

Undergraduate Teacher Education

Initial Teacher Licensure:

Early Childhood

Middle Childhood

Adolescence to Young Adult

Multi-Age

August 2013



OTTERBEIN
UNIVERSITY

My Background Check Expires on:

Use this space to track the expiration dates of your background checks across your time at Otterbein University. Background checks are required for **all** field experiences and must remain current (issued within one year) during the entire time you are in the field.

Otterbein University Mission

Otterbein is an inclusive community dedicated to educating the whole person in the context of humane values. Our mission is to prepare graduates to think deeply and broadly, to engage locally and globally, and to advance their professions and communities. An Otterbein education is distinguished by the intentional blending of the liberal arts and professional studies, combined with a unique approach to integrating direct experience into all learning.

Otterbein University Graduates Are:

Knowledgeable
Multi-Literate
Engaged
Responsible
Inquisitive

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. Inquiries regarding compliance with federal nondiscrimination regulations may be directed to the Chairperson of the Affirmative Action Committee; the Provost and Vice President for Academic Affairs; or the Director of Human Resources.

UNDERGRADUATE TEACHER EDUCATION PROGRAMS

offered by



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); transitioning to Council for the Accreditation of Educator Preparation (CAEP).



The Standard of Excellence
in Teacher Preparation

The National Council for Accreditation of Teacher Education is a non-profit, non-governmental organization founded in 1954. More than 30 national associations representing the education profession at large make up the council. NCATE accreditation is a mark of distinction, and provides recognition that the education program 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 their subject matter and how to teach effectively so that all students learn.

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<http://www.otterbein.edu/public/Academics/Departments/Education.aspx>



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 (4-9) and Special Education Licensure (K-12) programs that are 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, Special Education, and Curriculum & 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/CAEP 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/CAEP 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. The Critical Dispositions scoring rubric is on pages 11-12.

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.
4. The **Master of Arts in Teaching** degree is designed to provide a graduate route to teacher licensure in Middle Childhood Education for grades 4-9 or in Special Education for grades K-12 for individuals who have earned a baccalaureate degree. Mild/moderate and moderate/intensive options are both available in the Special Education program.
5. The **Master of Arts in Education** degree is designed to develop professional empowerment through study, research, and reflection. It is designed to help practicing professionals maximize the potential of learners.

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. 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 Ohio four-year resident educator licensure in the areas listed below. See Education Department for licensure test 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

- Special Education licenses for mild/moderate and moderate/intensive are grades K-12 and only offered at the graduate level

Reading Endorsement (Multi-Age) may be added at the graduate level to another licensure area only after the initial license has been granted

TESOL Endorsement (Multi-Age) may be added at the graduate level 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 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 Writing (formerly Critical Reading) and Math, OR
Praxis I score of 172 or above on Writing and/or Math; scores must be sent to Otterbein University, Education Department. Students who fail the same Praxis I test three times are no longer eligible for program admission

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 three semesters or 48 semester hours of college level work, including EDUC 1600 and EDUC 2000/2200; a minimum of two semesters or 28 semester hours must be completed at Otterbein;
- AYA and Multi-Age candidates must complete a minimum of 12 semester hours in their teaching area;
- Post-evaluation 2.5 overall GPA from all institutions;
- Post-evaluation 2.75 GPA in teaching area(s);

- Positive recommendations from persons listed below, which will be used to assess interpersonal relations, motivation, and content knowledge:
 - EDUC 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);
- Transfer and post-baccalaureate students who have completed at least 75% of their content area requirements with a content GPA of 2.75 or higher do not need approval of the content area department and may apply for admission prior to completing 12 content hours at Otterbein;
- 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 1600 and EDUC 2000/2200;
- Course grades of C or higher and overall field ratings of 3 or higher in EDUC 1600 and EDUC 2000/2200;
- At the discretion of the Teacher Education Committee, data collected and reported in all college-level courses; and dispositions in courses, field experiences, and on-campus interactions with university faculty, staff, and students may also be considered in the decision to admit a student to teacher education. This list is not inclusive.

Applications are reviewed every term; files are complete only after a candidate has taken EDUC 1600 and 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;
- Interview with the Director or Assistant Director of Field Placements;
- Post-baccalaureate foreign language candidates must pass both ACTFL content licensure tests prior to student teaching

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 and workshop 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 licensure tests required for the specific licensure area(s). (See section on Licensure Testing for further details.)

