

TO: Randy Smith, Vice Provost for Academic Programs
Eric Bielefeld, Chair, Council on Academic Affairs
FROM: Shari Speer, Associate Dean for Academic Affairs, Graduate School
DATE: 4/8/20
RE: Proposal for Title Change, College of Food Agricultural and Environmental
Science

The College of Food Agricultural and Environmental Science is proposing a title and curriculum change for its Master of Education in Agricultural and Extension Education, to be retitled Master of Education in Agriscience

The proposal was received by the Graduate School on March 11th, 2020. It was reviewed by GS/CAA on March 26th, 2020. No revisions were requested, and the proposal was recommended for approval by the Graduate Council. The proposal was approved by the Graduate Council on April 8th, 2020.

If approved by CAA, the proposal will continue to the Chancellor's Council on Graduate Studies.



October 29, 2019

Office of Academic Affairs
203 Bricker Hall
190 North Oval Mall
Columbus, OH 43210

Dear OAA:

The Department of Agricultural Communication, Education, and Leadership (ACEL) currently offers four academic graduate programs: Master of Science (M.S.) in Agricultural and Extension Education, an online version of the Master of Science (M.S.) in Agricultural and Extension Education, a Master of Education in Agricultural and Extension Education (M.Ed.), and a Doctorate of Agricultural and Extension Education (Ph.D.). This letter is to report our plan to restructure our M.Ed. curricula to better serve our graduate students. We feel this restructuring corrects the identified issues with our current program and will result in providing a service to the profession to prepare licensed agriscience educators for K-12 classrooms.

The M.Ed. program is a licensure program for students who possess a bachelor's degree in agriculture and would like to become certified to teach agriscience education. There is a great deal of interest in such a program. However, the current M.Ed. program is not aligned efficiently to meet needs or interests of potential students. As the need for certified agriscience teachers is near a historic high-point, the proposed M.Ed. program would contribute to the supply of certified teachers entering the K-12 classroom.

Degree Name: The first item to address in the restructuring of the M.Ed. program is the degree name. Currently, the degree is named "Master of Education in Agricultural and Extension Education". We are proposing to change the name to "Master of Education in Agriscience". The benefit of the name change is to provide consistency in the agriscience education licensure programs offered in ACEL; the undergraduate Bachelor of Science degree that leads to licensure is named "Agriscience Education". Another benefit of renaming the M.Ed. program is to make it more recognizable to prospective employers to identify the area of expertise. The goal of the M.Ed. program is to lead to teacher licensure in the area of agriscience education.

The current name does not capture the unique aspect of initial teacher licensure in agriscience education that is offered through the M.Ed. program. We feel the name change to "Master of Education in Agriscience" is a more accurate reflection of the coursework and spirit of the degree.



Outside ACEL Courses: The M.Ed. program requires education courses outside of the ACEL department. Our undergraduate students in agriscience education enroll in two of the outside courses proposed in the M.Ed. program: EDUTL 5442 and ESSPED 5650. These two courses are open to our students and our students have a long tradition of enrolling in these courses required for initial teacher licensure. A third outside course, EDUTL 5005, was added to the proposed M.Ed. program. This course is required by similar M.Ed. programs at the University and is deemed to add value to the Master of Education curriculum as an additional education-based course. Additionally, the nature of this course is well suited to advance Master level students toward inclusive teaching strategies in the 21st century classroom.

Learning Goals: The learning goals for the M.Ed. program will change to reflect the changes in proposed coursework. The revised assessment plans are included in this packet and summarized in the “Summary of Changes” document.

We are quite pleased with the proposal we are putting forward to review. The faculty feel that the proposed Master of Education in Agriscience degree will uphold the long-standing legacy of preparing agriscience teachers for the K-12 classroom. The proposed curriculum balances core courses in the ACEL graduate program, courses in education, and field experience in agriscience education. The program requirements will provide flexibility for students to complete the M.Ed. enrolled either full-time or part-time. Since there are currently no students in the system, if this proposal is approved and implemented autumn 2020, the M.Ed. program would allow prospective students the opportunity to have a seamless entry to pursue a specialized degree that will meet their career goals and ambitions.

We ask that the program changes be approved. We welcome any conversation to add clarity. Thank you for your consideration of our proposal.

