

UNDERGRADUATE TEACHER EDUCATION PROGRAMS

Early Childhood

Middle Childhood

Adolescence to Young Adult

Multi-Age

September 2010



Otterbein University Mission

The mission of Otterbein University is to educate the whole person in a context that fosters the development of humane values. Otterbein University is a private, church-related, coeducational college that sponsors traditional and continuing education programs of liberal arts and professional education at Baccalaureate and Master's levels. Our commitment is to the liberal arts as the broad base of all learning.

Nondiscrimination Policy

Otterbein University does not discriminate on the basis of race, religion, age, sex, color, disability, sexual orientation, national or ethnic origin, political affiliation, marital or veteran status in admission of students, educational policies, scholarships and loans, housing, athletics, employment, and other activities. Inquires regarding compliance with federal nondiscrimination regulations may be directed to the Chairperson of the Affirmative Action Committee; the Vice President for Academic Affairs; or the Director of Human Resources.

UNDERGRADUATE TEACHER EDUCATION PROGRAMS

offered by

OTTERBEIN UNIVERSITY



Accreditation

Otterbein University and the Teacher Education Program is a member of or is approved by:

1. The North Central Association of Colleges and Secondary Schools.
2. The American Association of University Women.
3. The Association of American Colleges and Universities.
4. The National Association of Schools of Music.
5. The Ohio College Association.
6. The Ohio Department of Education (ODE).
7. The American Association of Colleges of Teacher Education.
8. National Council for the Accreditation of Teacher Education (NCATE).



The National Council for Accreditation of Teacher Education is a non-profit, non-governmental alliance of 33 national professional education and public organizations who support quality teaching. NCATE accreditation is a mark of distinction, and provides recognition that the college of education has met national professional standards for the preparation of teachers and other educators. In NCATE's performance-based accreditation system, institutions must provide evidence of competent teacher candidate performance. Teacher candidates must know the subject matter they plan to teach and how to teach effectively so that all students learn.

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Mission Statement and Conceptual Framework

Mission Statement

The professional education unit of Otterbein University is committed to providing a coherent, developmentally-based teacher education program that prepares teachers to create and work within learning communities which maximize the potential of all learners. The program promotes collaborative learning and critical reflection as a way to develop a community of life-long learners who can respect diverse perspectives, make informed decisions, and be responsive to the changing needs of children in our society.

We Believe In

- **The Power of Knowledge**

Effective teachers are knowledgeable and see themselves and their students as life-long learners. Our graduates will be able to make informed decisions based on complex data.

- **The Interdependency of Pedagogy and Content**

Knowledge is not a series of discrete bits of information. Effective teachers help their students see relationships among different areas of study and their application to the real world. In our curriculum, liberal arts and professional courses are intentionally connected. In the same manner, pedagogy and content often are addressed together.

- **The Potential of All Children**

Every child deserves to be taught by quality teachers who believe that each child is capable of learning. The Otterbein teacher education program provides its candidates with the knowledge, skills and dispositions for creating learning environments that are developmentally responsive for each of the students they teach.

- **The Richness of Diversity**

Our program prepares teachers to accept, honor and enhance the diversity within the school environment. Diversity includes but is not limited to ethnicity, gender, social class, sexual orientation, and special needs.

- **The Possibilities of Technology**

As teaching and learning become more complex, the effective use of technology within the classroom becomes even more essential. During their teacher education program, Otterbein students will not only use technology as an integral part of their own professional preparation and see technology modeled for classroom productivity, but they will also learn how to use technology effectively in their classroom.

- **The Necessity of Reflection**

The transition from being a student to becoming a teacher requires a great deal of reflection and introspection on the part of teacher education candidates. In order to truly discover their teacher persona, teacher education candidates must take a critical look at what they believe about teaching and learning throughout their program and strive to incorporate those values in their own teaching.

- **The Merit of Experiential Learning**

Otterbein is committed to continuous and progressive field experiences. The program exposes teacher education candidates to a variety of educational settings.

- **The Importance of Accountability**

Our program is committed to the formative and summative assessment of the knowledge, dispositions, and skills of teacher education candidates in order to assure that graduates from the program are effective and qualified teachers. Furthermore, the unit will use the information obtained from these assessments to change, alter, and/or modify the program so that the quality is maintained.

Model for Teacher Education at Otterbein

The Education Department serves as the professional education unit of Otterbein University, providing professional courses for pre-service teachers through:

- A four-year *undergraduate* program for Early Childhood, Middle Childhood, and AYA/Multi-age Licensure;

- A post-baccalaureate licensure-only program for Early Childhood, Middle Childhood, and AYA/Multi-age Licensure, built on the undergraduate teacher education program;
- A part-time *Master of Arts in Teaching* program designed to provide a graduate Middle Childhood Licensure program for grades 4-9 that is responsive to the needs of working, second-career adults.

Building on a liberal arts foundation that emphasizes multidisciplinary and interdisciplinary ways of knowing, professional education requires candidates and graduate students to examine their values and actions in view of current research and best practice. Coordinated field experiences in diverse settings across the pre-service programs provide a realistic setting to test theories and professional competencies against the cognitive and affective needs of children in schools.

The professional education unit also offers continuing professional development for certified/licensed teachers through a *Master of Arts in Education degree program*, with majors in Reading & Curriculum and Instruction. The MAE program is designed to develop professional empowerment through study, research, and reflection. Both the MAE program design and the scheduling of classes serve the needs of practicing, certified/licensed teachers.

Purposes and Goals of Teacher Education

The Teacher Education Program at Otterbein University is based on the philosophy that a liberal education is best for teachers. The broad aim of teacher education is to help licensure candidates acquire knowledge, develop skills, and exhibit dispositions which they will need in order to be contributing members of society and successful teachers of children.

The faculty of the Teacher Education Program have adopted standards and critical dispositions to inform ongoing program development and to guide the assessment of candidate progress throughout the program. These standards are aligned with external accrediting agencies such as NCATE and the Ohio Department of Education, based on standards developed by INTASC. However, these standards are informed by the Mission Statement and Conceptual Framework of Otterbein's Teacher Education Program and provide a strong basis for the preparation of teacher candidates who can positively impact the education of P-12 students.

The Interstate New Teacher Assessment and Support Consortium (INTASC) is a consortium of state education agencies, higher education institutions, and national educational organizations dedicated to the reform of the education, licensing, and on-going professional development of teachers. Created in 1987, INTASC's primary constituency is state education agencies responsible for teacher licensing and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with pedagogical understanding to assure that all students learn and perform at high levels. The INTASC model core standards for licensing teachers represent those principles which should be present in all teaching regardless of the subject or grade level taught and serve as a framework for the systemic reform of teacher preparation and professional development.

Otterbein Teacher Education Standards

Standard #1—The candidate understands the discipline(s) he or she teaches and can create learning experiences that make subject matter meaningful for students

Standard #2—The candidate understands how students learn and develop and provides learning opportunities that support their intellectual, career, social and personal development.

Standard #3—The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.

Standard #4—The candidate plans instruction based upon the knowledge-base of the subjects, student population, community needs, curriculum goals, and Ohio approved curriculum models.

Standard #5—The candidate is proficient in utilizing a variety of instructional models to encourage critical thinking, problem-solving, and performance skills.

Standard #6—The candidate motivates individual students and groups of students by creating a positive, encouraging, active learning environment.

Standard #7—The candidate uses effective forms of communication to foster interaction in the classroom.

Standard #8—The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Standard #9—The candidate is a reflective practitioner who actively seeks out opportunities to grow professionally.

Standard #10—The candidate fosters relationships with school colleagues, parents, and the larger community to support students' learning and well-being.

Critical Dispositions

In addition to standards that guide the preparation and licensure of candidates' knowledge of content and ability to teach, candidates are also evaluated on critical dispositions essential for success in education. Critical Dispositions are defined by NCATE as "attitudes, beliefs, values, and commitments that influence behaviors." Ten of these are vital themes in the Otterbein University Teacher education program. We expect these dispositions to be evidenced in the field as candidates practice their professional skills. Because our program is developmental, we intentionally model these dispositions in every course and provide guided practice for candidates as they grow professionally.

Critical Dispositions

1. A **Hard-Working** candidate is responsible, reliable, punctual and fulfills requirements in a timely manner.
2. A **Principled** candidate values and tries to act upon the principles of honesty, fairness, mutual respect and compassion.
3. A **Resourceful** candidate demonstrates initiative by consulting with others to solve problems.
4. An **Open-Minded** candidate is willing to learn about others, tries to be non-judgmental and is open to diverse points of view.
5. An **Organized** candidate handles multiple tasks and demands adequately.
6. A **Collegial** candidate is a productive colleague and can take suggestions and constructive criticism.
7. An **Inquisitive** candidate is open to new ideas, asks good questions and often seeks out answers.
8. A **Flexible** candidate is able to adjust, redirect, and deal with the unexpected.
9. A **Positive** candidate finds good in most situations and looks for ways to be successful.
10. A **Social** candidate interacts effectively with colleagues, students and parents.

Degrees Offered in Teacher Education

1. The **Bachelor of Arts** or **Bachelor of Science** degrees are the degrees granted to candidates seeking Adolescence to Young Adult (AYA, grades 7-12) or Multi-Age (PK-12) licensure. These candidates major in their teaching area but also complete teacher education requirements.
2. The **Bachelor of Music Education** degree is designed to lead to Multi-Age (PK-12) licensure. Candidates major in Music Education.
3. The **Bachelor of Science in Education** degree is designed for candidates seeking Early Childhood (PK-3) or Middle Childhood (4-9) licensure. These candidates are Education majors.

Post-Baccalaureate Licensure Programs

All of the licensure programs available for undergraduate candidates are also available for qualified candidates who already have a baccalaureate degree from an accredited college or university. This is an undergraduate licensure-only program and does not lead to a degree. For further information, contact the Education Advisor in the Center for Continuing Studies. Post-baccalaureate program requirements may differ from the undergraduate program requirements.

Teaching Licenses/Endorsements Offered

Teacher candidates successfully completing the program at Otterbein may apply for a standard four-year resident educator licensure in the areas listed below. See Education Department for Praxis II requirements.

Early Childhood (PK-3) – one concentration area required

- Optional Early Childhood Generalist Endorsement may be added to the Early Childhood License if the candidate desires the ability to teach four content areas in a self-contained grade 4 or 5 classroom
- Optional Intervention Specialist License may be added to the Early Childhood License

Middle Childhood (4-9) – two concentration/teaching areas required

- Optional Middle Childhood Generalist Endorsement may be added to the Middle Childhood License if the candidate desires the ability to teach four content areas in a self-contained grade 4, 5, or 6 classroom

Adolescence to Young Adult (AYA, 7-12) – one or more teaching areas required

Multi-Age (PK-12) – one or more teaching areas required

Reading Endorsement (PreK-12) may be added to another licensure area

Critical Decision Points and Assessment Benchmarks for Teacher Education Candidates

To determine the progress of candidates in meeting departmental standards, benchmarks have been set to be reviewed at four critical Decision Points across the program. *The Education Department reserves the right to refuse registration and/or admission to any candidate who does not meet the criteria or who does not make satisfactory progress in the Teacher Education Program.*

Decision Point 1: Pre-Admission (Entry to EDUC 160/1600)

- 2.5 overall GPA in courses that appear on the Otterbein transcript
- ACT scores of 20 or above on both English and Math, OR
SAT scores of 500 or above on both Critical Reading and Math, OR
Praxis I score of 172 or above on Writing and/or Math

Decision Point 2: Admission to Teacher Education Programs

Applications are solicited from students enrolled in EDUC 2000 or 2200; however, forms are available in the Education Office for use at other times. Applications are due the third week of the term. Criteria for admission to the Teacher Education Program include:

- A minimum of one year of college level work, including EDUC 160/1600 and EDUC 2000/2200;
- Post-evaluation 2.5 overall GPA from all institutions;
- Post-evaluation 2.5 GPA in teaching area(s);
- Positive recommendations from persons listed below, which will be used to assess interpersonal relations, motivation, and content knowledge:
 - EDUC 160/1600 instructor, supervisor, and cooperating teacher(s);
 - EDUC 2000/2200 instructor, supervisor, and cooperating teacher(s);
- A member of the Otterbein faculty or staff who can assess the student's critical dispositions; **this is the student's responsibility; forms are available in the Education Office;**
- The chairperson of the teaching area department (for AYA or Multi-Age);
- Proficiency in written communication as evidenced by a "C" or better in a college level composition course;
- Proficiency in oral communication as evidenced by performance in EDUC 160/1600 and EDUC 2000/2200;
- Course grades and field ratings in EDUC 160/1600 and EDUC 2000/2200;
- The Teacher Education Committee may consider other data related to success in teaching at the option of the Committee.

Applications are reviewed every term; files are complete only after a candidate has taken EDUC 2000/2200. Applicants will be notified of the action of the Committee in writing within two

weeks of the decision, and they may reapply if they do not qualify on the first application by contacting the Education Department for application deadlines.