Policies, Procedures, Information, and Resources

This is not meant to be an exhaustive list of policies, procedures, information, and resources. Consult the University Catalog and other official University documents for further information.

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 Dean of the appropriate school or his/her delegate. 4. Present evidence in writing, then discuss the matter with the Provost and Vice President for Academic Affairs or his/her delegate. 5. 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 by the 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 to ensure appropriate progress through the program.

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 (**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 30 semester hours from all institutions**):

- Post-evaluation 2.5 overall GPA from all institutions
- Post-evaluation 2.75 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 Writing and Math, OR
Praxis I score of 172 or above on Writing and/or Math
- Permission of Education Department

College Level Examination Program (CLEP)

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 13 for information on field experiences.

Job Search Assistance—Center for Career and Professional Development

The Otterbein Center for Career and Professional Development 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 and Professional Development to learn about the job search process.

Licensure Testing

To become a licensed teacher in Ohio's schools, a person must successfully complete required licensure tests: Ohio Assessments for Educators-OAE, 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 licensure test qualifying scores for specified licenses in Ohio is available in the Education Department Office. Study materials are available from the individual testing services. Some printed study materials are available in the Education Department Office and the Library. ACTFL-LTI guidelines and preparation materials can be found at www.languageTesting.com.

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/CAEP). 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.

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 GPA to 2.5 or content area GPA to 2.75. 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 24 or more 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 2.75 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 Writing and Math, OR
Praxis I score of 172 or above on Writing and/or Math
- Recommendation of Transfer Admission Counselor

| SCORING RUBRIC FOR OTTERBEIN TEACHER EDUCATION CRITICAL DISPOSITIONS | | | | |
|---|---|--|---|---|
| Disposition | Exceeds Expectations 4 | Meets Expectations 3 | Uneven or Marginal Performance 2 | Unacceptable Performance 1 |
| Hard-Working | <ul style="list-style-type: none"> • Is responsible, reliable, punctual • Is a self-starter who is generous with time, talents, and resources | <ul style="list-style-type: none"> • Is responsible, reliable, punctual • Fulfills requirements in a timely manner | <ul style="list-style-type: none"> • Has trouble with lateness, absence • Has trouble meeting deadlines | <ul style="list-style-type: none"> • Does not meet commitments • Does not meet deadlines |
| Principled | <ul style="list-style-type: none"> • Values and acts upon the principles of honesty, fairness, mutual respect, and compassion | <ul style="list-style-type: none"> • Values and tried to act upon the principles of honesty, fairness, mutual respect, and compassion | <ul style="list-style-type: none"> • Values but frequently fails to act upon the principles of honesty, fairness, mutual respect, and compassion | <ul style="list-style-type: none"> • Neither values nor acts upon the principles of honest, fairness, mutual respect, and compassion |
| Resourceful | <ul style="list-style-type: none"> • Demonstrates initiative by consulting with others as well as developing own solutions to problems | <ul style="list-style-type: none"> • Demonstrates initiative by consulting with others to solve problems | <ul style="list-style-type: none"> • Generally relies on others to solve problems | <ul style="list-style-type: none"> • Always relies on others to solve problems <p style="text-align: right;"><i>Continued</i></p> |

SCORING RUBRIC FOR OTTERBEIN TEACHER
EDUCATION CRITICAL DISPOSITIONS (*CONTINUED*)