Sincerely,

Dr. Caryn Filson
Assistant Professor and Agriscience Program Coordinator



October 29, 2019

Jeanne Osborne
Assistant Dean for Academic Programs
College of Food, Agricultural, and
Environmental Sciences
100 Agricultural Administration Building
2120 Fyffe Rd.
Columbus, OH 43210

Dear Assistant Dean Osborne:

In response to student and alumni feedback on the Master of Education in Agricultural and Extension Education curriculum, provided as part of our department strategic-planning process in 2015-16, the Agriscience Education and ACEL Graduate Programs would like to propose a number of changes to the Master of Education in Agricultural and Extension Education curriculum. A summary and more detailed explanation of these changes are found below. In response to the proposed program changes, we are also requesting a change to the name of the program from “Master of Education in Agricultural and Extension Education” to “Master of Education in Agriscience”.

M.Ed. Program Changes

The current M.Ed. program consists of four parts: Core Foundations, Specialization Degree Requirements, Electives, and Master’s Project. An overview of the changes is listed below followed by detailed explanations of the proposed changes in each section.

Current M.Ed. Category	Total Hours (49)	Proposed M.Ed. Category	Total Hours (40)
Core Foundations	<i>6 hours</i>	Core Foundations	<i>6 hours</i>
Specialized Degree Requirements	<i>21 hours</i>	Education Core	<i>16 hours</i>
Electives	<i>10 hours</i>	Technical Agriculture Content	<i>4 hours</i>
Master’s Project	<i>12 hours</i>	Student Teaching	<i>14 hours</i>

Core Foundations:

The total credit hours remain six in the ACEL core foundation courses. To more closely align the spirit of an M.Ed. program with the required curriculum, the research methods course was removed and replaced by an education theory course to support the education foundation expected in a Master of Education degree that develops the knowledge, skills, and dispositions needed to become an effective agriscience education teacher.

Current Core Foundations	6 Hours	Proposed Core Foundations	6 Hours
AEE 7000	1 hour	ACEL 7000	1 hour
AEE 8000	3 hours	ACEL 8000	2 hours
AEE 8850	2 hours	ACEL 8310	3 hours

AEE/ACEL 8000: Leading through Historical Perspectives (reduction in credit hours)

To reflect recent approved changes to the ACEL graduate program, the AEE 8000 (now ACEL 8000) course was reduced from 3 credit hours to 2 credit hours. This reduction in credit hours was effective beginning autumn 2019.

AEE 8850/ACEL 8855: Research Methods (removed)

To meet the spirit of a Master of Education degree, ACEL 8855, Research Methods, was removed as a requirement from the MEd in Agriscience Education program. To provide focus on the 'Education' aspect of the degree program, additional educational courses were added to the proposed curriculum and ACEL 8855, which was perceived as a critical component to a science-based degree, was removed. The removal of Research Methods also makes the MEd in Agriscience Education more aligned with other MEd programs at other universities.

ACEL 8310: Theory of Learning and Cognition (added)

The Theory of Learning and Cognition course was added as a required component in the MEd program to provide the educational foundation to support the spirit of the degree. Preservice educators should have a thorough understanding of theories that support and shape educational practices in the classroom to maximize student learning outcomes. ACEL 8310 will provide an overview of educational theories and practices that promote learning and cognitive growth in students. As a Master of Education program, it is deemed critical that students completing the program have a strong foundation of teaching and cognitive theories at an advanced level.

Specialized Degree Requirements:

The proposed changes in this category, including the change in name to “Education Core”, are more reflective of an M.Ed. A core of education courses will provide M.Ed. students with a broader lens of education teaching and learning theory, while also meeting initial teacher licensure requirements. Grounded in the social constructivist approach to teaching and learning, courses in the “Education Core” will prepare students both conceptually and practically to teach in 21st century classrooms. The theory-to-practice approach of these proposed courses allows students to integrate learning in the ACEL department, College of Education, and agriscience education learning environments to develop professional and pedagogical knowledge and skills.

