do not count toward a degree. Students will be enrolled in the next course in the sequence based on their completion of the appropriate quarter course.

ASSESSMENT CONVERSION

12. Is this a degree program (undergraduate, graduate, or professional) or major? **Not applicable**

ATTACHMENTS

13. Letter from program-offering unit (e.g., department, school, center) to the Office of Academic Affairs that:

14. Letter from the college to the Office of Academic Affairs that:

15. Co-administering letter: **Not applicable**

16. Support / concurrence letters: **Not applicable**

17. Additional documentation for Ohio Board of Regents review, if appropriate: **Not applicable**