Eligibility will again be checked prior to candidates being enrolled in Methods courses.
Candidates must receive positive recommendations from their early field experience in order to enroll in EDUC 3200, 3420, 3700, or MUSC 3032/3033/3034, or HLED 4000/PHED 4000.

Decision Point 3: Enrollment in Capstone (Student Teaching)

Applications for student teaching are available on the Education website under “Department Forms.” Applications must be submitted at least two terms before student teaching. Candidates’ records will again be reviewed before student teaching placement to assure the following criteria for eligibility are met:

- GPA (see Admission requirements);
- Successful completion of pre-student teaching field and course requirements;
- Positive recommendation from a Methods instructor;
- Submission of a student teaching application to the Education Department (see Education Department for application deadline);
- Interview with the Director or Assistant Director of Field Placements

Candidates needing more time to demonstrate competencies for student teaching may be required to take an extra field experience.

Decision Point 4: Exit Requirements to be Recommended for Licensure

- Successful completion of Student Teaching Clinical Practice requirements;
- Successful completion of Student Teaching Seminar requirements including an electronic exit portfolio;
- Completion of all required coursework, including a "C" grade in all Professional Education courses;
- Verification of GPA requirements (see Admission to Teacher Education);
- Valid Fingerprinting and Background Check is required for licensure;
- Application for graduation/program completion (See Registrar's Office for details at least two terms before you plan to complete your program);
- Successful completion of Praxis II and/or ACTFL-LTI (foreign language candidates) examinations required for licensure area(s). (See section on Licensure Testing for further details.)

Policies, Procedures, Information, and Resources

Academic Appeals

The following sequential steps should be followed in appeal if a student is convinced that he or she is a victim of unlawful discrimination or of decisions arrived at in a prejudiced or capricious manner: 1. Discuss the matter with the professor involved. 2. Discuss the matter with the Chair of the Education Department. 3. Present evidence in writing, then discuss the matter with the Vice President for Academic Affairs. 4. Appeal in writing with supporting evidence to the Appeals Council. Details regarding the appeal process are available from the Office of Academic Affairs.

Academic Support Center

Students in need of additional tutoring, assistance with writing, or other academic support may contact the Academic Support Center on the second floor of the Library. (See University Catalog for more information).

Advising

Early and Middle Childhood candidates are assigned to an Education Department faculty advisor upon acceptance to Otterbein University. AYA and Multi-age candidates are assigned to advisors in their teaching area departments. Students may change advisors with the permission of the new advisor. Please work closely with your adviser especially as the University transitions to semesters beginning fall 2011.

Attendance Policy for Classes and Field Experiences

Teachers are responsible for the safety and well being of pupils; therefore, reliability is an essential quality for teachers. The attendance policies for professional education will emphasize the importance of personal responsibility and attempt to help teacher education candidates develop a pattern of responsible behavior.

The attendance policies listed shall apply for courses and field experiences offered by the Education Department; however, professors may further define or alter these general policies by writing an attendance policy in the course outline.

Class Attendance

1. Attendance is expected at all class sessions. A record of student attendance shall be kept by the instructor and attendance will be a factor in arriving at the final grade for courses in education.
2. Specific attendance policies for each course will be included in the course syllabus.

Field Experience Attendance

Student teachers and field experience students must notify both the cooperating teacher (or school) and the University supervisor in advance, if possible, of absence for any cause.

Days missed in student teaching and field experience may be added to the completion date of the experience. University supervisors may excuse no more than two days absence for good cause without extending the completion date. Days missed in field experiences will not be counted in hours accumulated. Excessive or irresponsible absences may result in withdrawing the student from the experience. **Falsification of time sheets may be grounds for dismissal from the program.**

Change of Major

Requirements for internal Change of Major to Education (**45 quarter or 30 semester hours or less from all institutions:**)

- Post-evaluation 2.5 overall GPA from all institutions
- Permission of Education Department

Requirements for internal Change of Major to Education (**more than 45 quarter or 30 semester hours from all institutions:**)

- Post-evaluation 2.5 overall GPA from all institutions
- Post-evaluation 2.5 GPA in concentration/teaching area(s)
- ACT scores of 20 or above on both English and Math, OR
SAT scores of 500 or above on both Critical Reading and Math, OR
Praxis I score of 172 or above on Writing and/or Math
- Permission of Education Department

Credit by Examination

According to the University Catalog, students are not permitted to take CLEP exams once they have reached senior status. Also, students who have already earned Bachelor's degrees are not permitted to take CLEP exams. None of the hours may be used to fulfill the University's residency requirement. (See University Catalog for more information)

Documentation Style

The preferred style for all Education courses is APA (American Psychological Association). See [The Everyday Writer](#) for details about citation style. Exceptions to this policy will be clearly defined in course syllabi.

Field Experiences

See page 11 for information on field experiences.

Job Search Assistance—Center for Career Planning

The Otterbein Center for Career Planning provides a menu of services including resume-building, cover letter writing, practice interviews, and job search assistance. In addition, staff will advise

students on assembling a strong credential file, the collection of documents that support your application (transcripts, letters of reference, test scores, etc.). **All students will prepare and manage their own credential file.** All student teachers are required to attend an orientation session at the Center for Career Planning to learn about the job search process.

Licensure Testing

To become a licensed teacher in Ohio's schools, a person must successfully complete required Praxis II and/or ACTFL-LTI (foreign language candidates) examinations. Candidates are eligible for the examinations once 75% of the course work in the licensure program including methods is completed. Students will be expected to take tests covering professional education and curriculum content or specialization. The most recent list of Praxis II qualifying scores for specified licenses in Ohio is available in the Education Department Office. Praxis II materials are available from the Educational Testing Service at www.ets.org/praxis. Study materials are available in the Education Department Office and the Library. ACTFL-LTI guidelines and preparation materials can be found at www.actfl.org.

Out-of-State Teacher Licenses

Because states determine their own teacher education programs, licensure may differ from state to state. It is the duty of the student to see that the special requirements of states other than Ohio are met. Information on licensure may be obtained from the Division of Teacher Education and Certification, Department of Education of the state in question.

Teacher licensure is simplified in many states through Interstate Reciprocity Agreements and on graduation from institutions accredited by the National Council for the Accreditation of Teacher Education (NCATE). Most states require that teachers pass a teacher competency test prior to licensure.

Portfolio Requirement

To be recommended for licensure, teacher candidates are required to submit an electronic portfolio that documents their mastery of department standards. Elements of the portfolio will be developed throughout the program, with completion during student teaching. Student Teaching Seminar instructors will provide support and feedback for students, and faculty members will be assigned to evaluate the final portfolio. The electronic platform for the portfolio is an on-line service called TaskStream. **Students are responsible for purchasing individual subscriptions to TaskStream which will provide access to the portfolio template throughout their program.**

Significant Improvement Clause

Candidates who are transferring low undergraduate grade point averages in from other institutions may encounter significant obstacles when trying to raise their overall or content area GPA to 2.5. For these candidates, the Significant Improvement Clause has been developed. If a transfer student has earned a 3.0 or higher **overall** GPA at Otterbein over 33 or more quarter hours (24 semester hours) **and** a 3.0 **content** GPA in a minimum of 3 content courses their area of intended licensure, they will have met the grade point average criterion for admission to Teacher Education.

Transcript Evaluation

Once all official transcripts are received by the University, the Office of the Registrar will conduct a formal transcript evaluation. Only courses approved by the Office of the Registrar or the Chair, Department of Education will receive transfer credit.

Transfer Students

Requirements for all external transfers **as intended Education majors:**

- Post-evaluation 2.5 overall GPA from all institutions
- Post-evaluation 2.5 GPA in concentration/teaching area(s)
- ACT scores of 20 or above on both English and Math, OR
SAT scores of 500 or above on both Critical Reading and Math, OR
Praxis I score of 172 or above on Writing and/or Math
- Recommendation of Transfer Admission Counselor

Field Experiences and Clinical Practice

Field experiences serve an important socialization function in Otterbein's teacher education program. Field experiences are based in schools and are designed to help students decide whether teaching is or is not an appropriate career choice; to develop skills in applying methods and management techniques; and to observe teachers executing various roles during the school day. Otterbein's program provides a number of different field experiences. Students are exposed to urban, suburban, and sometimes rural settings. They are encouraged to work with culturally diverse populations at several grade levels. Across these field experiences, students observe, plan, instruct, manage, and evaluate within the context of current practice.

Field experiences and student teaching assignments are made in public and private schools and agencies within convenient travel distance from the University. Written agreements between the University and cooperating schools and agencies are required, and placements are made in schools and agencies that have agreements with the University. Students are expected to provide their own transportation.

Field experience assignments start in the first course (EDUC 160/1600) and culminate in student teaching (see Chart of Field Experiences and Clinical Practice in Teacher Education). Student teaching is a full school day for a minimum of 12 weeks. Students should carry no other academic course work during the student teaching quarter, but activities courses may continue so long as they meet outside of school hours.

Transfer students who have completed field experiences at other institutions may have hours included on their Otterbein record. Students must request records (evaluations, time sheet, etc.) from the other institution be sent to the Education Department to verify the hours.

Non-credit field experience: Students who have documented, supervised experience with children or youth, not associated with a university course, may apply to have those hours included in their field experience record. Forms are available in the Education Department.

Fingerprinting and Background Checks are required for all field experiences. On-campus services will be available each term, or students may contact any WebCheck location or police department.

Non-Traditional Clinical Practice Opportunities

Non-traditional opportunities are open to students in any licensure area. Contact the Education Office for more information about these programs.

Student Teaching in England:

Candidates spend 12 weeks in England during the fall term of their senior year. Student teaching is in classrooms in the city of Derby in Derbyshire. The program involves supervision by a mentor teacher and a liaison from the University of Derby. Housing is in facilities approved and obtained by the University of Derby. Candidates interested in this program should begin to plan early, so that proper scheduling and budgeting of costs can occur. For further information, contact Dr. Karen Robinson in the Education Department. (NOTE: Placements may be limited to Early and Middle Childhood.)

Student Teaching in Philadelphia, PA:

Candidates student teach in Philadelphia during the fall term of their senior year. The program involves supervision by a mentor teacher and a liaison from the Philadelphia Center. Housing is in facilities approved and obtained by the Philadelphia Center. Candidates interested in this program should begin to plan early, so that proper scheduling and budgeting of costs can occur. For further information, contact Dr. Karen Robinson in the Education Department.

Student Teaching in New Mexico:

Candidates may apply to participate in a unique student teaching program in northern New Mexico during autumn term of their senior year. This 12 week program takes place at the McCurdy School in Española, New Mexico, a United Methodist affiliated private K-12 school from early August through October. The pupil population is 85% Hispanic, with the rest a mix of Native

American, African-Americans, and Anglos, representing a variety of socio-economic and religious backgrounds; however the ability to speak Spanish is not required. Students live in dorms free of charge on the McCurdy campus. Applications for the McCurdy Internship are due the first Friday of spring term for student teaching placements the following year. For further information, contact Dr. Marlene Deringer in the Education Department.

Year-long Internship Alternative to Student Teaching:

As an alternative to the one term student teaching experience, this internship involves a full year in a school district. In addition to meeting the requirements for student teaching, participants become more involved with staff development opportunities, preparation of the classroom prior to school's starting, involvement with family and community activities, and in general, getting accustomed to the flow of an academic year. Options in this internship include being able to work with more than one teacher or at more than one level. Candidates interested in this program should begin to plan early and should realize that the additional placement time may extend the time needed for graduation. Candidates enroll for student teaching fall term and EDUC 4900 other terms. For further information, contact Dr. Karen Robinson in the Education Department.

University sponsored off-campus opportunities are described in the [Otterbein University Course Catalog](#).

Chart of Field Experiences and Clinical Practice in Teacher Education

(Additional field experiences may be included in individual programs and/or content areas.)

Early Childhood	Middle Childhood	Adolescence to Young Adult & Multiage
EDUC 4710/4900 Student Teaching	EDUC 4810/4900 Student Teaching	EDUC 4100/4900 Student Teaching
EDUC 3640 Elem. Literacy Assess. & Instr. 50 Field Hours	EDUC 4500 Exceptional Children 25 Field Hours	¹ EDUC 4500 Exceptional Children 25 Field Hours
EDUC 3200 Early Child Curriculum 50 Field Hours	EDUC 3850 Literacy for Young Adol. 25 Field Hours	EDUC 3800 Literacies in Content Area 25 Field Hours
EDUC 4000 25-100 Field Hours <i>as needed</i>	EDUC 4000 25-100 Field Hours <i>as needed</i>	EDUC 4000 25-100 Field Hours <i>as needed</i>
EDUC 2510 & 2600 Exceptional Child & Emergent Literacy 60 Field Hours	EDUC 3420 Middle Child. Methods II 60 Field Hours	² EDUC 3700 Second. & Multiage Methods 100 Field Hours
	EDUC 3410 Middle Child. Methods I 40 Field Hours	
EDUC 2200 Educ. Psychology 20 Field Hours	EDUC 2000 Educ. Psychology 20 Field Hours	EDUC 2000 Educ. Psychology 20 Field Hours
EDUC 160 Study of the School 70 Field Hours <i>(45 if taking EDUC 1600 in semesters)</i>	EDUC 160 Study of the School 70 Field Hours <i>(45 if taking EDUC 1600 in semesters)</i>	EDUC 160 Study of the School 70 Field Hours <i>(45 if taking EDUC 1600 in semesters)</i>

¹Physical Education Students take PHED 3600 Early Childhood & Adapted Physical Education.

