## Cleveland State University

## College of Education and Human Services

Bachelor of Science in Education
Middle Childhood-Math \& Science

| First Year |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credits | Major | Gen Ed |
| ENG 100 Intensive College Writing or ENG 101 College Writing I | 3 |  | W/C | ENG 102 College Writing II | 3 |  | w/c |
| ASC 101 Introduction to University Life | 1 |  | INTRO | MTH 326 Number Systems \& Operations for Mid Sch Teachers | 3 | $\checkmark$ |  |
| MTH 168 Precalculus Mathematics II or MTH 181 Calculus I | 3 or 4 | $\checkmark$ | M/QL | Social Science** (from a department other than PSY) | 3 |  | SS |
| Arts \& Humanities** | 3 |  | A\&H | BIO 100/107 The Living World \& Human Biology Lab | 4 | $\checkmark$ |  |
| GEO 100 Geology \& GEO 101 Geology Lab | 4 | $\checkmark$ | NS |  |  |  |  |
| Semester Total | 14 or 15 |  |  | Semester Total | 13 |  |  |
| Second Year |  |  |  |  |  |  |  |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credits | Major | Gen Ed |
| MTH 325 Patterns, Reasoning, \& Proof for Mid Sch Teachers | 3 | $\checkmark$ |  | EDB 241 Rotation 1: Social Context of Urban Education | 2 | $\checkmark$ | WAC |
| PSY 221 Adolescent Psychology | 3 | $\checkmark$ | SS | EDB 242 Introduction to Education (TAG) | 3 | $\checkmark$ | DIV-US |
| EVS 206/207 Introduction to Environmental Science \& Lab | 4 | $\checkmark$ |  | ETE 243 Educational Technology I | 1 | $\checkmark$ |  |
| EDL 300 Phonics Assessment \& Instruction | 3 | $\checkmark$ |  | MTH 328 Measurement \& Geometry for Mid Sch Teachers | 3 | $\checkmark$ | M/QL |
| African American Diversity | 3 |  | DIV-AA | PHY 101 The Flying Circus of Physics: Motion and Heat | 3 | $\checkmark$ |  |
|  |  |  |  | EDL 305 Content Area Literacy | 3 | $\checkmark$ |  |
|  |  |  |  | EDL 313 Lit-Based Reading Methods for Adolescents | 3 | $\checkmark$ |  |
| Semester Total | 16 |  |  | Semester Total | 18 |  |  |
|  |  |  |  |  |  |  |  |
| Third Year |  |  |  |  |  |  |  |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credits | Major | Gen Ed |
| EDM 341 Rotation \& Seminar 2: Assessment \& Instruction | 3 | $\checkmark$ |  | EDM 351 Rotation \& Seminar 3: Students as Learners | 3 | $\checkmark$ |  |
| ESE 400 Introduction to Special Education (TAG) | 3 | $\checkmark$ |  | EDB 302 Psychological Foundations of Education (TAG) | 3 | $\checkmark$ | WAC |
| ETE 343 Educational Technology II | 1 | $\checkmark$ |  | ETE 353 Educational Technology III | 1 | $\checkmark$ |  |
| STA 323 Statistical Methods | 3 | $\checkmark$ |  | MTH 330 Conversational Calculus for Mid Sch Teachers | 3 | $\checkmark$ |  |
| EDL 301 Begin/Inter Reading Instruction \& Assessment | 3 | $\checkmark$ | WAC | EUT 210 Perspectives in Mathematics and Science | 3 | $\checkmark$ | A\&H |
| CHM 251/256 College Chemistry 1 \& Lab | 4 | $\checkmark$ |  | PHY 102/103 Flying Circus of Physics: Sound and Light \& Lab | 4 | $\checkmark$ | NS |
| Semester Total | 17 |  |  | Semester Total | 17 |  |  |
|  |  |  |  |  |  |  |  |
| Fourth Year |  |  |  |  |  |  |  |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credits | Major | Gen Ed |
| EDM 441 Internship I: Professionalism \& Practice | 6 | $\checkmark$ |  | EDM 451 Internship II: Teachers as Leaders | 10 | $\checkmark$ | CAP |
| EDM 442 Internship I: Seminar | 3 | $\checkmark$ |  | EDM 452: Internship II: Seminar | 2 | $\checkmark$ | CAP |
| EDM 417 Science in Middle School (coreq EDM 441) | 3 | $\checkmark$ |  |  |  |  |  |
| EDM 415 Mathematics in Middle School (coreq EDM 441) | 3 | $\checkmark$ |  |  |  |  |  |
| Apply for Spring graduation prior to Sep 9th |  |  |  |  |  |  |  |
| Semester Total | 15 |  |  | Semester Total | 12 |  |  |
| Degree Total: 122 or 123 Credit Hours |  |  |  |  |  |  |  |