| Disposition | Exceeds Expectations 4 | Meets Expectations 3 | Uneven or Marginal Performance 2 | Unacceptable Performance 1 |
|--------------------|---|---|--|--|
| Open-Minded | <ul style="list-style-type: none"> • Is eager to learn about others • Tries to be non-judgmental • Welcomes diverse points of view | <ul style="list-style-type: none"> • Is willing to learn about others • Tries to be non-judgmental • Is open to diverse points of view | <ul style="list-style-type: none"> • Has trouble listening to others • Can be insensitive to others • Has trouble with diverse points of view | <ul style="list-style-type: none"> • Fails to listen to others • Insensitive and judgmental • Refuses to entertain any viewpoint other than his/her own |
| Organized | <ul style="list-style-type: none"> • Handles multiple tasks and demands efficiently | <ul style="list-style-type: none"> • Handles multiple tasks and demands adequately | <ul style="list-style-type: none"> • Has trouble with multiple tasks and/or demands | <ul style="list-style-type: none"> • Cannot handle multiple tasks and demands |
| Collegial | <ul style="list-style-type: none"> • Is a valued colleague or team member • Can give and take suggestions and constructive criticism | <ul style="list-style-type: none"> • Is a productive colleague or team member • Can take suggestions and constructive criticism | <ul style="list-style-type: none"> • Has let a colleague or a team down several times • Responds defensively to suggestions and constructive criticism | <ul style="list-style-type: none"> • Is undependable, self-centered, or excessively controlling • Refuses all suggestions and constructive criticism |
| Inquisitive | <ul style="list-style-type: none"> • Is open to new ideas • Consistently asks good questions • Regularly seeks out answers | <ul style="list-style-type: none"> • Is open to new ideas • Consistently asks good questions | <ul style="list-style-type: none"> • Is not open to new ideas • Asks few questions • Rarely seeks out answers | <ul style="list-style-type: none"> • Can be a rigid thinker • Never asks questions • Never seeks out answers |
| Flexible | <ul style="list-style-type: none"> • Responds to unexpected challenges in a creative, productive manner | <ul style="list-style-type: none"> • Is able to adjust, redirect, and deal with the unexpected | <ul style="list-style-type: none"> • Is often unable to adjust, redirect, and deal with the unexpected | <ul style="list-style-type: none"> • Is generally unable to adjust, redirect, and deal with the unexpected |
| Positive | <ul style="list-style-type: none"> • Finds good in most situations • Is able to praise others • Sees possibilities rather than obstacles | <ul style="list-style-type: none"> • Finds good in most situations • Looks for ways to be successful | <ul style="list-style-type: none"> • At times, has trouble finding good aspects of a situation • Often takes “yes-but” stance when suggestions are given | <ul style="list-style-type: none"> • Quick to blame |
| Social | <ul style="list-style-type: none"> • Truly enjoys working with colleagues, students, parents | <ul style="list-style-type: none"> • Interacts effectively with colleagues, students, parents | <ul style="list-style-type: none"> • Has trouble interacting effectively with colleagues, students, and parents, but is comfortable with students | <ul style="list-style-type: none"> • Has trouble interacting with colleagues, parents, and students |

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 school 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 those 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 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 full semester. Students should carry no other academic course work during the student teaching term, 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.

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. Non-credit field experience forms are available in the Education Department.

Fingerprinting and Background Checks are required for all field experiences and must remain current (issued within one year) during the entire field experience. 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 or the faculty member listed below for more information about these programs. All opportunities are contingent on placement availability and faculty recommendation.

Student Teaching in England:

Candidates spend the semester in England during the fall 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. Kristin Reninger 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 5 Field Hours | ¹ EDUC 4500 Exceptional Children 5 Field Hours |
| EDUC 3200 Early Child Curriculum 70 Field Hours | EDUC 3850 Literacy in Middle Grades 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 1600 Study of the School 45 Field Hours | EDUC 1600 Study of the School 45 Field Hours | EDUC 1600 Study of the School 45 Field Hours |

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 128 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. 17) or Intervention Specialist (p. 18) concentration areas.

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 and Intervention Specialist 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 17-18. Early Childhood education candidates may choose one of the following four approved concentration area options:

Early Childhood Generalist (p. 17)

Intervention Specialist (p. 18)

Specialized Content Strand (p. 18)



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

FRESHMAN YEAR

- _____ 1. FYS 1000 Level First Year Seminar (4) **or**
 TYS 2000 Level Transition Year Seminar (4) (*Adult learners ONLY*)
- _____ 2. INST 1500 Level Identity Projects: Writing and Literature (4)
- _____ 3. EDUC 1200 Teaching Elem. Children in & Through the Arts (4)
- _____ 4. ¹EDUC 1600 Study of the School (4)
- _____ 5. EDUC 1700 Phonics & Language Study: Early Childhood (4)
- _____ 6. GEOG 1000 World Regional Geography (4)
- _____ 7. HPES Series Health & Physical Ed. Lifestyle Series (1)
- _____ 8. MATH 1210 Nature of Mathematics (4)
- _____ 9. PSYC 2310 Child & Adolescent Development (4)
- _____ Concentration Area Courses: A concentration area is required. Please see the following pages for the recommended options.