²Music students take MUSC 3032 Music Methods—Elem. School and MUSC 3033 or 3034 Instrumental or Choral Music Methods—Middle & High School. Health & Physical Education students take HLED 4000 and PHED 4000.

Early Childhood Teacher Education Program

Degree

The Bachelor of Science in Education (B.S. in Ed.) degree is designed specifically for the preparation of Early Childhood and Middle Childhood teachers. The B.S. in Ed. Degree requires a minimum of 180 quarter hours or equivalent combination of quarter and semester hours of course work.

Teaching Licenses

The Early Childhood teacher education program leads to an Ohio four year Early Childhood resident educator license valid for teaching grades pre-school through grade three.

Attention is called to additional license possibilities by completing the Early Childhood Generalist (p. 15), Intervention Specialist (p. 16), or Reading (p. 16) concentration areas.

Course work for the Early Childhood Generalist Endorsement for Grades 4 and 5 will be available at the undergraduate level beginning academic year 2011-2012.

Program Description

A display of the required courses and recommended course sequences for the Early Childhood program is presented on the next few pages. The recommended sequence may be changed on the advice of the faculty advisor to meet individual scheduling needs. Course substitutions require the written permission of the Chairperson of the Education Department.

Early Childhood teacher education candidates at Otterbein University must complete a concentration area. **Candidates are encouraged to consider Early Childhood Generalist, Intervention Specialist, and Reading concentration areas as they lead to a second license or endorsement.** The approved concentration areas, including the course work that is acceptable, are displayed on pages 15-16. Early Childhood education candidates may choose one of the following four approved concentration area options:

- Early Childhood Generalist (p. 15)
- Intervention Specialist (p. 16)
- Reading (p. 16)
- Specialized Content Strand (p. 16)

Early Childhood Program
(Pre-K through Grade 3)
A Recommended Sequence of Courses

FRESHMAN YEAR (quarter hours)

- ____ 1. INST 100 Freshman Seminar (5) **or**
INST 105 Growing Up in America (5) **or**
INST 110 Composition & Literature (5)
- ____ 2. INST 130 Psychology & Human Nature (5) **or**
PSYC 100 General Psychology (5) **or** (*PSYC 1000 beginning Fall 2011*)
PSYC 210 Child Development (5) **or** (*PSYC 2310 beginning Fall 2011*)
- ____ 3. INST 150 Issues in the Western Experience (5)
- ____ 4. INST 160 World Geography (5) (*New course available beginning Fall 2011*)
- ____ 5. MATH 150 Nature of Mathematics (5) (*MATH 1210 beginning Fall 2011*)
- ____ 6. ¹EDUC 160 Study of the School (4) (*EDUC 1600 beginning Fall 2011*)
- ____ 7. EDUC 170 Phonics & Structure of Language (5) (*EDUC 1700 beginning Fall 2011*)
- ____ 8. HPES 101, 102, 103 Health & Physical Ed. Service Courses (2)
- ____ 9. ART 290 Art in Early Childhood Education (5) **or** (*EDUC 3155 beginning Fall 2011*)
MUSC 270 Music for the Classroom Teacher (5)
- ____ Concentration Area Courses: A concentration area is required. Please see the following pages for the recommended options.

SOPHOMORE YEAR (semester hours)

- ____ 1. INST 2000 Interconnections (4)
- ____ 2. INST 2200 Reflection & Responsibility (4)
- ____ 3. EDUC 2200 Educational Psychology: Early Childhood (4)
- ____ 4. EDUC 2300 Educational Technology: Early Childhood (2)
- ____ 5. EDUC 2510 Exceptional Children: Early Childhood (4)
- ____ 6. EDUC 2600 Emergent Literacy in Inclusive Environments (4)
- ____ 7. EDUC 3550 Classroom Management (2)
- ____ 8. PHED 2200 Health & Movement Education for the Early Child. Classroom (4)
- ____ 9. MATH 2100 Math for Early Childhood Education (4)
- ____ Concentration Area Courses

¹EDUC 160/1600 is not open to incoming freshmen fall term; 2.5 overall GPA and appropriate standardized test scores required to enroll (see pages 7 and 33 for more details).

²EDUC 4000 Field Experience: Only required under special circumstances by the Chairperson of the Education Department.

³EDUC 4710 See pages 11 and 40 for more details.

⁴EDUC 4900 Internship is an optional program of a full year of teaching experience open to selected candidates. See pages 12 and 40 for more details.

JUNIOR YEAR (semester hours)

- ____ 1. INST 2400 Natural Foundations (4)
- ____ 2. INST 2600 Creativity & Culture (4)
- ____ 3. EDUC 2400 Social Studies in the Primary & Intermediate Classroom (4)
- ____ 4. EDUC 2500 Science in the Primary & Intermediate Classroom (4)
- ____ 5. EDUC 3200 Integrated Methods: Early Childhood (4)
- ____ 6. EDUC 3600 Multicultural Education (2)
- ____ 7. EDUC 3640 Elementary Literacy Assessment & Instruction (4)
- ____ Concentration Area Courses

SENIOR YEAR (semester hours)

- ____ 1. INST 3500 Dyad (4)
- ____ 2. INST 4000 Dyad (4)
- ____ 3. ²EDUC 4000 Field Experience (0-4)
- ____ 4. ³EDUC 4710 Student Teaching: Early Childhood (12) **or**
⁴EDUC 4900 Teaching Internship (5 to 15)
- ____ 5. EDUC 4720 SYE Seminar: Early Childhood (2)
- ____ Concentration Area Courses

Concentration Areas for

Early Childhood Program (Pre-K to Grade 3)

Early Childhood Concentration Areas Differ from Middle Childhood Concentration Areas

Numbers in parentheses indicated either the quarter or semester hours for the course. If the number is shown with "q" it is quarter hours. If the number is shown with "s" it is semester hours.

EARLY CHILDHOOD GENERALIST (28 sem. hrs.)

Leads to Early Childhood Generalist Endorsement (Grades 4-5);

Additional Praxis II Exam Required

- ____ 1. EDUC 2400 Social Studies in the Primary & Intermediate Classroom (4 s)
- ____ 2. EDUC 2500 Science in the Primary & Intermediate Classroom (4 s)
- ____ 3. EDUC 3210 Adv. Pedagogical Content Knowledge: Interm. Science (2 s)
- ____ 4. EDUC 3220 Adv. Pedagogical Content Knowledge: Interm. Mathematics (2 s)
- ____ 5. EDUC 3230 Adv. Pedagogical Content Knowledge: Interm. Social Studies (2 s)
- ____ 6. EDUC 3240 Adv. Pedagogical Content Knowledge: Interm. Language Arts (2 s)
- ____ 7. EDUC 3250 Development, Learning & Instruction for Interm. Students (4 s)
- ____ 8. EDUC 3640 Elementary Literacy Assessment & Instruction (4 s)
- ____ 9. MATH 2100 Math for Early Childhood Education (4 s)

Early Childhood Concentration Areas Differ from Middle Childhood Concentration Areas

Numbers in parentheses indicated either the quarter or semester hours for the course. If the number is shown with "q" it is quarter hours. If the number is shown with "s" it is semester hours.

INTERVENTION SPECIALIST (41 sem. hrs.)

**Leads to second license for Early Childhood Intervention Specialist;
Additional Praxis II Exam Required**

- 1. PSYC 2310 Child & Adolescent Development (4 s)
- 2. PSYC 4210 Developmental Psychopathology (4 s)
- 3. SOCL 3020 Sociology of Family Diversity (4 s) (*Prerequisite SOCL 120/1000 or permission of instructor*)
- 4. EDUC 2510 Exceptional Children: Early Childhood (4 s)
- 5. EDUC 2600 Emergent Literacy in Inclusive Environments (4 s)
- 6. EDUC 3550 Classroom Management (2 s)
- 7. EDUC 3640 Elementary Literacy Assessment & Instruction (4 s)
- 8. EDUC 4550 Practicum: Early Childhood Special Education (4 s) (*Prerequisites: EDUC 160/1600, 2200, and 2510*)

READING (5 qtr. hrs.; 28 sem. hrs.)

**Leads to Reading Endorsement (Pre-Kindergarten through Grade 12);
Additional Praxis II Exam Required**

- 1. EDUC 170 Phonics & Structure of Language (5 q) (*EDUC 1700 beginning Fall 2011*)
- 2. EDUC 2600 Emergent Literacy in Inclusive Environments (4 s)
- 3. EDUC 3640 Elementary Literacy Assessment & Instruction (4 s)
- 4. EDUC 3800 Literacies in the Content Area (4 s)
- 4. EDUC 3850 Using Literacy in the Middle Grades (4 s)
- 5. EDUC 4600 Research-Based Decision-Making in Literacy (4 s)
- 6. EDUC 4800 Practicum: Reading K-12 (4 s)

SPECIALIZED CONTENT STRAND (20 sem. hrs.)

Specialized Content Strand may replace concentrations outlined above.

Specialized Content Strand must meet the following requirements:

- 1. Include a minimum of 16 semester hours of a content area beyond the basic/elementary level
- 2. Be defined in collaboration between the candidates and the academic advisor
- 3. Be submitted with the application for admission to Teacher Education
- 4. Be approved by the Education Department Chair
- 5. Approved request must be submitted by the candidate to the Office of the Registrar within two semesters of graduation

Middle Childhood Teacher Education Program

Degree

The Bachelor of Science in Education (B.S. in Ed.) degree is designed specifically for the preparation of Early Childhood and Middle Childhood teachers. The B.S. in Ed. Degree requires a minimum of 180 quarter hours or equivalent combination of quarter and semester hours of course work.

Teaching Licenses

The Middle Childhood teacher education program leads to an Ohio four year Middle Childhood resident educator license valid for teaching grades four through nine in two content areas.

Attention is called to additional license possibilities by completing the Middle Childhood Generalist Endorsement, Grades 4-6 (p. 20) or Reading Endorsement (p. 33).

Program Description

A display of the required courses and recommended course sequences for the Middle Childhood program is presented on the next few pages. The recommended sequence may be changed on the advice of the faculty advisor to meet individual scheduling needs. Course substitutions require the written permission of the Chairperson of the Education Department.

Middle Childhood teacher education students at Otterbein University must complete two concentration areas in a single academic area. The approved concentration areas, including the course work that is acceptable, are displayed on pages 19-20. Middle Childhood education students may choose **two** of the following four approved concentration area options:

- Language Arts (p. 19)
- Mathematics (p. 19)
- Science (p. 20)
- Social Studies (p. 20)

Middle Childhood Program (Grades 4 through 9)
A Recommended Sequence of Courses

FRESHMAN YEAR (quarter hours)

- ____ 1. INST 100 Freshman Seminar (5) **or**
INST 105 Growing Up in America (5) **or**
INST 110 Composition & Literature (5)
- ____ 2. INST 130 Psychology & Human Nature (5) **or**
PSYC 100 General Psychology (5)
- ____ 3. INST 150 Issues in the Western Experience (5)
- ____ 4. MATH 150 Nature of Mathematics (5) (*MATH 1210 beginning Fall 2011*)
- ____ 5. ¹EDUC 160 Study of the School (4) (*EDUC 1600 beginning Fall 2011*)
- ____ 6. EDUC 170 Phonics & Structure of Language (5) (*EDUC 1710 beginning Fall 2011*)
- ____ 7. HPES 101, 102, 103 Health & Physical Ed. Service Courses (2)
Concentration Area Courses: Course work in two academic areas is required.
Please see the following pages for the recommended options.

SOPHOMORE YEAR (semester hours)

- ____ 1. INST 2000 Interconnections (4)
- ____ 2. INST 2200 Reflection & Responsibility (4)
- ____ 3. EDUC 2000 Educational Psychology: Adolescence (4)
- ____ 4. EDUC 3850 Using Literacy in the Middle Grades (4)
Concentration Area Courses

JUNIOR YEAR (semester hours)

- ____ 1. INST 2400 Natural Foundations (4)
- ____ 2. INST 2600 Creativity & Culture (4)
- ____ 3. EDUC 2100 Educational Technology: Adolescence (2)
- ____ 4. EDUC 3410 Middle Childhood Methods I (4)
- ____ 5. EDUC 3420 Middle Childhood Methods II (4)
- ____ 6. *Select two Middle Childhood Content Methods courses:*
 - ____ 3430 Middle Grades: Language Arts Methods (4)
 - ____ 3440 Middle Grades: Mathematics Methods (4)
 - ____ 3450 Middle Grades: Science Methods (4)
 - ____ 3460 Middle Grades: Social Studies Methods (4)
- ____ 7. EDUC 3600 Multicultural Education (2)
- ____ 8. EDUC 4500 Exceptional Children: Adolescence (4)
Concentration Area Courses

¹EDUC 160 is not open to incoming freshmen fall term; 2.5 overall GPA and appropriate standardized test scores required to enroll (see pages 7 and 33 for more details).