## College/Program Notes:

Assumptions: college-level readiness in MTH \& ENG; no Foreign Language Deficiency. The plan above is a suggested guide to ensure that all General Education, College, University, and Major requirements are met within 4 years of study. Students may deviate from the suggested placement of Gen Ed courses, although the M/QL and W/C requirements should be completed during the first year of study.

Students must have a minimum of $\mathbf{1 2 1}$ total credit hours, of which a minimum of $\mathbf{2 4}$ credit hours must be upper division ( 300 or $400-l e v e l$ courses).
University Notes:

| Gen Ed Key: | SS = Social Sciences (two courses from different departments) |
| :--- | :--- |
| INTRO = Introduction to University Life Requirement (one course) | A\&H = Arts \& Humanities (two courses from different departments) |
| W/C = Writing/Composition Requirement (two courses; C or better required) | DIV = Social Diversity Requirement (2 courses; one US Diversity and one African American Exp.) |
| M/QL = Mathematics/Quantitative Literacy Requirement (two courses) | WAC/SPAC = Writing/Speaking Across the Curriculum Requirement (3 courses, one in the major) |
| NS = Natural Sciences (two courses, one of which must have a lab) | CAP = Capstone Requirement |

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## Cleveland State University

## College of Education and Human Services

Bachelor of Science in Education
Middle Childhood-Math \& Language Arts

| First Year |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credits | Major | Gen Ed |
| ENG 100 Intensive College Writing or ENG 101 College Writing I | 3 |  | W/C | ENG 102 College Writing II | 3 |  | W/C |
| ASC 101 Introduction to University Life | 1 |  | INTRO | MTH 326 Number Systems \& Operations for Mid Sch Teachers | 3 | $\checkmark$ |  |
| MTH 168 Precalculus Mathematics II or MTH 181 Calculus I | 3 or 4 | $\checkmark$ | M/QL | PSY 221 Adolescent Psychology | 3 | $\checkmark$ | SS |
| Social Science ** (from department other than Psy) | 3 |  | SS | Natural Science \& Lab | 4 |  | NS |
| Natural Science | 3 |  | NS | Arts and Humanities** (from department other than ENG) | 3 |  | A\&H |
| Semester Total | 13 or 14 |  |  | Semester Total | 16 |  |  |


| Second Year |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credits | Major | Gen Ed |
| MTH 325 Patterns, Reasoning, \& Proof for Mid Sch Teachers | 3 | $\checkmark$ |  | EDB 241 Rotation 1: Context of Urban Education | 2 | $\checkmark$ | WAC |
| ENG 310 Traditional Grammar | 3 | $\checkmark$ |  | EDB 242 Introduction to Education (TAG) | 3 | $\checkmark$ | DIV-US |
| ENG 308 Composition Theory for Teachers | 3 | $\checkmark$ | WAC | ETE 243 Educational Technology I | 1 | $\checkmark$ |  |
| EDL 300 Phonics Assessment \& Instruction | 3 | $\checkmark$ |  | MTH 328 Measurement and Geometry for Mid Sch Teachers | 3 | $\checkmark$ | M/QL |
| EDM 312 Writing for Middle School Teachers | 3 |  |  | ENG 241 Introduction to Fiction | 3 | $\checkmark$ | $\begin{aligned} & \text { H\&S } \\ & \text { WAS } \end{aligned}$ |
|  |  |  |  | EDL 305 Content Area Literacy | 3 | $\checkmark$ |  |
|  |  |  |  | EDL 313 Lit-Based Reading Methods for Adolescents | 3 | $\checkmark$ |  |
| Semester Total | 15 |  |  | Semester Total | 18 |  |  |