SOPHOMORE YEAR

- _____ 1. INST 2000 Level Interconnections (4)
- _____ 2. INST 2200 Level 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)
 - *Writing Intensive*
- _____ 7. EDUC 3550 Classroom Management (2)
- _____ 8. MATH 2100 Math for Early Childhood Education (4)
- _____ 9. PHED 2200 Health & Movement Education for the Early Child. Classroom (4)
- _____ Concentration Area Courses

**Courses
should be
taken the
same term**

¹EDUC 1600 requires special permission from the Department, 2.5 overall GPA, and appropriate standardized test scores to enroll (see pages 7 and 35 for more details).

²INST Dyads: Consult the University catalogue for Dyad options and requirements.

³EDUC 4000 Field Experience: Only required under special circumstances by the Chairperson of the Education Department.

⁴EDUC 4710 See pages 13 and 43 for more details.

⁵EDUC 4900 Internship is an optional program of a full year of teaching experience open to selected candidates. See pages 14 and 44 for more details.

JUNIOR YEAR

- ____ 1. INST 2400 Level Natural Foundations (4)
- ____ 2. INST 2600 Level Creativity & Culture (4)
- ____ 3. EDUC 2400 Social Studies in the Prim. & Interm. Classroom (4)
- ____ 4. EDUC 2500 Science in the Primary & Interm. 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

**Courses
should be
taken the
same term**

SENIOR YEAR

- ____ 1. ²INST 3500 Interdisciplinary Dyad (4)
- ____ 2. ²INST 4000 Interdisciplinary Dyad (4)
- ____ 3. ³EDUC 4000 Individual Field Experience (0-4)
- ____ 4. ⁴EDUC 4710 Student Teaching: Early Childhood (14) **or**
⁵EDUC 4900 Teaching Internship (4 to 12)
- ____ 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

EARLY CHILDHOOD GENERALIST (28 sem. hrs.)

Leads to Early Childhood Generalist Endorsement (Grades 4-5). Additional licensure exam required. See Department Chair for additional information.

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

Early Childhood Concentration Areas Differ from Middle Childhood Concentration Areas

INTERVENTION SPECIALIST (30 sem. hrs.)

Leads to second license for Early Childhood Intervention Specialist. Additional licensure exam required.

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

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 and could be based on a defined University minor
- _____ 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 128 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. 22).

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 21-22. Middle Childhood education students may choose **two** of the following four approved concentration area options:

Language Arts (p. 21)

Mathematics (p. 21)

Science (p. 22)

Social Studies (p. 22)



Middle Childhood Program (Grades 4 through 9)

A Recommended Sequence of Courses

FRESHMAN YEAR

- _____ 1. FYS 1000 Level First Year Seminar (4) **or**
TYS 2000 Level Transition Year Seminar (4) (*Adult learners ONLY*)
- _____ 2. INST 1500 Level Identity Projects: Writing and Literature (4)
- _____ 3. ¹EDUC 1600 Study of the School (4)
- _____ 4. EDUC 1710 Phonics & Language Study: Middle Childhood (4)
- _____ 5. HPES Series Health & Physical Ed. Lifestyle Series (1)
- _____ 6. MATH 1210 Nature of Mathematics (4)
- _____ Concentration Area Courses: Course work in two academic areas is required.
Please see the following pages for the recommended options.

SOPHOMORE YEAR

- _____ 1. INST 2000 Level Interconnections (4)
- _____ 2. INST 2200 Level Reflection & Responsibility (4)
- _____ 3. EDUC 2000 Educational Psychology: Adolescence (4)
- _____ 4. EDUC 3850 Using Literacy Across Disciplines
in the Middle Grades (4) - *Writing Intensive*
- _____ Concentration Area Courses

JUNIOR YEAR

- | | |
|--|--|
| _____ 1. INST 2400 Level Natural Foundations (4) _____ 2. INST 2600 Level Creativity & Culture (4) _____ 3. EDUC 2100 Educational Technology: Adolescence (2) _____ 4. EDUC 3410 Middle Childhood Methods I (4) (must be taken with one content methods course listed under 7 below) | Fall ONLY sequence |
| _____ 5. EDUC 3420 Middle Childhood Methods II (4) (must be taken with one content methods course listed under 7 below) _____ 6. EDUC 3600 Multicultural Education (2) | Spring ONLY sequence |
| _____ 7. <i>Select two Middle Childhood Content Methods courses:</i> _____ 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) | One taken with EDUC 3410 & other one with EDUC 3420 |
- _____ 8. EDUC 3800 Literacies in the Content Area (4) **or**
²EDUC 3630 Adolescent Lit. in a Comprehensive Read. Program (4)
 - _____ 9. EDUC 4500 Exceptional Children: Adolescence (4)
 - _____ Concentration Area Courses

¹EDUC 1600 requires special permission from the Department, 2.5 overall GPA, and appropriate standardized test scores to enroll (see pages 7 and 35 for more details).