Specialized Degree Requirements	21 Hours	Education Core	16 Hours
AEE 7230	3 hours	ASE 5189	2 hours
AEE 7700	3 hours	ASE 5220	3 hours
AEE 8420	3 hours	ASE 5210	3 hours
ASE 5230	3 hours	EDUTL 5442	3 hours
ASE 5231	2 hours	ESSPED 5650	3 hours
AGRCOMM 5530	3 hours	EDUTL 5005	3 hours
ASM 5533	4 hours		

ASE 5189: Planned Field Experience (added; proposed new course)

Students in the Master of Agriscience Education program will be eligible to apply for an initial teaching license in Ohio at the completion of the program. To ensure candidates are prepared for the K-12 classroom as beginning teachers, field experience is a critical component of the teacher preparation program. ASE 5189 is a planned field experience for MEd students to gain hands-on learning in various agriscience education learning environments. Students will document 100 hours of field experience through a combination of classroom observation, youth development opportunities (FFA), and experiential learning opportunities for K12 students (Supervised Agriculture Experiences).

ASE 5230: Methods of Teaching in Agriscience Education (removed); Replaced by ASE 5220: Methods of Teaching Agriscience II (added)

The Methods of Teaching course has been an essential component and licensure requirement in the Agriscience Education program as it teaches students the methodologies and strategies of teaching in a classroom. ASE 5230 underwent an extensive curricular redesign and a new Methods course was created and approved for autumn 2020. Therefore, ASE 5230 will no longer be offered. As a result of the curricular changes, an updated Methods of Teaching Agriscience

course was developed to better align with program objectives. ASE 5220, Methods of Teaching Agriscience II will provide graduate-level Agriscience Education students more in-depth content regarding pedagogical knowledge and application for teaching theory and practices in the K-12 classroom, specifically utilizing problem-base and inquiry instructional strategies. ASE 5220 will focus instruction on engaging K-12 learners in higher levels of thinking and metacognition, cross-walking curriculum to core standards, student-centered teaching methods and strategies, classroom management, behavior management, integrating technology in the classroom, pacing calendars, and curriculum mapping.

ASE 5231: Experiential Learning in Agriscience (removed); Replaced by ASE 5210: Youth Development and Experiential Learning in Agriscience Education (added)

ASE 5231 underwent an extensive curricular redesign and was approved as a new course, ASE 5210, for autumn 2019. Youth Development and Experiential Learning in Agriscience Education (ASE 5210) is a newly designed course to replace ASE 5231. With the changes to the Methods courses and field experiences, an overhaul of the previous ASE 5231 course content and curriculum was warranted for the newly redesigned agriscience education teacher preparation program. ASE 5210 will focus more on the theory and practical application of positive youth development and experiential learning opportunities in K-12 Agriscience Education programs, including but not limited to SAE programs and participation in the National FFA Organization. This new course is also modeled to better align and compliment ASE 5189, which is a planned field experience for M.Ed. students that will include a component that is directly sequenced with FFA and SAE programs in schools.

AGRCOMM 5530: Advanced Agricultural Communication Technology (removed)

As a result of the undergraduate curriculum changes to the Agriscience Education program, this course was removed from the course offerings. In lieu of teaching a stand-alone course in communication technology, the content from the course has been embedded into the new Methods of Teaching Agriscience courses. Therefore, it is being removed as part of the required M.Ed. curriculum for agriscience education. The content will be taught as embedded aspects of the ASE 5220 and ASE 5210 courses.

ASM 5533: Laboratory Pedagogy (removed)

Through the curricular changes to the agriscience education program, it was through a mutual agreement with the Department of Agricultural Systems Management, that the ASM 5533 course would no longer be offered for students in the ASE major after autumn semester 2019. The content of laboratory pedagogy will be distributed throughout the two new proposed Methods courses (ASE 4220 and ASE 5220). Therefore, as a result of the agreements and curriculum changes, this course has been removed from the program requirements.

EDUTL 5442, ESSPED 5650, EDUTL 5005 (added)

EDUTL 5442 and ESSPED 5650 have been included to Education Core requirements for the M.Ed. in agriscience. Students in agriscience education have a long-standing history of completing these courses to meet initial teacher licensure requirements. These courses address

critical areas of education in teacher preparation, reading across the curriculum and working with exceptional learners. To reflect the critical nature of these foundational education courses to teacher preparation, they have been both added as requirements to the Education Core. Additionally, EDUTL 5005 is a course required by similar M.Ed. programs at the University. The course addresses critical aspects for teaching in inclusive 21st century classrooms, and therefore was deemed a beneficial course for students completing the Master of Education in Agriscience.

Electives (removed):

The required elective coursework has been removed in the proposed M.Ed. program. The Master of Education is an accelerated teacher license program for students who have already earned a bachelor’s degree in agriculture. To keep total credit hours in the M.Ed. program comparable to other M.Ed. licensure programs at the University, the faculty are opting to remove required elective hours.