| Third Year |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credits | Major | Gen Ed |
| EDM 341 Rotation \& Seminar 2: Assessment \& Instruction | 3 | $\checkmark$ |  | EDM 351 Rotation \& Seminar 3: Students as Learners | 3 | $\checkmark$ |  |
| ESE 400 Introduction to Special Education (TAG) | 3 | $\checkmark$ |  | EDB 302 Psychological Foundations of Education (TAG) | 3 | $\checkmark$ | WAC |
| ETE 343 Educational Technology II, coreq EDM 341 | 1 | $\checkmark$ |  | ETE 353 Educational Technology III, coreq EDM 351 | 1 | $\checkmark$ |  |
| STA 323 Statistical Methods | 3 | $\checkmark$ |  | MTH 330 Conversational Calculus for Mid Sch Teachers | 3 | $\checkmark$ |  |
| ENG 347 Studies in African-American Literature | 3 | $\checkmark$ | DIV AA WAC | EUT 210 Perspectives in Mathematics and Science | 3 | $\checkmark$ | A\&H |
| EDL 301 Begin/Inter Reading Instruction \& Assessment | 3 | $\checkmark$ | WAC | ENG 232 American Literature II | 3 | $\checkmark$ |  |
| Semester Total | 16 |  |  | Semester Total | 16 |  |  |


| Fourth Year |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credits | Major | Gen Ed |
| EDM 441 Internship I: Professionalism \& Practice | 6 | $\checkmark$ |  | EDM 451 Internship II: Teachers as Leaders | 10 | $\checkmark$ | CAP |
| EDM 442 Internship I: Seminar | 3 | $\checkmark$ |  | EDM 452 Internship II: Seminar | 2 | $\checkmark$ | CAP |
| EDM 413 Language Arts in Middle School (coreq EDM 441) | 3 | $\checkmark$ | WAC |  |  |  |  |
| EDM 415 Mathematics in Middle School (coreq EDM 441) | 3 | $\checkmark$ |  |  |  |  |  |
| Apply for Spring graduation prior to Sep 9th |  |  |  |  |  |  |  |
| Semester Total | 15 |  |  | Semester Total | 12 |  |  |
| Degree Total: 121 or 122 credit hours |  |  |  |  |  |  |  |

## College/ Program Notes:

Assumptions: college-level readiness in MTH \& ENG; no Foreign Language Deficiency. The plan above is a suggested guide to ensure that all General Education, College, University, and Major requirements are met within 4 years of study. Students may deviate from the suggested placement of Gen Ed courses, although the M/QL and W/C requirements should be completed during the first year of study.

Students must have a minimum of $\mathbf{1 2 1}$ total credit hours, of which a minimum of $\mathbf{2 4}$ credit hours must be upper division ( 300 or $\mathbf{4 0 0 - l e v e l}$ courses)

| Gen Ed Key: | SS = Social Sciences (two courses from different departments) |
| :---: | :---: |
| INTRO = Introduction to University Life Requirement (one course) | A\&H = Arts \& Humanities (two courses from different departments) |
| W/C = Writing/Composition Requirement (two courses; C or better required) | DIV = Social Diversity Requirement (2 courses; one US Diversity and one African American Exp.) |
| M/QL = Mathematics/Quantitative Literacy Requirement (two courses) | WAC/SPAC = Writing/Speaking Across the Curriculum Requirement (3 courses, one in the major) |
| NS = Natural Sciences (two courses, one of which must have a lab) | CAP = Capstone Requirement |
| ** of the four total SS and A\&H courses, one must be focused on Africa, Latin America, Asia or the Middle East (ALAAME) |  |

## Cleveland State University

## College of Education and Human Services

Bachelor of Science in Education
Middle Childhood-Science \& Language Arts

| First Year |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credits | Major | Gen Ed |
| ENG 100 Intensive College Writing or ENG 101 College Writing I | 3 |  | w/c | ENG 102 College Writing II | 3 |  | w/c |
| ASC 101 Introduction to University Life | 1 |  | INTRO | CHM 251/256 College Chemistry 1 \& Lab | 4 | $\checkmark$ |  |
| Social Science ALAAME** | 3 |  | SS | MTH 117 Mathematical Applications in the Real World | 3 |  | M/QL |
| GEO 100 Geology \& GEO 101 Geology Lab | 4 | $\checkmark$ | NS | PSY 221 Adolescent Psychology | 3 | $\checkmark$ | SS |
| MTH 116 Foundations Quantitative Literacy | 3 |  | M/QL | PHY 101 The Flying Circus of Physics: Motion and Heat | 3 | $\checkmark$ |  |
| Semester Total | 14 |  |  | Semester Total | 16 |  |  |