²EDUC 3630 is the required choice for candidates completing the Language Arts Concentration Area.

³INST Dyads: Consult the University catalogue for Dyad options and requirements.

⁴EDUC 4000 Field Experience: Only required under special circumstances by the Chairperson of the Education Department.

⁵EDUC 4810 See pages 13 and 43 for more details.

⁶EDUC 4900 Internship is an optional program of a full year of teaching experience open to selected students. See pages 14 and 44 for more details.

SENIOR YEAR

- _____ 1. ³INST 3500 Interdisciplinary Dyad (4)
- _____ 2. ³INST 4000 Interdisciplinary Dyad (4)
- _____ 3. ⁴EDUC 4000 Field Experience (0-4)
- _____ 4. ⁵EDUC 4810 Student Teaching: Middle Childhood (14) **or**
⁶EDUC 4900 Teaching Internship (4 to 12)
- _____ 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

LANGUAGE ARTS & READING (36 sem. hrs.) Does not include Reading Endorsement

- _____ 1. EDUC 1710 Phonics & Language Study: Middle Childhood (4)
- _____ 2. EDUC 3430 Middle Grades: Language Arts Methods (4)
- _____ 3. EDUC 3630 Adolescent Literature in a Comprehensive Reading Program (4)
- _____ 4. EDUC 3850 Using Literacy Across Disciplines in the Middle Grades (4)
- _____ 5. ENGL 1155 Reading, Writing, & the Literary Imagination (4)
- _____ 6. ENGL 3380 Studies in Adolescent Literatures (4)
- _____ 7. INST 1500 Level Identity Projects: Writing & Literature (4)

Select one course from the following:

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

Select one course from the following:

- _____ ENGL 2210 Studies in British Literatures Before 1700 (4)
- _____ ENGL 2215 Studies in British Literatures 1700-1900 (4)
- _____ ENGL 2220 Studies in British Literature After 1900 (4)
- _____ ENGL 2250 Studies in American Literature Before 1900 (4)
- _____ ENGL 2255 American Comic Literature of the 20th & 21st Century (4)

MATHEMATICS (24 sem. hrs.)

- _____ 1. EDUC 3440 Middle Grades Mathematics Methods (4)
- _____ 2. MATH 1210 Nature of Mathematics (4)
- _____ 3. MATH 1250 Elementary Functions (4)
- _____ 4. MATH 1700 Calculus I (4)
- _____ 5. MATH 2150 Math for Middle Childhood: Numbers & Variables (4)
- _____ 6. MATH 2170 Math for Middle Childhood: Measurement & Geometry (4)

NOTE: Candidates who do not place into MATH 1250 are required to take additional courses to meet the prerequisites for MATH 1250.

Middle Childhood Concentration Areas Differ from Early Childhood Concentration Areas

SCIENCE (28 sem. hrs.)

- _____ 1. BIO 1000 Principles of Biology (4)
- _____ 2. BMB 2300 Chemistry of Everyday Life for Middle Childhood Education Majors (4)
- _____ 3. ESCI 1001 Introduction to Environmental Science (4)
- _____ 4. EDUC 3450 Middle Grades Science Methods (4)
- _____ 5. INST 2403 The Expanding Universe (4)
- _____ 6. PHYS 2100 Introduction to Physical Science (4)

Select one course from the following:

- _____ ESCI 1010 Physical Geology (4)
- _____ ESCI 1020 Earth System History (4)

SOCIAL STUDIES (28 sem. hrs.)