²EDUC 4000 Field Experience: Only required under special circumstances by the Chairperson of the Education Department.

³EDUC 4810 See pages 11 and 40 for more details.

⁴EDUC 4900 Internship is an optional program of a full year of teaching experience open to selected students. See pages 12 and 40 for more details.

SENIOR YEAR (semester hours)

- 1. INST 3500 Dyad (4)
- 2. INST 4000 Dyad (4)
- 3. ²EDUC 4000 Field Experience (0-4)
- 4. ³EDUC 4810 Student Teaching: Middle Childhood (12) **or**
⁴EDUC 4900 Teaching Internship (5 to 15)
- 5. EDUC 4820 SYE Seminar: Middle Childhood (2)
- Concentration Area Courses

Concentration Areas for Middle Childhood Program (Grades 4 to 9)

Two Concentration Areas Required

Middle Childhood Concentration Areas Differ from Early Childhood Concentration Areas

Numbers in parentheses indicated either the quarter or semester hours for the course. If the number is shown with "q" it is quarter hours. If the number is shown with "s" it is semester hours.

LANGUAGE ARTS & READING (15 qtr. hrs.; 20 sem. hrs.) Does not include Reading Endorsement

- 1. EDUC 170 Phonics & Structure of Language (5 q) (*EDUC 1710 beginning Fall 2011*)
- 2. EDUC 3430 Middle Grades: Language Arts Methods (4 s)
- 3. EDUC 3850 Using Literacy in the Middle Grades (4 s)
- 4. ENGL 155 Intro. to the Literary Imagination (5 q) (*ENGL 1155 beginning Fall 2011*)
- 5. INST 100 Freshmen Seminar **or** 105 Growing Up in America **or** INST 110 Composition & Literature (5 q) (*INST 1500 Identity Projects beginning Fall 2011*)

Select one course from the following:

- ENGL 2230 Studies in African American Literatures (4 s)
- ENGL 2231 Studies in Women's Literatures (4 s)
- ENGL 2232 Studies in Diverse Literary Cultures (4 s)
- ENGL 2233 World Literatures (4 s)
- ENGL 2234 Studies in GLBTQ Literatures (4 s)

Select one course from the following:

- ENGL 2250 Studies in American Literature before 1900 (4 s)
- ENGL 2255 Studies in American Literature after 1900 (4 s)

Select one course from the following:

- EDUC 3620 Adolescent Literature in a Comprehensive Reading Program (4 s)
- ENGL 3380 Studies in Adolescent Literatures (4 s)

MATHEMATICS (15 qtr. hrs.; 12 sem. hrs.)

- 1. EDUC 3440 Middle Grades Mathematics Methods (4 s)
- 2. MATH 150 Nature of Mathematics (5 q) (*MATH 1210 beginning Fall 2011*)
- 3. MATH 120 Elementary Functions (5 q) (*MATH 1250 beginning Fall 2011*)
- 4. MATH 170 Calculus I (5 q) (*MATH 1700 beginning Fall 2011*)
- 5. MATH 2150 Math for Middle Childhood: Numbers & Variables (4 s)
- 6. MATH 2170 Math for Middle Childhood: Measurement & Geometry (4 s)

NOTE: Candidates who do not place into MATH 120 are required to take additional courses to meet the prerequisites for MATH 120.

Middle Childhood Concentration Areas Differ from Early Childhood Concentration Areas

Numbers in parentheses indicated either the quarter or semester hours for the course. If the number is shown with "q" it is quarter hours. If the number is shown with "s" it is semester hours.

SCIENCE (20 qtr. hrs.; 12 sem. hrs.)

- 1. CHEM 110 Survey of General Chemistry (5 q) (*New CHEM course available beginning Fall 2011*)
- 2. E SC 201 Physical Geology **or** E SC 202 Historical Geology (5 q) (*New ESCI course available beginning Fall 2011*)
- 3. EDUC 3450 Middle Grades Science Methods (4 s)
- 4. INST 2400 Natural Foundations with a focus on Biology (4 s)
- 5. INST 2400 Natural Foundations with a focus on Astronomy or Earth Science (4 s)
- 6. L SC 225 Problem-Based Learning in Intro. Life Science (5 q) (*BIO 2550 beginning Fall 2011*)
- 7. PHYS 210 Introduction to Physical Science (5 q) (*PHYS 2100 beginning Fall 2011*)

SOCIAL STUDIES (15 qtr. hrs.; 16 sem. hrs.)

- 1. EDUC 3460 Middle Grades Social Studies Methods (4 s)
- 2. INST 150 Issues in the Western Experience (5 q) (*INST 2000 beginning Fall 2011*)
- 3. INST 160 World Geography (5 q) (*New course available beginning Fall 2011*)
- 4. P SC 100 American National Government (5 q) (*POLS 1000 beginning Fall 2011*)

Select one course from the following:

- HIST 1100 The American Experience to 1865 (4 s)
- HIST 1200 The American Experience since 1865 (4 s)

Select one course from the following:

- HIST 2100 History Seminar (4 s)
- POLS 2300 Methods of Research & Inquiry in Political Science (4 s)

Select one course from the following:

- HIST 3200 The Industrial Revolution in a Global Perspective (4 s)
- HIST 4210 Global Capitalism (4 s)

Middle Childhood Generalist Endorsement (Grades 4-6)

The Middle Childhood Generalist Endorsement (Grades 4-6) can **ONLY** be added to a valid Middle Childhood Teaching License with two content areas. The candidate would take additional course work in the concentration areas **not** covered in the original license. The required course sequences are listed below. Additional Praxis II exam is required.

Language Arts

- ENGL 155 Intro. to the Literary Imagination (5 q) (*ENGL 1155 beginning Fall 2011*)
- EDUC 3240 Advanced Pedagogical Content Know.: Intermediate Language Arts (2 s)

Mathematics

The prerequisite for both MATH 2150 and 2170 is MATH 150/1210.

- MATH 2150 Math for Middle Childhood: Numbers & Variables (4 s)
- MATH 2170 Math for Middle Childhood: Measurement & Geometry (4 s)

Science

- EDUC 2500 Science in the Primary & Intermediate Classroom (4 s)
- EDUC 3210 Advanced Pedagogical Content Knowledge: Intermediate Science (2 s)

Social Studies

- EDUC 2400 Social Studies in the Primary & Intermediate Classroom (4 s)
- EDUC 3230 Advanced Pedagogical Content Know.: Intermediate Social Studies (2 s)

Adolescence to Young Adult (AYA, 7-12) and Multi-Age (PreK-12) Teacher Education Programs

Degree

Adolescence to Young Adult (AYA, 7-12) and Multi-Age (PreK-12) teacher education students usually earn a Bachelor of Arts (B.A.) degree. Other degrees, including the Bachelor of Science (B.S.) and Bachelor of Fine Arts (B.F.A.), are possible with specialized programs. Music teachers earn a Bachelor of Music Education (B. of M.Ed.) degree.

Teaching Licenses

The Adolescence to Young Adult (AYA, 7-12) and Multi-Age (PreK-12) teacher education programs lead to an Ohio four year resident educator license valid for the teaching area(s) completed. The Adolescence to Young Adult teaching license may be used to teach the listed subjects only in grades 7 to 12. The Multi-Age teaching license may be used to teach the listed subjects in all grades.

Teachers with Adolescence to Young Adult licensure may teach in middle schools if the school is organized by academic departments. The school superintendent needs to secure special permission from the State Department of Education for Adolescence to Young Adult teachers to teach classes that enroll students below grade 7, however.

Program Description

ADOLESCENCE TO YOUNG ADULT (AYA, 7-12)

The basic program outline, including the general education and professional education course requirements for the Adolescence to Young Adult teacher education program, appear on the pages that follow. Blanks are provided for writing in the subject area courses listed on the pages following the basic outline.

At least one academic area must meet the requirements for a College major. Students must check with the general College catalog to be certain that the academic major requirements are met because teaching area course listings may differ from the College major.

Integrated Language Arts (p. 24)	Life Sciences (p. 28)
Integrated Mathematics (p. 25)	Physical Sciences (p. 29)
Integrated Social Studies (p. 26)	

MULTI-AGE (PreK-12)

The basic program outline of general education and professional education course requirements on the following page may be followed in planning the Multi-Age (PreK-12) teacher education programs also. Multi-Age (PreK-12) students must include work with early, middle, and secondary pupils in field assignments. The Bachelor of Music Education degree does not require a foreign language.

The courses required for the subject areas that may be included in the Multi-Age (PreK-12) program are listed on the pages following the adolescence to young adult programs.

Health & Physical Education (p. 30)	Spanish Language (p. 32)
Music Education (p. 31)	Visual Art (p. 32)

2010 freshmen interested in French Language licensure will be able to complete the program but must work closely with the Foreign Language Department Chair on course planning and requirements.

Adolescence to Young Adult (AYA, 7-12) and Multi-Age (PreK-12)

Please choose one or more teaching fields from the following pages and write the courses in the blanks provided. **Please note discrepancies between major requirements and requirements for licensure.**

FRESHMAN YEAR (quarters)

- 1. INST 100 Freshman Sem. (5) **or**
INST 105 Grow. Up in Amer. (5) **or**
INST 110 Composition & Literature (5)
- 2. INST 130 Psychology & Human Nature (5) **or**
PSYC 100 General Psychology (5)
- 3. INST 150 Issues in the Western Experience (5)
- 4. ¹MATH _____
- 5. ²F. Lang. _____
- 6. ²F. Lang. _____
- 7. ³EDUC 160 Study of the School (4) (*EDUC 1600 beginning Fall 2011*)
- 8. _____
- 9. _____
- 10. HPES 101, 102, 103 Health & Physical Ed. Service Courses (2)

SOPHOMORE YEAR (semesters)

- 1. INST 2000 Interconnections (4)
- 2. INST 2200 Reflection & Responsibility (4)
- 3. EDUC 2000 Educational Psychology: Adolescence (4)
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

¹Adolescence to Young Adult and Multi-Age teacher licensure requires credit in one college level mathematics course. Candidates may choose from MATH 115, 116, 120, 150, 170, 180, or 230 being sure to address math placement test results, degree requirements, and course prerequisites. MATH 150 is highly recommended. Integrated Social Studies candidates may need to take MATH 115 because it serves as a prerequisite for ECON 210/2100.

²Foreign Language is not required for the B. Music Ed. Degree.

³EDUC 160 is not open to incoming freshmen fall term; 2.5 overall GPA and appropriate standardized test scores required to enroll (see pages 7 and 33 for more details).

JUNIOR YEAR (semesters)

- ____ 1. INST 2400 Natural Foundations (4)
- ____ 2. INST 2600 Creativity & Culture (4)
- ____ 5. INST 3500 Dyad (4)
- ____ 4. ⁴EDUC 2100 Educational Technology: Adolescence (2)
- ____ 5. EDUC 3600 Multicultural Education (2)
- ____ 5. ⁵EDUC 3700 General Methods for Secondary & Multiage Classrooms (4)
- ____ 6. ⁵Select appropriate Content Methods for Secondary & Multiage Classroom course:
 - ____ EDUC 3710 Science Seminar (4)
 - ____ EDUC 3720 Mathematics Seminar (4)
 - ____ EDUC 3740 Social Studies Seminar (4)
 - ____ EDUC 3750 Integrated Language Arts Seminar (4)
 - ____ EDUC 3760 Visual Arts Seminar (4)
 - ____ SPAN 3700 Spanish & Latin American Studies (4)
- ____ 7. ⁶EDUC 3800 Literacies in the Content Area (4)
- ____ 8. ⁷EDUC 4500 Exceptional Children: Adolescence (4)
- ____ 9. _____

SENIOR YEAR (semesters)

- ____ 1. INST 4000 Dyad (4)
- ____ 2. ⁸EDUC 4000 Field Experience (0-4)
- ____ 3. ⁹EDUC 4100 Student Teaching: AYA/Multi-Age (12) **or**
 - ____ ¹⁰EDUC 4900 Teaching Internship (5 to 15)
- ____ 4. EDUC 4110 SYE Seminar: AYA/Multiage (2)
- ____ 5. _____
- ____ 6. _____
- ____ 7. _____

⁴EDUC 2100 is not required of candidates pursuing Music, Health & Physical Education, or Visual Arts licensure because a technology course is offered in the content area.

⁵Candidates pursuing Music or Health & Physical Education licensure take methods courses in the Music or Health & Sport Sciences Departments in place of EDUC 3700 & Seminar.

⁶Multiage candidates may choose between EDUC 3800 and EDUC 3850 for the reading requirement.