| Second Year |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credits | Major | Gen Ed |
| EVS 206/207 Introduction to Environmental Science \& Lab | 4 | $\checkmark$ |  | EDB 241 Rotation 1: Social Context of Urban Education | 2 | $\checkmark$ | WAC |
| ENG 308 Composition Theory for Teachers | 3 | $\checkmark$ | WAC | EDB 242 Introduction to Education (TAG) | 3 | $\checkmark$ | DIV-US |
| EDM 312 Writing for Middle School Teachers | 3 | $\checkmark$ |  | ETE 243 Educational Technology I | 1 | $\checkmark$ |  |
| EDL 301 Begin/Intermediate Reading Instruction \& Assessment | 3 | $\checkmark$ | WAC | BIO 100/107 The Living World \& Human Biology Lab | 4 | $\checkmark$ |  |
| EDL 300 Phonics Assessment \& Instruction | 3 | $\checkmark$ |  | ENG 241 Introduction to Fiction | 3 | $\checkmark$ | $\begin{aligned} & \text { A\&H } \\ & \text { WAC } \end{aligned}$ |
|  |  |  |  | ENG 310 Traditional Grammar | 3 | $\checkmark$ |  |
| Semester Total | 16 |  |  | Semester Total | 16 |  |  |


| Third Year |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credits | Major | Gen Ed |
| EDM 341 Rotation \& Seminar 2: Assessment \& Instruction | 3 | $\checkmark$ |  | EDM 351 Rotation \& Seminar 3: Students as Learners | 3 | $\checkmark$ |  |
| ESE 400 Introduction to Special Education (TAG) | 3 | $\checkmark$ |  | EDB 302 Psychological Foundations of Education (TAG) | 3 | $\checkmark$ | WAC |
| ETE 343 Educational Technology II, coreq EDM 341 | 1 | $\checkmark$ |  | ETE 353 Educational Technology III, coreq EDM 351 | 1 | $\checkmark$ |  |
| ENG 347 Studies in African-American Literature | 3 | $\checkmark$ | DIV AA WAC | EUT 210 Perspectives in Mathematics and Science | 3 | $\checkmark$ | A\&H |
| EDL 305 Content Area Literacy | 3 | $\checkmark$ |  | ENG 232 American Literature II | 3 | $\checkmark$ |  |
| EDL 313 Lit-Based Reading Methods for Adolescents | 3 | $\checkmark$ |  | PHY 102/103 Flying Circus of Physics: Sound and Light \& Lab | 4 | $\checkmark$ | NS |
| Semester Total | 16 |  |  | Semester Total | 17 |  |  |


| Fourth Year |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester |  | Credit | Major | Gen Ed |
| EDM 441 Internship I: Professionalism \& Practice | 6 | $\checkmark$ |  | EDM 451 Internship II: Teachers as Leaders |  | 10 | $\checkmark$ | CAP |
| EDM 442 Internship 1: Seminar | 3 | $\checkmark$ |  | EDM 452 Internship II: Seminar |  | 2 | $\checkmark$ | CAP |
| EDM 413 Language Arts in Middle School (coreq EDM 441) | 3 | $\checkmark$ | WAC |  |  |  |  |  |
| EDM 417 Science in Middle School (coreq EDM 441) | 3 | $\checkmark$ |  |  |  |  |  |  |
| Apply for Spring graduation prior to Sep 9th |  |  |  |  |  |  |  |  |
| Semester Total | 15 |  |  |  | Semester Total | 12 |  |  |
| Degree Total: 122 credit hours |  |  |  |  |  |  |  |  |

## College/ Program Notes:

Assumptions: college-level readiness in MTH \& ENG; no Foreign Language Deficiency. The plan above is a suggested guide to ensure that all General Education, College, University, and Major requirements are met within 4 years of study. Students may deviate from the suggested placement of Gen Ed courses, although the M/QL and W/C requirements should be completed during the first year of study.