- _____ 1. EDUC 3460 Middle Grades Social Studies Methods (4)
- _____ 2. GEOG 1000 World Regional Geography (4)
- _____ 3. INST 2001 The Making of Global Society (4)
- _____ 4. POLS 1000 American National Government (4)

Select one course from the following:

- _____ HIST 1100 The American Experience to 1865 (4)
- _____ HIST 1200 The American Experience Since 1865 (4)

Select one course from the following:

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

Select one course from the following:

- _____ ECON 2100 Principles of Microeconomics (4) (*prerequisites: MATH 1210, 1220, 1230, 1240, or 1250*)
- _____ HIST 3200 Global Capitalism (4)
- _____ HIST 4210 The Industrial Revolution in a Global Perspective (4)

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 licensure exam is required. See Department Chair for additional information.**

Language Arts

- _____ EDUC 3240 Advanced Pedagogical Content Know.: Interm. Language Arts (2)
- _____ EDUC 3640 Elementary Literacy Assessment & Instruction (4)

Mathematics

- _____ EDUC 3220 Advanced Pedagogical Content Know.: Intermediate Math (2)
- _____ MATH 2150 Math for Middle Childhood: Numbers & Variables (4)
- _____ MATH 2170 Math for Middle Childhood: Measurement & Geometry (4)

Science

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

Social Studies

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

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. 26) | Life Sciences (p. 30) |
| Integrated Mathematics (p. 27) | Physical Sciences: Chemistry (p. 31) |
| Integrated Social Studies (p. 28) | Physical Sciences: Physics (p. 31) |

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 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 Education (p. 32) | Spanish Language (p. 34) |
| Physical Education (p. 32) | Visual Art (p. 34) |
| Music Education (p. 33) | |



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

- _____ 1. FYS 1000 Level First Year Seminar (4) **or**
TYS 2000 Level Transition Year Seminar (4) (*Adult learners ONLY*)
- _____ 2. ¹INST 1500 Level Identity Projects: Writing and Literature (4)
- _____ 3. ²MATH _____
- _____ 4. ³M. Lang. _____
- _____ 5. ³M. Lang. _____
- _____ 6. ⁴EDUC 1600 Study of the School (4)
- _____ 7. _____
- _____ 8. _____
- _____ 9. HPES Series Health & Physical Ed. Lifestyle Series (1)

SOPHOMORE YEAR

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

¹Candidates should check their individual licensure programs and major requirements to determine if any special Integrative Studies courses are required.

²Adolescence to Young Adult and Multi-Age teacher licensure requires credit in one college level mathematics course. Candidates may choose from MATH 1210, 1220, 1230, 1240, 1250, or 1700, or PHIL 1200 being sure to address math placement test results, degree requirements, and course prerequisites.

³Modern Language is not required for the Art with Art Education Concentration (BA), Health Education (BA), Music Education (BME), and Physical Education (BA) degrees.

⁴EDUC 1600 requires special permission from the Education Department; 2.5 overall GPA, and appropriate standardized test scores to enroll (see pages 7 and 35 for more details).

⁵EDUC 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.

JUNIOR YEAR

- ____ 1. ¹INST 2400 Level Natural Foundations (4)
____ 2. ¹INST 2600 Level Creativity & Culture (4)
____ 3. ⁵EDUC 2100 Educational Technology: Adolescence (2)
____ 4. EDUC 3600 Multicultural Education (2)
____ 5. ⁶EDUC 3700 General Methods for Secondary & Multiage Classrooms (4)
____ 6. ⁶*Select 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. ⁷EDUC 3800 Literacies in the Content Area (4)
____ 8. ⁸EDUC 4500 Exceptional Children: Adolescence (4)
____ 9. _____

**Courses
should be
taken the
same term**

SENIOR YEAR

- ____ 1. ⁹INST 3500 Interdisciplinary Dyad (4)
____ 2. ⁹INST 4000 Interdisciplinary Dyad (4)
____ 3. ¹⁰EDUC 4000 Field Experience (0-4)
____ 4. ¹¹EDUC 4100 Student Teaching: AYA/Multi-Age (14) **or**
¹²EDUC 4900 Teaching Internship (5 to 15)
____ 5. EDUC 4110 SYE Seminar: AYA/Multiage (2)
____ 6. _____
____ 7. _____
____ 8. _____

⁶Candidates pursuing Music or Health & Physical Education licensure take methods courses in the Music or Health & Sport Sciences Departments in place of EDUC 3700 and Seminar.

⁷Multiage candidates may choose between EDUC 3800 and EDUC 3850 for the reading requirement.