Electives	10 Hours
ASE 5255	2 hours
AEE 7230	3 hours
AEE 7420	2 hours
AEE 7700	3 hours

Technical Agriculture Content (added):

Students who complete the M.Ed. in Agriscience are eligible to receive a license to teach agriscience in grades 7-12. Agriscience education in Ohio is diverse and can include technical content in a variety of areas. Adding technical content into the M.Ed. curriculum provides students the opportunity to develop agriculture content knowledge and skills needed to obtain an initial teaching license and teach in a K-12 learning environment.

Technical Agriculture Content	4 Hours
ACEL 8193 (individual studies)	4 hours

ACEL 8193 (added)

Students in the M.Ed. program will enter the program having an earned bachelor’s degree in agriculture. However, to meet licensure requirements students will need knowledge in various areas of agriculture, including animal science, plant science, environmental and natural resources, food science, agriculture business, and agricultural mechanics. Recognizing that each student will have a unique set of knowledge, experiences, and expertise in the agricultural areas needed for initial teacher licensure, the individual studies allows the faculty to work with students to create opportunities to gain or advance their agriculture content knowledge. Individual studies will allow the students to get the personal attention to have the tools to help advance their career.

Project/Thesis (removed); replaced by “Student Teaching”:

To meet the spirit of the Master of Education degree, it was determined that student teaching was the capstone to culminate the M.Ed. in Agriscience. To reflect other M.Ed. programs at the university, it was determined that the nature of the M.Ed. degree was supportive of removing the project or thesis aspect of the degree requirements. The student teaching experience is the capstone for M.Ed. students to demonstrate learning throughout the program. Experienced agriscience faculty will coordinate the student teaching experience and oversee progress through this intense program of study.

Project	12 hours	Student Teaching	14 hours
AEE 8998	12 hours	ASE 5280	4 hours
		ASE 5281	4 hours
		ASE 5282	4 hours
		ASE 5255	2 hours

ASE 5280 (Internship in Agriscience Education); 5281 (Capstone in Agriscience Education); 5282 (Evaluation in Agriscience Education); and 5255 (Program Planning in Agriscience Education) (added)

The student teaching field placement provides students the opportunity to gain additional knowledge and skills in agriscience through hands-on experience. M.Ed. students will have the opportunity to think critically and reflectively about their teaching practices while leveraging innovative techniques to meet the needs of all learners in agriscience education. Additionally, the student teaching field placement is required for initial teacher licensure. The four courses identified as “Student Teaching” are established agriscience education courses ACEL.

The proposed changes have been discussed with and supported by faculty teaching the outside ACEL courses, as well as the Director of the Office of Educator Preparation.

Thank you for your consideration of this proposal outlining changes to the Master of Education in Agriscience.

Respectfully,

Caryn Filson

Caryn Filson

Assistant Professor and Program Coordinator, Agriscience Education



Master's of Education in Agriscience

The MEd program will require at least 40 hours

Prerequisite Coursework: Prior to admission to this program, successful applicants will have earned a Bachelor of Science degree in a technical agriculture discipline as part of initial licensure requirements.

ACEL Core (6 hours)

ACEL 7000	Graduate Orientation Seminar (1)
ACEL 8000	Leading through Historical Perspectives (2)
ACEL 8310	Theory of Learning and Cognition (3)

Technical Agriculture Content (4 hours)

ACEL 8193	Individual Studies (4)
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Education Core (16 hours)

ASE 5189	Planned Field Experience (2)
ASE 5210	Experiential Learning in Agriscience Education (2)
ASE 5220	Methods of Teaching in Agriscience II (3)
EDUTL 5442	Teaching Reading Across the Curriculum (3)
ESSPED 5650	Introduction to Exceptional Children (3)
EDUTL 5005	Equity and Diversity in Education (3)

Student Teaching (14 hours)

ASE 5280	Internship in Agriscience Education (4)
ASE 5281	Capstone in Agriscience Education (4)
ASE 5282	Evaluation in Agriscience Education (4)
ASE 5255	Program Planning in Agriscience Education (4)

***A minimum of 20 hours must be taken in ACEL Departmental graduate courses.**

Notes:

- Please refer to the Agriscience Education Program Coordinator for more information on qualifying technical agriculture degrees.
- MEd students must submit all required documentation to the OSU College of Education Office of Accreditation, Placement, and Licensure for all field experiences.
- MEd students must submit an edTPA assessment portfolio during student teaching; the edTPA cumulative score must be 42 or higher to be recommended for licensure.
- MEd students must pass two Ohio Assessment Educator (OAE) tests for licensure: professional content knowledge and agricultural content knowledge. Licensure requirements are subject to change because of state-legislated mandates.