Students must have a minimum of $\mathbf{1 2 1}$ total credit hours, of which a minimum of $\mathbf{2 4}$ credit hours must be upper division ( 300 or 400 -level courses).
University Notes:

| Gen Ed Key: | SS = Social Sciences (two courses from different departments) |
| :--- | :--- |
| INTRO = Introduction to University Life Requirement (one course) | A\&H = Arts \& Humanities (two courses from different departments) |
| W/C = Writing/Composition Requirement (two courses; C or better required) | DIV = Social Diversity Requirement (2 courses; one US Diversity and one African American Exp.) |
| M/QL = Mathematics/Quantitative Literacy Requirement (two courses) | WAC/SPAC = Writing/Speaking Across the Curriculum Requirement (3 courses, one in the major) |
| NS = Natural Sciences (two courses, one of which must have a lab) | CAP = Capstone Requirement |

** of the SS and A\&H courses, one must be focused on Africa, Latin America, Asia or the Middle East (ALAAME)

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## Cleveland State University

## College of Education and Human Services

Bachelor of Science in Education
Middle Childhood-Social Studies \& Language Arts

| First Year |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credits | Major | Gen Ed |
| ENG 100 Intensive College Writing or ENG 101 College Writing 1 | 3 |  | W/C | ENG 102 College Writing II | 3 |  | W/C |
| ASC 101 Introduction to University Life | 1 |  | INTRO | Natural Science | 3 |  | NS |
| PSC 111 American Government | 3 | $\checkmark$ | SS | MTH 117 Mathematical Applications in the Real World | 3 |  | M/QL |
| Natural Science \& Lab | 4 |  | NS | HIS 102 Western Civilization II | 3 | $\checkmark$ | A\&H |
| MTH 116 Foundations of Quantitative Literacy | 3 |  | M/QL | PSY 221 Adolescent Psychology | 3 | $\checkmark$ | SS |
| HIS 111 United States History to 1877 | 3 | $\checkmark$ | A\&H |  |  |  |  |
| Semester Total | 17 |  |  | Semester Total | 15 |  |  |


| Second Year |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credits | Major | Gen Eo |
| ECN 201 Principles of Macroeconomics | 3 | $\checkmark$ | SS | EDB 241 Rotation 1: Context of Urban Education | 2 | $\checkmark$ | WAC |
| EDM 312 Writing for Middle School Teachers | 3 | $\checkmark$ |  | EDB 242 Introduction to Education | 3 | $\checkmark$ | US-DIV |
| ENG 308 Composition Theory for Teachers | 3 |  | WAC | ETE 243 Educational Technology I | 1 | $\checkmark$ |  |
| EDL 300 Phonics Assessment \& Instruction | 3 | $\checkmark$ |  | HIS 200 Introduction to Geography | 3 | $\checkmark$ |  |
| ALAAME Social Science or Arts and Humanities** | 3 | $\checkmark$ | ALAAME | ENG 241 Introduction to Fiction | 3 | $\checkmark$ | A\&H WAC |
|  |  |  |  | EDL 305 Content Area Literacy | 3 | $\checkmark$ |  |
| Semester Total | 15 |  |  | Semester Total | 15 |  |  |


| Third Year |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credits | Major | Gen Ed |
| EDM 341 Rotation \& Seminar 2: Assessment \& Instruction | 3 | $\checkmark$ |  | EDM 351 Rotation \& Seminar 3: Students as Learners | 3 | $\checkmark$ |  |
| ESE 400 Introduction to Special Education (TAG) | 3 | $\checkmark$ |  | EDB 302 Psychological Foundations of Education (TAG) | 3 | $\checkmark$ | WAC |
| ETE 343 Educational Technology II, coreq EDM 341 | 1 | $\checkmark$ |  | ETE 353 Educational Technology III, coreq EDM 351 | 1 | $\checkmark$ |  |
| ENG 310 Traditional Grammar | 3 | $\checkmark$ |  | HIS 112 United States History Since 1877 | 3 | $\checkmark$ | A\&H |
| ENG 347 Studies in African-American Literature | 3 | $\checkmark$ | DIV AA WAC | EDL 313 Literature-Based Reading Methods for Adolescents | 3 | $\checkmark$ |  |
| EDL 301 Begin/Inter Reading Instruction \& Assessment | 3 | $\checkmark$ | WAC | ENG 232 American Literature II | 3 | $\checkmark$ |  |
| Semester Total | 16 |  |  | Semester Total | 16 |  |  |