⁸EDUC 4500 is not required of candidates pursuing Health & Physical Education licensure.

⁹INST Dyads: Consult the University catalogue for Dyad options and requirements.

¹⁰EDUC 4000 Field Experience: Only required under special circumstances by the Chairperson of the Education Department.

¹¹EDUC 4100 See pages 13 and 42 for more details.

¹²EDUC 4900 Internship is an optional program of a full year of teaching experience open to selected students. See pages 14 and 44 for more details.



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

INTEGRATED LANGUAGE ARTS (Based on English Major) (57 sem. hrs.)

- _____ COMM 1100 Public Speaking (4)
- _____ COMM 3100 Advanced Public Speaking (4)
- _____ EDUC 3630 Adolescent Lit. in a Comprehensive Reading Program (4)
- _____ ENGL 1155 Reading, Writing, & the Literary Imagination (4)
- _____ ENGL 2295 Linguistics (4)
- _____ ENGL 3350 Shakespeare (4)
- _____ ENGL 3355 Studies in Literary & Critical Theory (4)
- _____ ENGL 3380 Studies in Adolescent Literatures (4)
- _____ EDUC 3750 Content Methods for Secondary & Multiage Classrooms: Integrated Language Arts Seminar (4) (*Taken with EDUC 3700*)
- _____ JAMC 1500 Media Writing (4) **or** JAMC 1600 Reporting & News Writing (4)

Select two courses from the following:

- _____ ENGL 2210 Studies in British Literatures Before 1700 (4)
- _____ ENGL 2215 Studies in British Literatures 1700-1900 (4)
- _____ ENGL 2220 Studies in British Literatures After 1900 (4)
- _____ ENGL 2250 Studies in American Literatures Before 1900 (4)
- _____ ENGL 2255 American Comic Literature of the 20th & 21st Century (4)

Select one course from the following:

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

Select one course from the following:

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

Select one course from the following:

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

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.



INTEGRATED MATHEMATICS (48 sem. hrs.)

- _____ MATH 1240 Statistics I (4)
- _____ ¹MATH 1700 Calculus I (4)
- _____ MATH 1800 Calculus II (4)
- _____ MATH 2500 Linear Algebra (4)
- _____ MATH 2700 Multivariable Calculus (4)
- _____ MATH 3000 Real Analysis I (4) - *Writing Intensive*
- _____ MATH 3200 Abstract Algebra I (4)
- _____ MATH 3540 History & Philosophy of Mathematics (4)
- _____ MATH 3600 Combinatorics & Graph Theory (4)
- _____ MATH 3700 Advanced Geometry (4)
- _____ ²MATH 4980 Mathematics Assessment (0)
- _____ EDUC 3720 Content Methods for Secondary & Multiage Classrooms: Mathematics Seminar (4) (*Taken with EDUC 3700*)

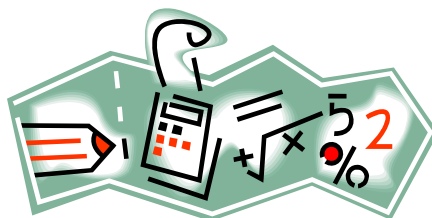
Select one Applied Mathematics course from the following:

- _____ MATH 3100 Ordinary Differential Equations (4)
- _____ MATH 3300 Probability (4)
- _____ MATH 3370 Applied Statistics (4) - *Writing Intensive*
- _____ MATH 3400 Operations Research (4)

¹Prerequisite: C– or better in MATH 1250 or placement.

²MATH 4980 is only required for degree seeking candidates.

Major requirements may differ from licensure requirements.



INTEGRATED SOCIAL STUDIES (Based on History Major) (60-64 sem. hrs.)