Program Learning Outcomes and Goals for Master of Education in Agriscience:

1. Students will plan for instruction that aligns to meet content standards and individual needs of learners:
 - a. 1.1 Align instructional goals and activities with school/district priorities and Ohio's academic content standards.
 - b. 1.2 Communicate clear learning goals and explicitly link learning activities to those defined learning goals.
 - c. 1.3 Evaluate data about learners' previous knowledge and performance to plan instruction that will close achievement gaps.
 - i. **Measures: Mean rubric score from edTPA Task 1.**
 1. *Minimal acceptable criteria for the identified learning outcome is 75% of students scoring 14 or higher on the assessment task. When 90% of students obtain scores of 14 or higher on the assessment task, the performance standard constituting programmatic excellence for this learning outcome will be attained.*
2. Students will deliver Instruction that advances learner competencies:
 - a. 2.1 Differentiate instruction to support learning needs of all students.
 - b. 2.2 Apply research-supported teaching methods and strategies to support learner development.
 - c. 2.3 Foster a safe, respectful, motivating learning environment for all learners.
 - i. **Measures: Mean rubric score from edTPA Task 2.**
 1. *Minimal acceptable criteria for the identified learning outcome is 75% of students scoring 14 or higher on the assessment task. When 90% of students obtain scores of 14 or higher on the assessment task, the performance standard constituting programmatic excellence for this learning outcome will be attained.*
3. Students will use varied assessment to inform instruction and evaluate learners:
 - a. 3.1 Demonstrate knowledge of assessment types, their purposes, and data generated.
 - b. 3.2 Select, develop, and use a variety of formative and summative assessments during instruction.
 - c. 3.3 Utilize assessment data to communicate feedback on learner progress to learners and parents.
 - i. **Measures: Mean rubric score from edTPA Task 3.**
 1. *Minimal acceptable criteria for the identified learning outcome is 75% of students scoring 14 or higher on the assessment task. When 90% of students obtain scores of 14 or higher on the assessment task, the performance standard constituting programmatic excellence for this learning outcome will be attained.*

4. Students will demonstrate a range of technical agriculture content:
 - a. 4.1 Illustrate content knowledge within various areas of food, agricultural, and environmental sciences.
 - b. 4.2 Demonstrate technical skills within various areas of food, agricultural, and environmental sciences.
 - i. **Measures: Ohio Assessment for Educators (OAE) agriscience content test score.**
 1. *Minimal acceptable criteria for the identified learning outcome is 80% of students scoring 220 or higher on the assessment task the first attempt. When 100% of students obtain scores of 220 or higher on the assessment task on the first attempt, the performance standard constituting programmatic excellence for this learning outcome will be obtained.*
5. Students will demonstrate standards for the teaching profession:
 - a. 5.1 Recognize, uphold, and practice professional ethics, policies, and legal codes of professional conduct for educators.
 - b. 5.2 Assumes responsibility for engaging in continuous, purposeful professional development.
 - i. **Measures: CPAST mean score for Professional Commitment and Behaviors (Rows N-R).**
 1. *Minimal acceptable criteria for the identified learning outcome is 75% of students scoring a mean of 2.0 or higher on the assessment task. When 100% of students obtain a mean score of 2.0 or higher on the assessment task, the performance standard constituting programmatic excellence for this learning outcome will be obtained.*
6. Students will think critically about the role and impact of education in 21st century learning environments:
 - a. 6.1 Examine history, important principles, and theoretical frameworks that guide education.
 - b. 6.2 Evaluate the role of education in addressing current and emerging societal issues.
 - i. **Measures: Writing assignment ACEL 8310**
 1. *Minimal acceptable criteria for the identified learning outcome is 90% of students scoring 80% or higher on the identified assessment tasks. When 100% of the students obtain scores of 90% or higher on the selected assessment associated assignment, the performance standard constituting programmatic excellence for this learning outcome will be attained.*

ASE 5189: Planned Field Experience in Agriscience Education Autumn Semester

Meeting Dates and Location: Use the Approved Weekly Schedule for offering times.