| Fourth Year |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester |  | Credits | Major | Gen Eo |
| EDM 441 Internship I: Professionalism \& Practice | 6 | $\checkmark$ |  | EDM 451 Internship II: Teachers as Leaders |  | 10 | $\checkmark$ | CAP |
| EDM 442 Internship I: Seminar | 3 | $\checkmark$ |  | EDM 452 Internship II: Seminar |  | 2 | $\checkmark$ | CAP |
| EDM 413 Language Arts in Middle School (coreq EDM 441) | 3 | $\checkmark$ | WAC |  |  |  |  |  |
| EDM 416 Social Studies in Middle School (coreq EDM 441) | 3 | $\checkmark$ |  |  |  |  |  |  |
| Apply for Spring graduation prior to Sep 9th |  |  |  |  |  |  |  |  |
| Semester Total | 15 |  |  |  | Semester Total | 12 |  |  |
| Degree Total: 121 credit hours |  |  |  |  |  |  |  |  |

## College/ Program Notes:

Assumptions: college-level readiness in MTH \& ENG; no Foreign Language Deficiency. The plan above is a suggested guide to ensure that all General Education, College, University, and Major requirements are met within 4 years of study. Students may deviate from the suggested placement of Gen Ed courses, although the M/QL and W/C requirements should be completed during the first year of study.
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| :--- | :--- |
| INTRO = Introduction to University Life Requirement (one course) | A\&H = Arts \& Humanities (two courses from different departments) |
| W/C = Writing/Composition Requirement (two courses; C or better required) | DIV = Social Diversity Requirement (2 courses; one US Diversity and one African American Exp.) |
| M/QL = Mathematics/Quantitative Literacy Requirement (two courses) | WAC/SPAC = Writing/Speaking Across the Curriculum Requirement (3 courses, one in the major) |
| NS = Natural Sciences (two courses, one of which must have a lab) | CAP = Capstone Requirement |
| ** of the SS and A\&H courses, one must be focused on Africa, Latin America, Asia or the Middle East (ALAAME) |  |

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## Cleveland State University

## College of Education and Human Services

Bachelor of Science in Education
Middle Childhood-Social Studies \& Science

| First Year |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credits | Major | Gen Ed |
| ENG 100 Intensive College Writing or ENG 101 College Writing I | 3 |  | W/C | ENG 102 College Writing II | 3 |  | W/C |
| ASC 101 Introduction to University Life | 1 |  | INTRO | CHM 251/256 College Chemistry 1 \& Lab | 4 | $\checkmark$ |  |
| GEO 100 Geology \& GEO 101 Geology Lab | 4 | $\checkmark$ | NS | MTH 117 Mathematical Applications in the Real World | 3 |  | M/QL |
| PSC 111 American Government | 3 | $\checkmark$ | SS | HIS 102 Western Civilization II | 3 | $\checkmark$ | A\&H |
| MTH 116 Foundations of Quantitative Literacy | 3 |  | M/QL | PHY 101 The Flying Circus of Physics: Motion and Heat | 3 | $\checkmark$ |  |
| ALAAME Social Science or Arts and Humanities** | 3 | $\checkmark$ | ALAAME |  |  |  |  |
| Semester Total | 17 |  |  | Semester Total | 16 |  |  |


| Second Year |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credit | Major | Gen Ed |
| HIS 111 United States History to 1877 | 3 | $\checkmark$ | A\&H | EDB 241 Rotation 1: Context of Urban Education | 2 | $\checkmark$ | WAC |
| ECN 201 Principles of Macroeconomics | 3 | $\checkmark$ | SS | EDB 242 Introduction to Education (TAG) | 3 | $\checkmark$ | DIV-US |
| EVS 206/207 Introduction to Environmental Science \& Lab | 4 | $\checkmark$ |  | ETE 243 Educational Technology I | 1 | $\checkmark$ |  |
| EDL 300 Phonics Assessment \& Instruction | 3 | $\checkmark$ |  | HIS 200 Introduction to Geography | 3 | $\checkmark$ |  |
| PSY 221 Adolescent Psychology | 3 | $\checkmark$ | SS | BIO 100/107 The Living World \& Human Biology Lab | 4 | $\checkmark$ |  |
|  |  |  |  | EDL 301 Begin/Inter Reading Instruction And Assessment | 3 | $\checkmark$ | WAC |
| Semester Total | 16 |  |  | Semester Total | 16 |  |  |