⁷EDUC 4500 is not required of candidates pursuing Music or Health & Physical Education licensure.

⁸EDUC 4000 Field Experience: Only required under special circumstances by the Chairperson of the Education Department.

⁹EDUC 4100 See pages 11 and 39 for more details.

¹⁰EDUC 4900 Internship is an optional program of a full year of teaching experience open to selected students. See pages 12 and 40 for more details.

Teaching Area Courses Adolescence to Young Adult (7-12) Programs

Numbers in parentheses indicated either the quarter or semester hours for the course. If the number is shown with "q" it is quarter hours. If the number is shown with "s" it is semester hours.

INTEGRATED LANGUAGE ARTS (15 qtr. hrs.; 45 sem. hrs.)

Quarter Hours 2010-2011:

- INST 100, 105, or 110 Freshman Composition & Literature (5 q)
- COMM 100 Fundamentals of Public Speaking (5 q) (*COMM 1100 beginning Fall 2011*)
- ENGL 155 Intro. to the Literary Imagination (5 q) (*ENGL 1155 beginning Fall 2011*)

Semester Hours 2010-2011:

- COMM 3100 Advanced Public Speaking (4 s)
- ENGL 2295 Linguistics (4 s)
- ENGL 3350 Shakespeare (4 s)
- ENGL 3355 Studies in Literary & Critical Theory (4 s)
- ENGL 3380 Studies in Adolescent Literatures (4 s)
- EDUC 3750 Content Methods for Secondary & Multiage Classrooms: Integrated Language Arts Seminar (4 s) (*Taken with EDUC 3700*)
- JAMC 1500 Media Writing (4 s) **or** JAMC 1600 Reporting & News Writing (4 s)

Select two courses from the following:

- ENGL 2210 Studies in British Literatures Before 1700 (4 s)
- ENGL 2215 Studies in British Literatures 1700-1900 (4 s)
- ENGL 2220 Studies in British Literatures After 1900 (4 s)
- ENGL 2250 Studies in American Literatures Before 1900 (4 s)
- ENGL 2255 Studies in American Literature After 1900 (4 s)

Select one course from the following:

- ENGL 2230 Studies in African American Literatures (4 s)
- ENGL 2231 Studies in Women's Literatures (4 s)
- ENGL 2232 Studies in Diverse Literary Cultures (4 s)
- ENGL 2233 World Literatures (4 s)
- ENGL 2234 Studies in GLBTQ Literatures (4 s)

Select one course from the following:

- ENGL 3325 Studies in Literature, History & Culture (4 s)
- ENGL 3381 Studies in Textuality & Genre (4 s)

Select one course from the following:

- JAMC 1401 WOBN Practicum (1 s)
- JAMC 1402 WOCC Practicum (1 s)
- JAMC 1403 Tan & Cardinal Practicum (1 s)
- JAMC 1404 Otterbein360.com Practicum (1 s)

NOTE: Candidates are required to complete course work in the following areas:

- Historical—1 pre-1700 (1); 1 1700-1900 (2); and 1 post-1900 (3)
- Cultural—1 American (A); 1 British (B); and 1 World (W)

Major requirements may differ from licensure requirements.

Numbers in parentheses indicated either the quarter or semester hours for the course. If the number is shown with "q" it is quarter hours. If the number is shown with "s" it is semester hours.

INTEGRATED MATHEMATICS (20 qtr. hrs.; 36 sem. hrs.)

Quarter Hours 2010-2011:

- ¹MATH 170 Calculus I (5 q)
- MATH 180 Calculus II (5 q)
- MATH 190 Calculus III (5 q)
- ¹MATH 230 Statistics I (5 q)

Semester Hours Beginning Fall 2011:

- MATH 2500 Linear Algebra (4 s)
- MATH 2700 Multivariable Calculus (4 s)
- MATH 3000 Real Analysis I (4 s)
- MATH 3200 Abstract Algebra I (4 s)
- MATH 3540 History & Philosophy of Mathematics (4 s)
- MATH 3600 Combinatorics & Graph Theory (4 s)
- MATH 3700 Advanced Geometry (4 s)
- ²MATH 4980 Mathematics Assessment (0 s)
- EDUC 3720 Content Methods for Secondary & Multiage Classrooms: Mathematics Seminar (4 s) (*Taken with EDUC 3700*)

Select one Applied Mathematics course from the following:

- MATH 3100 Ordinary Differential Equations (4 s)
- MATH 3300 Probability (4 s)
- MATH 3370 Applied Statistics (4 s)
- MATH 3400 Operations Research (4 s)

¹Prerequisite: MATH 115/116, MATH 120, or proficiency.

²MATH 4980 is only required for degree seeking candidates.

Major requirements may differ from licensure requirements.

Numbers in parentheses indicated either the quarter or semester hours for the course. If the number is shown with "q" it is quarter hours. If the number is shown with "s" it is semester hours.

INTEGRATED SOCIAL STUDIES (20 qtr. hrs.; 48 sem. hrs.)

Quarter Hours 2010-2011:

- PSC 100 American National Government (5 q) (*POLS 1000 beginning Fall 2011*)
- INST 130 Psychology & Human Nature (5 q)
or PSYC 100 General Psychology (5 q) (*PSYC 1000 beginning Fall 2011*)
- INST 150 Issues in the Western Experience (5 q)
- INST 160 World Geography (5 q) (*New course available beginning Fall 2011*)

Semester Hours 2010-2011:

- HIST 2100 History Seminar (4 s)
- HIST 4800 Research Seminar (4 s)
- EDUC 3740 Content Methods for Secondary & Multiage Classrooms: Social Studies Seminar (4 s) (*Taken with EDUC 3700*)

Select one course from the following:

- HIST 1100 The American Experience to 1865 (4 s) (*HIST 110 if taken 2010-2011*)
- HIST 1400 Survey of Pre-Modern Asia (4 s)
- HIST 1500 African History to ca. 1800 (4 s)
- HIST 2200 Ancient Greece & Rome (4 s)
- HIST 2300 European Overseas Encounters (4 s)

Select one course from the following:

- HIST 1200 The American Experience Since 1865 (4 s) (*HIST 120 if taken 2010-2011*)
- HIST 1350 Europe from the Renaissance to the Nuclear Age (4 s)
- HIST 1450 Survey of Modern Asia (4 s)
- HIST 2350 Industrial Britain (4 s)
- HIST 2400 The Birth of Modern America (4 s)
- HIST 2450 History of Southern Africa, 1700 to Present (4 s)
- HIST 2550 Democracy in Asia (4 s)
- HIST 2600 Women's History (4 s)

Select one course from the following:

- HIST 3400 Modern Russia (4 s)
- HIST 3450 Nationalism & Internationalism in Europe, 1890-Present (4 s)
- HIST 4050 European Intellectual History (4 s)
- HIST 4100 The Holocaust & Contemporary History (4 s)

Continued

Select one course from the following:

- HIST 3100 Medieval History (4 s)
- HIST 3150 Renaissance & Reformation (4 s)
- HIST 4250 Revolutions in the Early Modern Era: 1500-1815 (4 s)

Select one course from the following:

- HIST 3650 African Business & Labor History Since 1800 (4 s)
- HIST 4630 African Independence Movements: 1940s-1970s (4 s)
- HIST 4660 African History: Era of New Nations (4 s)

Select one course from the following:

- HIST 3300 Modern China (4 s)
- HIST 3350 The Rise of Modern Japan (4 s)
- HIST 4500 Vietnam in the Twentieth Century (4 s)
- HIST 4560 Discovering History in Korea (4 s)

Select one course from the following:

- HIST 3501 Special Topics in American History: Gender & Witchcraft in the Atlantic World (4 s)
- HIST 3502 Special Topics in American History: American Civil War (4 s)
- HIST 3610 Colonizing America (4 s)
- HIST 4310 American Indian History (4 s)
- HIST 4350 The Era of the American Revolution (4 s)
- HIST 4370 Dissent in Early America (4 s)

Select one course from the following:

- HIST 3503 Special Topics in American History: History of Sexuality (4 s)
- HIST 3504 Special Topics in American History: U.S. Labor History (4 s)
- HIST 3550 Special Topics in Am. History: African American History (4 s)
- HIST 3800 U.S. Immigration, Race, & Ethnicity (4 s)
- HIST 4400 The Cold War in the U.S. & Abroad (4 s)
- HIST 4450 The History of U.S. Social Movements (4 s)
- HIST 4460 History of Poverty in the U.S. (4 s)

Select one course from the following:

- ECON 2100 Principles of Microeconomics (4 s) (*Prerequisite is MATH 1210, 1220, 1230, 1240, 1250 or equivalent quarter mathematics course*)
- HIST 3200 The Industrial Revolution in a Global Perspective (4 s)
- HIST 4210 Global Capitalism (4 s)

Major requirements may differ from licensure requirements.

Numbers in parentheses indicated either the quarter or semester hours for the course. If the number is shown with "q" it is quarter hours. If the number is shown with "s" it is semester hours.

LIFE SCIENCES (27 qtr. hrs.; 39 sem. hrs.)

Quarter Hours 2010-2011:

- CHEM 140/141 General Chemistry I & Lab (4 q)
- CHEM 150/151 General Chemistry II & Lab (4 q)
- CHEM 160/161 General Chemistry III & Lab (4 q)
- L SC 101 Introductory Biology I: Molecules (5 q)
- L SC 102 Introductory Biology II: Plants (5 q)
- L SC 103 Introductory Biology III: Animals (5 q)

*CHEM 140/141, 150/151 &
160/161 are CHEM 1400/1410 &
1500/1510 beginning Fall 2011.*

*L SC 101, 102 & 103 are BIO 1010
& 1020 beginning Fall 2011.*

Semester Hours 2010-2011:

- BIO 2010 Genetics (4 s)
- BIO 2020 Ecology (4 s)
- BIO 2030 Cell Biology (4 s)
- BIO 3998 Junior Fall Seminar (1 s)
- BIO 3999 Junior Spring Seminar (1 s)
- BIO 4998 Senior Seminar (1 s)
- EDUC 3710 Content Methods for Secondary & Multiage Classrooms: Science Seminar (4 s) (*Taken with EDUC 3700*)
- INST 2400 Natural Foundations with a focus on Physics, Astronomy, or Earth Science (4 s)

Select four courses from the following:

- BIO 3100 Molecular Genetics (4 s)
- BIO 3120 Immunology (4 s)
- BIO 3140 Developmental Biology (4 s)
- BIO 3160 Microbiology (4 s)
- BIO 3180 Human Genetics (4 s)
- BIO 3200 Plant Diversity & Ecology (4 s)
- BIO 3220 Plant Physiology (4 s)
- BIO 3300 Invertebrate Zoology (4 s)
- BIO 3320 Field Biology (4 s)
- BIO 3340 Coral Reef Ecology (4 s)
- BIO 3360 Tropical Biology & Agriculture of Costa Rica (4 s)
- BIO 3400 Vertebrate Biology (4 s)
- BIO 3420 Vertebrate Morphology (4 s)
- BIO 3440 Animal Systems Physiology (4 s)

Major requirements may differ from licensure requirements.

Numbers in parentheses indicated either the quarter or semester hours for the course. If the number is shown with "q" it is quarter hours. If the number is shown with "s" it is semester hours.

PHYSICAL SCIENCES (22 qtr. hrs., 51 sem. hrs.)

Quarter Hours 2010-2011:

- CHEM 140/141 General Chemistry I & Lab (4 q) *CHEM 140/141, 150/151, & 160/161 are CHEM 1400/1410 & 1500/1510 beginning Fall 2011.*
- CHEM 150/151 General Chemistry II & Lab (4 q)
- CHEM 160/161 General Chemistry III & Lab (4 q)
- MATH 170 Calculus I (5 q)
- MATH 180 Calculus II (5 q)

Semester Hours 2010-2011:

- CHEM 1200 Survey of Bio-Organic Chemistry (4 s)
- CHEM 2700 Inorganic Chemistry (3 s)
- CHEM 2800/2810 Analytical Chemistry & Lab (4 s)
- EDUC 3710 Content Methods for Secondary & Multiage Classrooms: Science Seminar (4 s) (*Taken with EDUC 3700*)
- INST 2400 Natural Foundations with a focus on Astronomy (4 s)
- INST 2400 Natural Foundations with a focus on Biology or Earth Science (4 s)
- MATH 2700 Multivariable Calculus (4 s)
- PHYS 1500 Principles of Physics I (4 s)
- PHYS 1600 Principles of Physics II (4 s)
- PHYS 2700 Principles of Modern Physics (4 s)
- PHYS 3000 Classical Mechanics (4 s)
- PHYS 3200 Statistical & Thermal Physics (4 s)
- PHYS 3700 Electronics (4 s)

Major requirements may differ from licensure requirements.

Teaching Area Courses Multi-Age (PreK-12) Programs

Numbers in parentheses indicated either the quarter or semester hours for the course. If the number is shown with "q" it is quarter hours. If the number is shown with "s" it is semester hours.