Course Format: Field Experience

Instructor:

Caryn Filson

Filson.5@osu.edu. 614-688-3602

Office hours by appointment, Ag Admin 200-H

Course Coordinator:

Caryn Filson

Filson.5@osu.edu. 614-688-3602

Office hours by appointment, Ag Admin 200-H

Credit Hours: 1 credit hour; repeated up to 2 credits hours

Prerequisites: ASE 5189

Textbooks/Readings: Due to the field experience nature of the course, no text book will be required.

Additional Required Materials: None.

Course Description: Agriscience education students will be immersed in advanced field experience, documenting hours toward initial teacher licensure. ASE 5189 will provide students the opportunity to further understand and develop best practices in teaching and learning centered around youth development and experiential learning within agriscience education.

Goals: Students will work with a cooperating educator in a professional setting to further develop their pedagogical and content knowledge in authentic agriscience education learning environments.

Learning Outcomes: Successful students will have the ability to:

1. Relate best practices of youth development and experiential learning with students in authentic environments.
2. Describe foundational aspects of learning that occur outside of a traditional classroom setting.
3. Demonstrate professionalism and best practices in working with youth in developmental and experiential learning opportunities.
4. Differentiate the scope of responsibilities, both official and unofficial, in fostering youth development through experiential learning contexts.
5. Initiate the process of transforming theory and coursework into professional practice.

How Students Meet the Outcomes: Students will meet the learning outcomes by completing 50 hours (per credit hour enrolled) of advanced field experience in a cooperating school site. Advanced field placement will occur in the context of a comprehensive agriscience education program, including: FFA involvement and Supervised Agricultural Experiences (SAE). Students are expected to repeat the course to obtain 100 hours of advanced field experience to become eligible for student teaching.

Course Schedule:

Instructional Weeks	Date	Topics, Assignments, Deadlines, Events
1-3		Establish professional relationships, demonstrate best practices of youth development and experiential learning in agriscience education, identify professional dispositions of an agriscience educator. Target: 10 hours of documented field experience.
4-7		Demonstrate professionalism and best practices in working with youth in developmental and experiential learning opportunities in agriscience education; connect education theory to education practice. Target: 25 hours of documented field experience.
8-10		Analyze the scope of responsibilities to foster positive youth development through experiential learning; identify characteristics of an effective teacher. Target: 40 hours of documented field experience.
11-14		Evaluate the professional career as an agriscience educator; implement pedagogical skills and best practices; demonstrate professional dispositions; demonstrate teaching behaviors for powerful learning. Target: 50 hours of documented field experience.
15		Reflect on field experience and professional growth as an educator regarding becoming an agriscience educator.

Evaluation: Students will be evaluated through four activities throughout the semester.

- Students will be expected to send a professional email introduction to their cooperating teacher to start conversations of introductions and logistics of the field placement. Students will follow details provided on Carmen and will document the introduction by carbon copying the course instructor on electronic communications.
- Students will be expected to accurately log field experience hours using the agriscience education field experience reflection sheet. Documentation of field experience hours should be submitted by the last day of the course.
- Students will be required to complete a final written reflection based on provided course discussion questions and personal experiences.
- Cooperating educators will be asked to complete a final field experience evaluation of the student's participation and performance. Students will be expected to use the evaluation feedback as part of their final written reflection. The evaluation document is required by the Educator Preparation Unit at Ohio State for preservice teacher candidates.

Evaluation	POINTS
Professional email introduction to cooperating teacher	10
Documentation of field experience hours	40
Final written reflection	30
Final field experience evaluation	20
Total	100

Grading Scale: The standard grading scale is below.

<u>Percentage</u>	<u>Grade</u>	<u>Percentage</u>	<u>Grade</u>
93-100	A	73-76.9	C
90-92.9	A-	70-72.9	C-
87-89.9	B+	67-69.9	D+
83-86.9	B	60-66.9	D
80-82.9	B-	<60	E
77-79.9	C+		

COURSE POLICIES

Attendance Policy: Students are required to complete their 50 hours of advanced field placement (per credit hour) throughout the semester. Students are expected to be present in their assigned placement site, as scheduled and arranged with the cooperating educator at the start of the semester. Students are required to make up any hours missed for an absence during their scheduled hours. Any patterns of absences and/or tardiness, or early departure are grounds for the student's dismissal from their placement site and subsequent failure for the ASE 5189 course. If you are ill or an emergency arises, you are to report this absence to both your course instructor and cooperating educator. Any falsification of hours by a student will result in an automatic unsatisfactory final grade for the course.