| Third Year |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credi | Major | Gen Ed |
| EDM 341 Rotation \& Seminar 2: Assessment \& Instruction | 3 | $\checkmark$ |  | EDM 351 Rotation \& Seminar 3: Students as Learners | 3 | $\checkmark$ |  |
| ESE 400 Introduction to Special Education (TAG) | 3 | $\checkmark$ |  | EDB 302 Psychological Foundations of Education (TAG) | 3 | $\checkmark$ | WAC |
| ETE 343 Educational Technology II | 1 | $\checkmark$ |  | ETE 353 Educational Technology III | 1 | $\checkmark$ |  |
| HIS 112 United States History Since 1877 | 3 | $\checkmark$ | A\&H | PHY 102/103 Flying Circus of Physics: Sound and Light \& Lal | 4 | $\checkmark$ | NS |
| African American Diversity | 3 | $\checkmark$ | DIV AA | EDL 313 Lit-Based Reading Methods for Adolescents | 3 | $\checkmark$ |  |
| EDL 305 Content Area Literacy | 3 | $\checkmark$ |  | EUT 210 Perspectives in Mathematics and Science | 3 | $\checkmark$ | A\&H |
| Semester Total | 16 |  |  | Semester Total | 17 |  |  |


| Fourth Year |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credi | Major | Gen Ed |
| EDM 441 Internship I: Professionalism \& Practice | 6 | $\checkmark$ |  | EDM 451 Internship II: Teachers as Leaders | 10 | $\checkmark$ | CAP |
| EDM 442 Internship I: Seminar | 3 | $\checkmark$ |  | EDM 452 Internship II: Seminar | 2 | $\checkmark$ | CAP |
| EDM 417 Science in Middle School (coreq EDM 441) | 3 | $\checkmark$ |  |  |  |  |  |
| EDM 416 Social Studies in Middle School (coreq EDM 441) | 3 | $\checkmark$ |  |  |  |  |  |
| Apply for Spring graduation prior to Sep 9th |  |  |  |  |  |  |  |
| Semester Total | 12 |  |  | Semester Total | 12 |  |  |
| Degree Total: 125 credit hours |  |  |  |  |  |  |  |

## College/ Program Notes:

Assumptions: college-level readiness in MTH \& ENG; no Foreign Language Deficiency. The plan above is a suggested guide to ensure that all General Education, College, University, and Major requirements are met within 4 years of study. Students may deviate from the suggested placement of Gen Ed courses, although the M/QL and W/C requirements should be completed during the first year of study

Students must have a minimum of $\mathbf{1 2 4}$ total credit hours, of which a minimum of $\mathbf{2 4}$ credit hours must be upper division ( 300 or $400-l e v e l$ courses)

University Notes:

## Gen Ed Key:

INTRO = Introduction to University Life Requirement (one course)
$\mathrm{w} / \mathrm{C}=$ Writing/Composition Requirement (two courses; C or better required) M/QL = Mathematics/Quantitative Literacy Requirement (two courses) NS = Natural Sciences (two courses, one of which must have a lab) ** of the for

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## Cleveland State University

## College of Education and Human Services

Bachelor of Science in Education
Middle Childhood-Social Studies \& Math

| First Year |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credits | Major | Gen Ed |
| ENG 100 Intensive College Writing or ENG 101 College Writing I | 3 |  | W/C | ENG 102 College Writing II | 3 |  | w/C |
| ASC 101 Introduction to University Life | 1 |  | INTRO | MTH 326 Number Systems and Operations for Mid Sch Teachers | 3 | $\checkmark$ | M/QL |
| MTH 168 Precalculus Mathematics II or MTH 181 Calculus I | 3 or 4 | $\checkmark$ | M/QL | HIS 102 Western Civilization II | 3 | $\checkmark$ | A\&H |
| PSC 111 American Government | 3 | $\checkmark$ | SS | Natural Science with Lab | 4 |  | NS |
| Natural Science | 3 |  | NS | African American Diversty | 3 |  | DIV-AA |
| ALAAME Social Science or Arts and Humanities** | 3 |  | ALAAME |  |  |  |  |
| Semester Total | 16 or 17 |  |  | Semester Total | 16 |  |  |