HEALTH & PHYSICAL EDUCATION PreK-12 (18 qtr. hrs.; 52 sem. hrs.) **Candidates are licensed in both Health and Physical Education at the Multiage level.**

Quarter Hours 2010-2011:

- HLED 180 Professional Perspectives in Health Education (2 q)
- ¹HLED 200 Health & Fitness Technologies (2 q) (*PHED 4200 beginning Fall 2011*)
- HLED 270 Personal Health (5 q)
- PHED 130 Motor Development (3 q)
- PHED 140 Motor Learning (3 q)
- PHED 170 Professional Perspectives in Physical Education (3 q)

Semester Hours Beginning Fall 2011:

- ATH 3400 Kinesiology (4 s)
- HLED 1111 Anatomy & Physiology I (4 s)
- HLED 1112 Anatomy & Physiology II (4 s)
- HLED 2100 Fundamentals of Nutrition (4 s)
- HLED 2400 Health Issues (4 s)
- HLED 3500 Health Education Program Planning & Evaluation (4 s)
- HLED 4000 Health Education Methods (4 s)
- PHED 1000 Fundamental Skills & Concepts in Physical Education (4 s)
- PHED 2100 Sports & Games Concepts & Skills (4 s)
- ²PHED 3600 Early Childhood & Adapted Physical Education (4 s)
- PHED 3800 Organization & Management of Athletic Training (4 s)
- PHED 4000 Secondary Physical Education Methods (4 s)
- PHED 4400 Exercise Physiology (4 s)

¹Candidates successfully completing HLED 200/4200 do not need to complete EDUC 2100 Educational Technology.

²Candidates successfully completing PHED 3600 do not need to complete EDUC 4500 Exceptional Children.

Major requirements may differ from licensure requirements.

Numbers in parentheses indicated either the quarter or semester hours for the course. If the number is shown with "q" it is quarter hours. If the number is shown with "s" it is semester hours.

MUSIC EDUCATION PreK-12 (27-28 qtr. hrs.; 49 sem. hrs.)

Quarter Hours 2010-2011:

- ____ MUSC 105 Introduction to Music Theory (2 q)
- ____ MUSC 115 Concert Attendance, 3 quarters (0 q)
- ____ MUSC 120 Voice Class, 3 quarters (3 q total)
- ____ MUSC 130 Piano Class, 3 quarters (3 q total) (or until proficiency exam is passed)
- ____ MUSC 150/151 Introduction to Music & Ear Training/Sight Singing (3 q total)
- ____ MUSC 160/161 Theory I & Ear Training/Sight Singing (4 q total)
- ____ MUSC 170/171 Theory II & Ear Training/Sight Singing (4 q total)
- ____ MUSC 295 Percussion Methods, 2 quarters (2 q total)
- ____ MUSC 450's Ensemble (0 to 1 q)
- ____ MUSC 470's Applied Music, 3 quarters (6 q total)
- ____ MUSC 493 Music Teaching Practicum, 3 quarters (0 q)

Semester Hours Beginning Fall 2011:

- ____ MUSC 1023 or 1034 Voice Class for Music Educators or Vocal Pedagogy & Diction for Choral Music Educators (1 s)
- ____ MUSC 1032 Guitar Methods (1 s)
- ____ ¹MUSC 1050 Exploring the Digital Arts (2 s)
- ____ MUSC 1080 Concert Attendance, 4 semesters (0 s)
- ____ MUSC 2000 Music Theory III: Renaissance Through Classical Styles (3 s)
- ____ MUSC 2001 Music Theory IV: Romantic Through Contemporary Styles (3 s)
- ____ MUSC 2010/2011 Aural Skills III & IV, 2 semesters (2 s total)
- ____ MUSC 2020/2021 Piano Class III & IV, 2 semesters (2 s total)
- ____ MUSC 2030/2031/3030/3031/4030/4031 Choral & Instrumental Ensemble Lab, 5 semesters (0 s)
- ____ MUSC 2032/2035 Woodwind & Brass Methods I, 2 semesters (2 s)
- ____ MUSC 2033 or 2034 or 2036 Woodwind Methods II or Accompanying Skills for Choral Educators, or Brass Methods II (1 s)
- ____ MUSC 2040/3040/3041 Music History and Literature I, II, & III, 3 semesters (9 s total)
- ____ MUSC 2080 Sophomore Conference (0 s)
- ____ MUSC 2092/2093/3092/3093 Applied Music, 4 semesters (4 s total)
- ____ MUSC 3001 Orchestration & Arranging (2 s)
- ____ MUSC 3020 Conducting I (2 s)
- ____ MUSC 3021 or 3022 Conducting II: Choral or Instrumental (2 s)
- ____ MUSC 3032 Music Methods & Materials for the Elementary School (3 s)
- ____ MUSC 3033 or 3034 Instrumental Music Methods & Materials for the Middle & High School or Choral Music Methods & Materials for the Middle & High School (3 s)
- ____ MUSC 3036/3037 String Methods I & II, 2 semesters (2 s total)
- ____ MUSC 3080 Shared Recital (.5 s)
- ____ MUSC 4097 Ensemble, 5 semesters (2.5 s)
- ____ Music electives to total two semester hours (2 s)

NOTE: Bachelor of Music Education candidates will follow the Basic Secondary Multi-Age Program outline except ¹EDUC 2100 is not required and foreign language is not required.

Numbers in parentheses indicated either the quarter or semester hours for the course. If the number is shown with "q" it is quarter hours. If the number is shown with "s" it is semester hours.

SPANISH LANGUAGE PreK-12 (15 qtr. hrs.; 32 sem. hrs.)

Quarter Hours 2010-2011:

- SPAN 100 Elementary Spanish I (5 q) *SPAN 1000 & 1100 Elementary Spanish I & II replace SPAN 100, 110, & 120 beginning Fall 2011.*
 SPAN 110 Elementary Spanish II (5 q)
 SPAN 120 Elementary Spanish III (5 q)

Semester Hours Beginning Fall 2011:

- SPAN 2000 Intermediate Grammar, Conversation, Reading, & Composition (4 s)
 SPAN 2100 Advanced Grammar, Conversation, Reading, & Composition I (4 s)
 SPAN 2200 Advanced Grammar, Conversation, Reading, & Composition II (4 s)
 SPAN 3000 Latin American Civilization & Culture (4 s)
 SPAN 3100 Spanish Civilization & Culture (4 s)
 SPAN 3200 Latin American Literature & Film (4 s)
 SPAN 3700 Content Teaching Methods: Spanish & Latin American Studies (4 s) (*Taken with EDUC 3700*)

Select one course from the following:

- SPAN 3600 Discovering Latin America (*travel course*) (4)
 SPAN 3800 Special Topics Seminar in Spanish & Latin American Studies (4)

VISUAL ART PreK-12 (20 qtr. hrs.; 42 sem. hrs.)

Quarter Hours 2010-2011:

- ART 105 Drawing I (5 q) (*ART 1050 beginning Fall 2011*)
 ART 110 Design 2D (5 q) (*ART 1100 beginning Fall 2011*)
 ART 115 Design 3D (5 q) (*ART 1150 beginning Fall 2011*)
 ART 210 Drawing II (5 q) (*ART 2100 beginning Fall 2011*)

Semester Hours Beginning Fall 2011:

- ART 2000 Sophomore Seminar (1 s)
 ART 3920 Art Methods & Materials at the Elementary & Middle School Levels (4 s)
 ART 4000 Senior Practicum (1 s)
 ARTH 1000 Art History Survey I: Prehistory 14th Century Common Era (4 s)
 ARTH 1100 Art History Survey II: 15th to 21st Centuries (4 s)
 EDUC 3760 Content Methods for Secondary & Multiage Classrooms: Visual Arts Seminar (4 s) (*Taken with EDUC 3700*)

Five studio courses, one in each of the following categories:

- Painting (4 s)
 Photography (4 s)
 Ceramics (4 s)
 Printmaking (4 s)
 ¹Computer Art/Integrated Digital Media (4 s)

Select one additional Art History (ARTH) course:

- Other Art History (4 s)

¹Candidates successfully completing an ART computer art or integrated digital media course do not need to complete EDUC 2100 Educational Technology.

Major requirements may differ from licensure requirements.

Reading Teacher Endorsement **(Grades Pre-Kindergarten through Grade 12)**

In addition to the standard grade-based teaching licenses, students may choose to add a reading endorsement. The endorsement would be for grades Pre-Kindergarten through Grade 12. Additional Praxis exam is required.

Numbers in parentheses indicated either the quarter or semester hours for the course. If the number is shown with "q" it is quarter hours. If the number is shown with "s" it is semester hours.

- ____ EDUC 170 Phonics & the Structure of Language (5 q) (*EDUC 1700 or 1710 beginning Fall 2011*)
- ____ EDUC 2600 Emergent Literacy in Inclusive Environments (4 s)
- ____ EDUC 3640 Elementary Literacy Assessment & Instruction (4 s)
- ____ EDUC 3800 Literacies in the Content Area (4 s)
- ____ EDUC 3850 Using Literacy in the Middle Grades (4 s)
- ____ EDUC 4600 Research-Based Decision-Making in Literacy Instruction (4 s)
- ____ EDUC 4800 Practicum: Reading K-12 (4 s)

Education Course Descriptions

EDUC 160 Study of the School 4 qtr. hrs.
Through extensive readings, research and a field experience in a public school, this foundations course lays groundwork for conceptualizing how education promotes social justice and democracy. Students examine the philosophical and historical foundations of education as well as the social, cultural, and political contexts that shape education. Students analyze how educational foundations and societal issues manifest in schools. 70 field hours required. *Prerequisite: Overall 2.5 GPA or better on all coursework taken prior to the term enrolled in EDUC 160; ACT scores 20 or above in English and Math, OR SAT scores 500 or above on Critical Reading and Math, OR Praxis I scores 172 or above on Writing and/or Math.*

EDUC 1600 - STUDY OF THE SCHOOL 4 sem. hrs.
In this course, students will (a) critically examine their beliefs about education and (b) explore the role teachers and schools play in creating an equal education that results in powerful learning and democratic participation. This course emphasizes the impact that social and political events have had on the history and philosophy of education. Students are exposed to the dispositions and skills that are critical to becoming a successful teacher. Course activities may include: intensive readings, group discussion, class presentations, research and writing assignments. *Prerequisites: Department permission; overall 2.5 GPA or better on all coursework taken prior to the term enrolled in EDUC 160; ACT scores 20 or above on English and Math OR SAT scores 500 or above on Critical Reading and Math OR Praxis I scores 172 or above on Writing and Math. Notes: 45 field hours required. Current BCI/FBI Background check must be on file in the Education office.*

EDUC 170 Phonics and the Structure of Language **5 qtr. hrs.**
Through readings and other media, students will understand the process of language acquisition, recognize how languages change over time, how language is socially and culturally influenced. Students will also learn how to access and teach phonics in the context of a comprehensive literacy program.

EDUC 1700 - PHONICS & LANGUAGE STUDY: EARLY CHILDHOOD **4 sem. hrs.**
This course examines developmental patterns in first and second language acquisition, phonemic awareness, and phonics knowledge. Students will learn how to assess children's understanding in these three domains and use this data to design instruction that supports and extends children's learning in the context of a comprehensive and differentiated early literacy program.

EDUC 1710 - PHONICS & LANGUAGE STUDY: MIDDLE CHILDHOOD **4 sem. hrs.**
The major purpose of this course is to develop a foundation on which to use literacy and language as tools to promote learning in the classroom. This foundational knowledge comprises topics such as language development, English language development for second language learners, the cultural and social aspects of literacy and language learning, and the role of non-standard English dialects in language learning. Teacher candidates will explore the role of phonics and vocabulary instruction as mechanisms for fostering word knowledge. Likewise, teacher candidates will administer multiple language assessments within an assessment case study project.

EDUC 2000 - EDUCATIONAL PSYCHOLOGY: ADOLESCENCE **4 sem. hrs.**
A study of cognitive, social/emotional, moral, and physical development and the impact of developmental regularities and variations on classroom practice. Other topics include: behavioral and cognitive views of teaching and learning; planning instruction; motivation; classroom ecology and management; traditional and alternative forms of assessment. *Prerequisites: ACT scores 20 or above on English and Math; OR SAT scores 500 or above on Critical Reading and Math; OR Praxis I scores 172 or above on Writing and Math; EDUC 160/1600. Notes:* Minimum of 20 field hours in tutoring required. Current BCI/FBI Background check must be on file in the Education office.

EDUC 2100 - EDUCATIONAL TECHNOLOGY: ADOLESCENCE **2 sem. hrs.**
Students in this course develop skills and knowledge required for successful integration of technology with instruction in elementary and secondary classrooms to make learning more efficient, effective, and engaging. Students complete projects that enable them to develop competence it relates to the ISTE (International Society for Technology in Education) standards, implement them in their methods placements, and display their work in a web-based portfolio. *Prerequisites: EDUC 2000. Corequisites: EDUC 3410 or 3700 or permission of instructor. Notes:* Not required of candidates seeking Music, Health & Physical Education, and Visual Arts licensure.