Late Assignments:

Professionals are guided by certain values and characteristics. Professional characteristics on which you will be evaluated in this course include punctuality, attendance, collegial attitude, and participation. Professionals must also manage their time and expectations. Late assignments will be deducted by 10% of the assignment's score, per day the assignment is late. Late days **INCLUDE** weekend days for all assignments.

Technology Devices: Students are permitted to use an electronic device to access or take notes during observations. You are not permitted to use any electronic device to perform non-class related activities (social networking, instant messaging, checking email, surfing the internet, gaming, etc.). Should the use of accepted electronic devices become a distraction to students or should it be found that the devices are used for non-class related activities; the further use of such devices will be prohibited. Faces of minor students should not be photographed with any electronic devices to keep confidence of identities.

E-Mail Etiquette: Professional relationships should be maintained when using e-mail for a class. This course is offered at a distance; therefore, email communication is expected to be the main method of communication between course instructor and students. Below I have included guidelines from Bloomsbury's guide on email etiquette that you should follow when drafting your e-mail. I will not respond to e-mails that I consider inappropriate. I will respond to appropriate emails in a timely manner, do not expect an immediate reply. If you require an immediate response, consider visiting with me in person.

DO

- Include a descriptive statement in the subject line.
- Use proper salutations when beginning an e-mail.
- Be concise in the body of the e-mail, use complete sentences and proper grammar.
- Use an appropriate closure at the end of each e-mail followed by your first and last name.
- If replying to an e-mail, reference the original e-mail and its content.
- Be selective of your choice of words. Emotions are difficult to convey in text and without the benefit of facial expressions your sentiment can be lost in the words you choose to write.

DON'T

- Use all capital letters; this conveys a tone of ANGER.
- Use e-mail as a format to criticize other individuals.
- Ask for your grade via e-mail. Grades will not be discussed by e-mail. If you need to discuss a graded item make an appointment to do so in my office.
- E-mail to inquire when grades will be posted. We will work toward submitting grades promptly, however, recognize that grading assignments and exams requires considerable time to ensure uniformity and fairness.
- Send an e-mail out of frustration or anger. Learn to save the e-mail as a draft and review at a later time when emotions are not directing the content.

UNIVERSITY POLICIES

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at <http://studentconduct.osu.edu>.

Disability Services: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on

your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Diversity: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

UNIVERSITY RESOURCES

Counseling and Consultation Services: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Course Technology Resources: For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743



November 7, 2019

To Whom It May Concern,

I am writing in support of the newly proposed M.Ed. Agriscience Education licensure program. After examination of the proposed program, I found that the proposed program appropriately aligns with state requirements and am happy to extend my support of this program

Due to a shortage of licensed teachers in this area, this proposed program would meet a great need. The Ohio Department of Higher Education is also looking forward to this program proposal.

If you have any questions, or need additional information, please do not hesitate to contact me.

Sincerely,

Tami Augustine, PhD
Director of Teacher Education / Director of Accreditation, Placement, & Licensure
Associate Professor-Clinical, Middle Childhood and Social Studies Education



College of Education & Human Ecology
Department of Educational Studies
121 Ramseyer Hall
29 W. Woodruff Avenue
Columbus, Ohio 43210

November 8, 2019

Caryn Filson, PhD
Agriscience Education Program Coordinator
Department of Agricultural Communication, Education,
and Leadership
College of Food, Agricultural, and Environmental Sciences
Email address: filson.5@osu.edu
CAMPUS

Dear Professor Filson,

Thanks for sharing your M.Ed Program Sheet in Agriscience. I have reviewed the program and your request. This letter represents my approval for including ESSPED 5650 as a required course for the M.Ed. in the agriscience program.

I understand that there may be approximately 10 M.Ed students who would need to enroll in ESSPED 5650 in the future. Because ESSPED 5650 is a high demand course in Special Education, it will be important for us to maintain communication so that I can ensure that your students have the opportunity to enroll in the course in the desired semester.

Thanks for including ESSPED 5650 as a requirement for your M.Ed program.

Sincerely,

Peter V. Paul, PhD
Professor and Program Chair
Special Education