| Second Year |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credits | Major | Gen Ed |
| MTH 325 Patterns, Reasoning, \& Proof for Middle School Teachers | 3 | $\checkmark$ |  | EDB 241 Rotation 1: Social Context of Urban Education | 2 | $\checkmark$ | WAC |
| PSY 221 Adolescent Psychology | 3 | $\checkmark$ | SS | EDB 242 Introduction to Education (TAG) | 3 | $\checkmark$ | US-DIV |
| HIS 1111 United States History to 1877 | 3 | $\checkmark$ | A\&H | ETE 243 Educational Technology I | 1 | $\checkmark$ |  |
| ECN 201 Principles of Macroeconomics | 3 | $\checkmark$ | SS | MTH 328 Measurement \& Geometry for Mid Sch Teachers | 3 | $\checkmark$ | M/QL |
| EDL 300 Phonics Assessment \& Instruction | 3 | $\checkmark$ |  | HIS 200 Introduction to Geography | 3 | $\checkmark$ |  |
|  |  |  |  | EDL 301 Begin/Inter Reading Instruction \& Assessment | 3 | $\checkmark$ | WAC |
| Semester Total | 15 |  |  | Semester Total | 15 |  |  |

Third Year

| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credits | Major | Gen Ed |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| EDM 341 Rotation \& Seminar 2: Assessment \& Instruction | 3 | $\checkmark$ |  | EDM 351 Rotation \& Seminar 3: Students as Learners | 3 | $\checkmark$ |  |
| ESE 400 Introduction to Special Education (TAG) | 3 | $\checkmark$ |  | EDB 302 Psychological Foundations of Education (TAG) | 3 | $\checkmark$ | WAC |
| ETE 343 Educational Technology II | 1 | $\checkmark$ |  | ETE 353 Educational Technology III | 1 | $\checkmark$ |  |
| STA 323 Statistical Methods | 3 | $\checkmark$ |  | MTH 330 Conversational Calculus for Mid Sch Teachers | 3 | $\checkmark$ |  |
| HIS 112 United States History Since 1877 | 3 | $\checkmark$ | A\&H | EDL 313 Lit-Based Reading Methods for Adolescents | 3 | $\checkmark$ |  |
| EDL 305 Content Area Literacy | 3 | $\checkmark$ |  | EUT 210 Perspectives in Mathematics and Science | 3 | $\checkmark$ | A\&H |
| Semester Total | 16 |  |  | Semester Total | 16 |  |  |

Fourth Year

| Fall Semester | Credits | Major | Gen Ed | Spring Semester | Credits | Major | Gen Ed |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| EDM 441 Internship I: Professionalism \& Practice | 6 | $\checkmark$ |  | EDM 451 Internship II: Teachers as Leaders | 10 | $\checkmark$ | CAP |  |
| EDM 442 Internship I: Seminar | 3 | $\checkmark$ |  | EDM 452 Internship II: Seminar | 2 | $\checkmark$ | CAP |  |
| EDM 416 Social Studies in Middle School (coreq EDM 441) | 3 | $\checkmark$ |  |  |  |  |  |  |
| EDM 415 Mathematics in Middle School (coreq EDM 441) | 3 | $\checkmark$ |  |  |  |  |  |  |
| Apply for Spring graduation prior to Sep 9th |  |  |  |  |  |  |  |  |
| Semester Total |  |  |  |  |  |  | 15 |  |

## College/ Program Notes:

Assumptions: college-level readiness in MTH \& ENG; no Foreign Language Deficiency. The plan above is a suggested guide to ensure that all General Education, College, University, and Major requirements are met within 4 years of study. Students may deviate from the suggested placement of Gen Ed courses, although the M/QL and W/C requirements should be completed during the first year of study.
Students must have a minimum of $\mathbf{1 2 1}$ total credit hours, of which a minimum of $\mathbf{2 4}$ credit hours must be upper division ( 300 or 400 -level courses).

## University Notes:

| Gen Ed Key: | SS = Social Sciences (two courses from different departments) |
| :--- | :--- |
| INTRO = Introduction to University Life Requirement (one course) | A\&H = Arts \& Humanities (two courses from different departments) |
| W/C = Writing/Composition Requirement (two courses; C or better required) | DIV = Social Diversity Requirement (2 courses; one US Diversity and one African American Exp.) |
| M/QL = Mathematics/Quantitative Literacy Requirement (two courses) | WAC/SPAC = Writing/Speaking Across the Curriculum Requirement (3 courses, one in the major) |
| NS = Natural Sciences (two courses, one of which must have a lab) | CAP = Capstone Requirement |
| ** of the SS and A\&H courses, one must be focused on Africa, Latin America, Asia or the Middle East (ALAAME) |  |

[^0] degree requirements, services provided, or any other subject addressed herein.


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