EDUC 2200 - EDUCATIONAL PSYCHOLOGY: EARLY CHILDHOOD **4 sem. hrs.**
A study of child growth and development, and the principles of learning applied to early childhood education. Major focus is on using and interpreting assessment strategies and working with families as partners in the child's education. Students conduct a formal and informal assessment on typical and atypical language development. Developmentally appropriate curricular practices (instruction, materials, and environment) are explored. *Prerequisites: ACT scores 20 or above on English and Math; OR SAT scores 500 or above on Critical Reading and Math; OR Praxis I scores 172 or above on Writing and Math; EDUC 160/1600. Notes:* Minimum of 20 field hours in tutoring required. Current BCI/FBI Background check must be on file in the Education office.

EDUC 2300 - EDUCATIONAL TECHNOLOGY: EARLY CHILDHOOD **2 sem. hrs.**
Students in this course develop skills and knowledge required for successful integration of technology with instruction in early childhood instructional settings to make learning more efficient, effective, and engaging. Students complete projects that enable them to develop competence as it relates to the ISTE (International Society for Technology in Education) standards, implement them in their methods placements, and display their work in a web-based portfolio. *Prerequisites: EDUC 2200. Corequisites: EDUC 2510, 2600, and 3550 or permission of instructor.*

EDUC 2400 - SOCIAL STUDIES IN THE PRIMARY & INTERMEDIATE CLASSROOM **4 sem. hrs.**
A study of the social studies curriculum in primary and intermediate classrooms. Grounded in state and national standards, as well as the curricular themes from the National Council for the Teaching of Social Studies (culture; time, continuity, and change; people, places, and environment; individual development and identity; individuals, groups, and institutions; power, authority, and governance; production, distribution, and consumption; science, technology, and society; global connections; and civic ideals and

practices). Children's literature will be a major vehicle through which the methods, materials, and content of social studies are explored. *Prerequisites: EDUC 160/1600 and 2200. Corequisites: EDUC 3200 or permission of instructor.*

EDUC 2500 - SCIENCE IN THE PRIMARY & INTERMEDIATE CLASSROOM **4 sem. hrs.**
A study of basic topics in life, earth and physical science and the application of content appropriate for teaching primary and intermediate grades students. Students will design and participate in science investigations, consider the nature of science and scientific inquiry, and examine the role of science and technology in human society. Students will discuss and plan instructional and assessment strategies for teaching science according to content standards and in the context of diverse learner needs. The management of science activities and materials, including specific science safety issues, will be discussed.
Prerequisites: EDUC 160/1600 and 2200. Corequisites: EDUC 3200 or permission of instructor.

EDUC 2510 - EXCEPTIONAL CHILDREN: EARLY CHILDHOOD **4 sem. hrs.**
This course provides an overview of early childhood special education and the knowledge necessary to meet the needs of young children with disabilities and their families in early childhood classrooms. Topics include foundations of early childhood special education, federal legislation, collaboration with families and professionals, the educational needs of young children with disabilities, assessments, instructional strategies, and planning developmentally and individually appropriate instruction. This course is designed to be taken in conjunction with EDUC 2600. *Prerequisites: EDUC 2200. Corequisites: EDUC 2300, 2600, and 3550. Notes: 60 hour field placement fulfilled through EDUC 2510 and EDUC 2600. Current BCI/FBI Background check must be on file in the Education office.*

EDUC 2600 - EMERGENT LITERACY IN INCLUSIVE ENVIRONMENTS **4 sem. hrs.**
This course builds on knowledge and understanding of the socio-linguistic foundations of literacy learning and childhood development. It focuses on assessment, observation, and description of emergent literacy learning. Teacher candidates learn to use assessment tools and techniques to inform the creation of learning environments, select methods and materials, and design differentiated individual, small group, and whole class instruction. This course is designed to be taken in conjunction with EDUC 2300, 2510, and 3550. *Prerequisites: EDUC 160/1600, EDUC 2200/EDUC 2000 and EDUC 1700. Corequisites: EDUC 2300, 2510, and 3550. Notes: 60 hour field placement fulfilled through EDUC 2510 and EDUC 2600. Current BCI/FBI Background check must be on file in the Education office.*

**EDUC 3155 - TEACHING ELEMENTARY CHILDREN IN
& THROUGH THE ARTS** **4 sem. hrs.**
Teaching Elementary Children In and Through The Arts will provide students the opportunity to understand the importance of the arts in the life of every elementary child. Students will appreciate the importance of the arts cultivating the whole child. Students will build many kinds of literacy while they develop intuition, reasoning, imagination and dexterity, and creativity through the arts. Students will develop teaching strategies to enrich the elementary classroom experience in and through the arts. *Prerequisites: EDUC 160/1600.*

EDUC 3200 - INTEGRATED METHODS: EARLY CHILDHOOD **4 sem. hrs.**
A study of methods and materials which are developmentally appropriate for young children. Major focus is on using strategies and creating environments to encourage children's development and meet the diverse needs of students in the K-3 classroom. Students will develop an integrated unit that synthesizes learning activities from the content areas in the early childhood curriculum. There is an emphasis on the use of responsible assessment procedures and the inclusion of children's families in the planning and implementation of instruction. The role of the early childhood professional in advocacy and ethical practice is also addressed. *Prerequisites: EDUC 160/1600, 2200; permission of the department; teacher education admission. Notes: Minimum of 50 field hours required. Current BCI/FBI Background check must be on file in the Education office.*

**EDUC 3210 - ADVANCED PEDAGOGICAL CONTENT KNOWLEDGE:
INTERMEDIATE SCIENCE** **2 sem. hrs.**
A study of basic topics in life, earth and physical science and the application of content appropriate for teaching fourth and fifth grade students. Students will design and participate in science investigations, consider the nature of science and scientific inquiry, and examine the role of science and technology in human society. Class activities, including discussion of instructional strategies and classroom management of science activities, are designed to develop students' standards-based pedagogical content knowledge in upper-elementary-level science. *Prerequisites EDUC 160/1600; 2000 or 2200 or 5030; and 2500.*

EDUC 3220 - ADVANCED PEDAGOGICAL CONTENT KNOWLEDGE:**INTERMEDIATE MATHEMATICS****2 sem. hrs.**

The purpose of this course is to introduce integral components of the intermediate mathematics curriculum. While the focus is on mathematical content, teaching methods including the use of multiple representations and technology will be underscored throughout the semester. The major thrust of the course will be development of the real number system and arithmetic operations, measurement, probability, data analysis, and geometry. *Prerequisites: EDUC 160/1600, 2200, and MATH 2700.*

EDUC 3230 - ADVANCED PEDAGOGICAL CONTENT KNOWLEDGE:**INTERMEDIATE SOCIAL STUDIES****2 sem. hrs.**

The purpose of the course is to introduce integral components of the intermediate social studies curriculum (grounded in state and national standards). While the focus is on social studies content, teaching methods including the use of multiple social and historical inquiries and technology will be underscored throughout the semester. *Prerequisites: EDUC 160/1600; 2000 or 2200 or 5030; and 2400.*

EDUC 3240 - ADVANCED PEDAGOGICAL CONTENT KNOWLEDGE:**INTERMEDIATE LANGUAGE ARTS****2 sem. hrs.**

This course examines the teaching of language arts in the intermediate grades (i.e., grades 4, 5, 6). Topics include teaching writing, integrating language skills in unit planning, designing and using assessments to guide instruction, promoting comprehension of informational texts, and supporting student development of research skills. *Prerequisites: EDUC 160/1600; 2000 or 2200 or 5030; and EDUC 2600 or 3850.*

EDUC 3250 - DEVELOPMENT, LEARNING AND INSTRUCTION**FOR INTERMEDIATE STUDENTS****4 sem. hrs.**

Teacher candidates will examine the nature and needs of young adolescents, characteristics of responsive schools, resources for the intermediate level practitioner, characteristics of effective intermediate grade teachers and middle childhood curriculum and instruction. Teacher candidates will reflect on personal beliefs, research, theory, and practice. This course includes a 50-hour field experience in which candidates assess 4th and 5th grade students, develop and integrate an integrated unit plan that meets student developmental and academic needs, and reflect on effectiveness of their instruction. *Prerequisites: EDUC 160/1600 and 2200. Prerequisites or Corequisites: EDUC 3210, 3220, 3230, 3240.*

Notes: 50 field hours required. Current BCI/FBI Background check must be on file in the Education office.

EDUC 3410 - MIDDLE CHILDHOOD METHODS I**4 sem. hrs.**

Nature and needs of young adolescents, characteristics of responsive schools, resources for the middle child practitioner, characteristics of effective middle childhood teachers, and critical issues in middle level education are addressed in depth; reflection on personal beliefs, research, theory, and practice is encouraged. Students look closely at organizational structures of middle schools, including flexible scheduling, teaming, the use of technology as an instructional resource, and integrated curriculum. The role of other stakeholders is also examined. Students develop an integrated unit. *Prerequisites: EDUC 160 and 2000. Notes: 40 field hours required. Current BCI/FBI Background check must be on file in the Education office.*

EDUC 3420 - MIDDLE CHILDHOOD METHODS II**4 sem. hrs.**

Students must concurrently enroll in the Interdisciplinary Methods course and in the two content-specific methods courses that reflect their concentration areas. In each of these courses students become acquainted with the appropriate Ohio Academic Content Standards, subject matter reflected on proficiency tests, interdisciplinary and subject-specific pedagogy, methods of assessment, and national standards that shape the teaching of the disciplines. Students study and implement long and short-term planning, the use of expository, inquiry, and small group instructional strategies, the use of technology as an instructional resource, and elements of effective classroom management and discipline as they contribute to a sense of positive classroom climate. *Prerequisites: EDUC 3410; permission of the department; teacher education admission. Notes: Requires 60 field hours in an urban middle childhood setting in one of the teaching areas for which licensure is sought. Current BCI/FBI Background check must be on file in the Education office.*

EDUC 3430 - MIDDLE GRADES: LANGUAGE ARTS METHODS**4 sem. hrs.**

Topics include, but are not limited to, the structure, construction of meaning, application and multidisciplinary issues of reading, writing, listening, visual literacy, and oral communication for middle grades language arts instruction. *Prerequisite: EDUC 1710. Corequisites: EDUC 3410 or 3420 or permission of instructor.*

EDUC 3440 - MIDDLE GRADES: MATH METHODS 4 sem. hrs.

Topics include, but are not limited to, problem solving, reasoning, communication of mathematical concepts, and the use of manipulatives and technology as they pertain to mathematics in the middle grades mathematics curriculum. *Corequisites: EDUC 3410 or 3420 or permission of instructor.*

EDUC 3450 - MIDDLE GRADES: SCIENCE METHODS 4 sem. hrs.

A study of middle grades teaching methods in life, earth and space, and physical science, including planning and implementing standards-based inquiry investigations, and integrating history and philosophy of science and societal issues in the science curricula. Pre-service teachers will develop instructional and assessment strategies based on knowledge of middle-grades students' difficulties in learning science. The course will help cultivate a science-specific professional knowledge base, including awareness of: safety issues involved in organizing and maintaining a science classroom, science-related community resources, and science teacher professional organizations. *Corequisites: EDUC 3410 or 3420 or permission of instructor.*

EDUC 3460 - MIDDLE GRADES: SOCIAL STUDIES METHODS 4 sem. hrs.

Topics include, but are not limited to, means by which the themes of American heritage, people in societies, world interactions, decision making and resources, the democratic processes and citizenship rights and responsibilities may be developed within the middle grades social studies curriculum. *Corequisites: EDUC 3410 or 3420 or permission of instructor.*

EDUC 3550 - CLASSROOM MANAGEMENT 2 sem. hrs.

This course provides an overview of classroom management and focuses on strategies to establish and maintain a positive and productive learning environment for a diverse group of students in early childhood classrooms. Topics include arranging the physical environment, establishing rules and procedures, instructional strategies to promote positive classroom and social behaviors, conducting functional behavior assessments, planning behavior intervention, and maintaining effective home/school communications. *Prerequisites: EDUC 2200. Corequisites: EDUC 2300, 2510, and 2600 or permission of instructor.*

EDUC 3600 - MULTICULTURAL EDUCATION 2 sem. hrs.

This course will address pedagogy and research relevant to multicultural, diversity, equity, and social justice issues. Curriculum planning and teaching strategies for diverse student needs will be examined. *Prerequisites: EDUC 160/1600; 2000 or 2200. Corequisites: EDUC 3200 or 3420 or 3700 or permission of instructor.*

**EDUC 3630 - ADOLESCENT LITERATURE IN A COMPREHENSIVE
READING PROGRAM** 4 sem. hrs.

This course will require students to read and analyze a wide variety of literature for adolescents from the following perspectives: embedding reading instruction in a meaningful context, importance of reading instruction as a means to access information and enhance quality of life, providing for differences among learners and how these differences influence reading, understanding the influence on the reading process of what the reader brings to the experience, and exploring strategies to encourage and motivate students to pursue and respond to reading and writing for personal growth and fulfillment. *Prerequisites: EDUC 2000.*

EDUC 3640 - ELEMENTARY LITERACY ASSESSMENT & INSTRUCTION 4 sem. hrs.

This course builds on the pedagogical content knowledge and instruction strategies introduced in EDUC 2600 Emergent Literacy in Inclusive Environments. While students are introduced to state of the art research supported elementary literacy methods, teaching techniques, and materials, emphasis is placed on the role of assessment to guide differentiated instructional design and teacher decision making in elementary literacy and content area classrooms. *Prerequisites: EDUC 2600. Notes: 50 field hours required. Current BCI/FBI Background check must be on file in the Education office.*

**EDUC 3700 - GENERAL METHODS FOR SECONDARY
& MULTIAGE CLASSROOMS** 4 sem. hrs.

A study of secondary school curriculum which focuses on short and long term planning, a variety of instructional strategies, classroom management, and formal/informal assessment strategies. *Prerequisites: Teacher education admission and permission of the department; EDUC 2000. Corequisites: Appropriate content seminar for licensure area. Notes: 100 field hours required. Current BCI/FBI Background check must be on file in the Education office.*

**EDUC 3710 - CONTENT METHODS FOR SECONDARY
& MULTIAGE CLASSROOMS: SCIENCE SEMINAR** 4 sem. hrs.

A study of secondary-level teaching methods in life, earth and space, and physical science, including

planning and implementing standards-based inquiry investigations, and integrating history and philosophy of science and societal issues in the science curricula. Pre-service teachers will develop instructional and assessment strategies based on knowledge of secondary students' difficulties in learning science. The course will help cultivate a science-specific professional knowledge base, including awareness of: safety issues involved in organizing and maintaining a science classroom, science-related community resources, and science teacher professional organizations. *Prerequisites: EDUC 2000, teacher education admission, and permission of the department. Students will take this course in conjunction with EDUC 3700 which includes 100 clock hours of field experience in the science classroom.*

EDUC 3720 - CONTENT METHODS FOR SECONDARY & MULTIAGE CLASSROOMS: MATHEMATICS SEMINAR **4 sem. hrs.**

A study of secondary school mathematics teaching methods, student assessment and curriculum planning. Includes development of knowledge of the Ohio Academic Content Standards with a focus on problem solving, mathematical communication and reasoning, connections among mathematical strands and with other disciplines, and real world applications of mathematics for the secondary student. *Prerequisites: EDUC 2000, teacher education admission, and permission of the department. Students will take this course in conjunction with EDUC 3700 which includes 100 clock hours of field experience in the mathematics classroom.*

EDUC 3740 - CONTENT METHODS FOR SECONDARY & MULTIAGE CLASSROOMS: SOCIAL STUDIES SEMINAR **4 sem. hrs.**

A study of secondary school social studies teaching methods, student assessment and curriculum planning. Includes development of a knowledge of the Ohio Academic Content Standards with a focus on studying the past and present from multiple perspectives, knowing democratic principles, and valuing civil competence for the secondary student. *Prerequisites: EDUC 2000, teacher education admission, and permission of the department. Students will take this course in conjunction with EDUC 3700 which includes 100 clock hours of field experience in the social studies classroom.*

EDUC 3750 - CONTENT METHODS FOR SECONDARY & MULTIAGE CLASSROOMS: INTEGRATED LANGUAGE ARTS SEMINAR **4 sem. hrs.**

A study of secondary school language arts teaching methods, student assessment and curriculum planning. Includes development of knowledge of the Ohio Academic Content Standards with a focus on reading, writing, literature and speaking for the secondary student. *Prerequisites: EDUC 2000, teacher education admission, and permission of the department. Students will take this course in conjunction with EDUC 3700 which includes 100 clock hours of field experience in the English classroom.*

EDUC 3760 - CONTENT METHODS FOR SECONDARY & MULTIAGE CLASSROOMS: VISUAL ARTS SEMINAR **4 sem. hrs.**

A study of secondary school visual arts teaching methods, student assessment and curriculum planning. Includes development of knowledge of the state curriculum model with a focus on developing creative problem solving, studio techniques, personal expression, and critical response for the secondary student. *Prerequisites: EDUC 2000, teacher education admission, and permission of the department. Students will take this course in conjunction with EDUC 3700 which includes 100 clock hours of field experience in the Art classroom.*

EDUC 3800 - LITERACIES IN THE CONTENT AREA **4 sem. hrs.**

Literacies in the Content Area examines and allows participants to implement research-based strategies that promote content area literacy in 4-12 classrooms. Major course topics include: adolescent readers, reading comprehension, vocabulary instruction, selecting appropriate texts, writing-to-learn strategies, questioning and discussion strategies, thinking skills, and study skills in the content areas (e.g., health, music, science, etc.). This course also addresses the following: information about teaching English language learners, general assessment tools and terminology, and characteristics of a positive classroom culture. Students conduct small-scale research, build their repertoire of teaching strategies, and complete a field-based project related to teaching English learners. *Prerequisites: EDUC 2000, 2200. Notes: Requires 25 field hours. Current BCI/FBI Background check must be on file in the Education office.*

EDUC 3850 - USING LITERACY IN THE MIDDLE GRADES **4 sem. hrs.**

Using Literacy in the Middle Grades introduces participants to the theories and practices of teaching reading and writing in the middle grades. It is grounded in and builds on knowledge and understanding of the linguistic foundations of literacy learning and of young adolescent development. The emphases of the course are the multiple psychological and social processes that contribute to reading comprehension and the methods, techniques, and materials of instruction that promote and motivate students' comprehension.

hension of texts in all content area classes. This course also stresses the thinking and decision-making processes teachers use to ensure high-quality literacy learning environments and instruction that allows young adolescents to experience authentic interactions and transactions with text. **Prerequisites:** EDUC 160/1600 and 2000 or 2200. **Notes:** 25 field hours required. Current BCI/FBI Background check must be on file in the Education office.

EDUC 4000 - INDIVIDUAL FIELD EXPERIENCE **1-4 sem. hrs.**

A field experience involving work with children in schools, planned to meet state licensure requirements and individual goals of participants. Students meet in a weekly seminar and all work is approved, supervised, and evaluated by the seminar instructor. One semester hour of credit is equal to 25 clock hours of field experience in schools. **Prerequisite** EDUC 2000 or 2200 or permission of the department. **Notes:** Current BCI/FBI Background check must be on file in the Education office.

EDUC 4100 - STUDENT TEACHING: AYA/MULTI-AGE **12 sem. hrs.**

Teaching experience in grades 7-12 (AYA) or K-12 (Multi-Age) under the supervision of a cooperating teacher and a University supervisor (12 weeks, full-time). Pre-service teachers participate in all aspects of school life including curriculum design, student assessment, classroom management, teaching methodologies and professional development. Students must demonstrate competence in all program standards and solo-teaching in order to be recommended for licensure. No other course work except Seminar should be taken with student teaching. This course requires a capstone portfolio and fulfills the University's Senior Year Experience requirement. **Prerequisites:** EDUC 3700 and specific licensure methods course (EDUC 3710, 3720, 3740, 3750, 3760, or SPAN 370), or HLED 4000 and PHED 4000, or MUSC 3032 and MUSC 3033 or 3034 and recommendation of Education Department. **Corequisites:** EDUC 4110. **Notes:** Current BCI/FBI Background check must be on file in the Education office. See department for more information about requirements and application deadlines.

EDUC 4110 - SYE SEMINAR: AYA/MULTIAGE **2 sem. hrs.**

Taken in conjunction with student teaching. **Prerequisites:** EDUC 3700 and specific licensure methods course (EDUC 3710, 3720, 3740, 3750, 3760, or SPAN 370), or HLED 4000 and PHED 4000, or MUSC 3032 and MUSC 3033 or 3034 and recommendation of Education Department. **Notes:** Current BCI/FBI Background check must be on file in the Education office. See department for more information about requirements and application deadlines.

EDUC 4500 - EXCEPTIONAL CHILDREN: ADOLESCENCE **4 sem. hrs.**

This course provides an overview of special education and the knowledge necessary for teachers to meet the needs of students with exceptionalities in middle childhood and adolescence classrooms. In addition, time will be spent focusing on the role of the inclusion teacher in preparing pre-referral intervention strategies, collaborating with the intervention specialist, familiarizing themselves with the referral process including the multi-factored evaluation and working with a team of professionals in establishing IEP goals, objectives and services. Other topics include foundations of special education, laws and policies, collaboration with families, characteristics of students with exceptional learning needs, assessments, instructional strategies, and differentiated instruction. **Prerequisites:** EDUC 2000. **Notes:** Requires 25 field hours. Current BCI/FBI Background check must be on file in the Education office.

EDUC 4550 - PRACTICUM: EARLY CHILDHOOD SPECIAL EDUCATION **4 sem. hrs.**

This course is designed for those seeking an Intervention Specialist license. Course participants will examine formal and informal assessment measures, assistive technology, speech, language, social, emotional, cognitive, gross, and fine motor skill development in early childhood students. A 100-hour field placement in special needs pre-school classrooms will provide participants with the opportunity to utilize their knowledge in that classroom as they plan and implement lessons in accordance with student Individualized Education Plans. An in-depth look at legislation, rules, and regulations as well as service delivery options, intervention strategies, and working with families will be emphasized. Participants will learn the tools needed to differentiate instruction and will have the opportunity to apply this skill in their field placements. Evaluation for this course will be based on the participants' ability to meet the Early Childhood Special Needs standards as developed by Council for Exceptional Children. **Prerequisites:** EDUC 160/1600; 2200; 2510. **Notes:** 100 field hours required. Current BCI/FBI Background check must be on file in the Education office.

**EDUC 4600 - RESEARCH-BASED DECISION-MAKING
IN LITERACY INSTRUCTION** **4 sem. hrs.**

In this course teacher candidates learn to read educational research critically and use its findings to inform instructional decision-making in literacy. **Prerequisites:** EDUC 160/1600; 2000 or 2200; and EDUC 1700 or 1710.

EDUC 4710 - STUDENT TEACHING: EARLY CHILDHOOD 12 sem. hrs.

Teaching experience in grades PK-3 under the supervision of a cooperating teacher and a University supervisor (12 weeks, full-time). Pre-service teachers participate in all aspects of school life including curriculum design, student assessment, classroom management, teaching methodologies and professional development. Students must demonstrate competence in all program standards and solo-teaching in order to be recommended for licensure. No other course work (except SYE Seminar) should be taken with student teaching. This course requires a capstone portfolio and fulfills the University's Senior Year Experience requirement. *Prerequisites: EDUC 3200 and recommendation of Education Department. Corequisites: EDUC 4720. Notes:* Current BCI/FBI Background check must be on file in the Education office. See department for more information about requirements and application deadlines.

EDUC 4720 - SYE SEMINAR: EARLY CHILDHOOD 2 sem. hrs.

Taken in conjunction with student teaching. *Prerequisites: EDUC 3200 and recommendation of Education Department. Notes:* Current BCI/FBI Background check must be on file in the Education office. See department for more information about requirements and application deadlines.

EDUC 4800 - PRACTICUM: READING K-12 2 sem. hrs.

A capstone practicum for Reading Endorsement. Minimum of 100 field hours required. *Prerequisites: EDUC 2000 or 2200; (EDUC 2600 and 3640) or EDUC 3850. Notes:* Current BCI/FBI Background check must be on file in the Education office.

EDUC 4810 - STUDENT TEACHING: MIDDLE CHILDHOOD 12 sem. hrs.

Teaching experience in grades 4-9 under the supervision of a cooperating teacher and a University supervisor (12 weeks, full-time). Pre-service teachers participate in all aspects of school life including curriculum design, student assessment, classroom management, teaching methodologies and professional development. Students must demonstrate competence in all program standards and solo-teaching in order to be recommended for licensure. No other course work (except SYE Seminar) should be taken with student teaching. This course requires a capstone portfolio and fulfills the University's Senior Year Experience requirement. *Prerequisites: EDUC 3420 and two concentration area methods courses (EDUC 3430, 3440, 3450, or 3460) and recommendation of Education Department. Corequisites: EDUC 4820. Notes:* Current BCI/FBI Background check must be on file in the Education office. See department for more information about requirements and application deadlines.

EDUC 4820 - SYE SEMINAR: MIDDLE CHILDHOOD 2 sem. hrs.

Taken in conjunction with student teaching. *Prerequisites: EDUC 3420 and two concentration area methods courses (EDUC 3430, 3440, 3450, or 3460) and recommendation of Education Department. Notes:* Current BCI/FBI Background check must be on file in the Education office. See department for more information about requirements and application deadlines.

EDUC 4900 - TEACHING INTERNSHIP 4-12 sem. hrs.

Teaching experience in elementary, middle, or secondary schools under contract to the school and supervised by a cooperating school teacher and a University supervisor. *Prerequisite: Applicants must be approved by the department and by the cooperating school district.* See page 12 for more details about this program.

Teacher Education Otterbein University