- _____ GEOG 1000 World Regional Geography (4)
- _____ HIST 2100 History Seminar (4) - *Writing Intensive*
- _____ HIST 4800 Research Seminar (4)
- _____ INST 2003 Topics in Psychology & Society (4) **or**
- _____ PSYC 1000 Psychology for Non-Majors (4)
- _____ POLS 1000 American National Government (4)
- _____ EDUC 3740 Content Methods for Secondary & Multiage Classrooms: Social Studies Seminar (4) (*Taken with EDUC 3700*)

Select one course from the following:

- _____ HIST 1100 The American Experience to 1865 (4)
- _____ HIST 1400 Survey of Pre-Modern Asia (4)
- _____ HIST 1500 African History to 1800 (4)
- _____ HIST 2200 Ancient Greece & Rome (4)
- _____ HIST 2300 European Overseas Encounters (4)

Select one course from the following:

- _____ HIST 1200 The American Experience Since 1865 (4)
- _____ HIST 1350 Europe from the Renaissance to the Nuclear Age (4)
- _____ HIST 1450 Survey of Modern Asia (4)
- _____ HIST 2350 Industrial, Empire & Reform in Britain (4)
- _____ HIST 2400 The Making of Modern America (4)
- _____ HIST 2450 Southern Africa 1700 to Present (4)
- _____ HIST 2550 Democracy in Asia (4)
- _____ HIST 2600 Women's History (4)

NOTE: Students must take one 1000 level and one 2000 level course from these first two groups in order to meet History Major requirements.

Select one course from the following:

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

Select one course from the following:

- _____ HIST 3400 The Soviet Union & Russia (4)
- _____ HIST 3450 Nationalism & Internationalism in 20th Century Europe (4)
- _____ HIST 4050 European Intellectual History (4)
- _____ HIST 4100 The Holocaust in Contemporary History (4)

Select one course from the following (African History Elective):

- _____ HIST 3650 African Encounters with Development (4)
- _____ HIST 3720 The Islamic Golden Age (1000-1500 CE) (4)
- _____ HIST 4630 African Independence Movements: 1940s-1970s (4)
- _____ HIST 4660 African History: Era of New Nations (4)

Continued

Select one course from the following (Asian History Elective):

- _____ HIST 3330 Modern China (4)
- _____ HIST 3350 The Rise of Modern Japan (4)
- _____ HIST 4500 Vietnam in the Twentieth Century (4)
- _____ HIST 4560 Discovering History in Korea (4)

Select one course from the following (United States History Elective):

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

Select one course from the following (United States History Elective):

- _____ HIST 3503 Special Topics in American Hist.: History of Sexuality (4)
- _____ HIST 3504 Special Topics in American Hist.: The Cold War in the U.S. & Abroad (4)
- _____ HIST 3550 African American History (4)
- _____ HIST 3580 Environmental History (4)
- _____ HIST 3800 U.S. Immigration, Race, & Ethnicity (4)
- _____ HIST 4400 Riots, Reds, & Riffraff: A Hist. of the American Working Class (4)
- _____ HIST 4450 History of U.S. Social Protest Movements (4)
- _____ HIST 4460 History of Poverty in the U.S. (4)

Select one course from the following (NOTE: If ECON 2100 is chosen, one additional course from HIST 2000-4999 will be required to meet History Major requirements) :

- _____ ECON 2100 Principles of Microeconomics (4) (Prerequisite is MATH 1210, 1220, 1230, 1240, 1250; course does not count toward History major)
- _____ HIST 3200 Global Capitalism (4)
- _____ HIST 4210 The Industrial Revolution in a Global Perspective (4)

Major requirements may differ from licensure requirements.



LIFE SCIENCES (Based on Biology Major) (63 sem. hrs.)

- _____ BIO 1010 Introduction to Molecular & Cell Biology (4)
- _____ BIO 1020 Introduction to Organisms & Ecology (4)
- _____ BIO 2010 Genetics (4)
- _____ BIO 2020 Ecology (4)
- _____ BIO 2030 Cell Biology (4)
- _____ BIO 3998 Junior Fall Seminar (1)
- _____ BIO 3999 Junior Spring Seminar (1)
- _____ BIO 4998 Senior Seminar (1)
- _____ CHEM 1200 Survey of Bio-Organic Chemistry (4)
- _____ CHEM 1400/1410 General Chemistry I & Lab (4)
- _____ CHEM 1500/1510 General Chemistry II & Lab (4)
- _____ EDUC 3710 Content Methods for Secondary & Multiage Classrooms: Science Seminar (4) (*Taken with EDUC 3700*)
- _____ ESCI 1001 Introduction To Environmental Science (4)
- _____ PHYS 2100 Introduction to Physical Science (4)

Select four courses from the following:

- _____ BIO 3020 Conservation Biology (4)
- _____ BIO 3100 Molecular Genetics (4)
- _____ BIO 3120 Immunology (4)
- _____ BIO 3140 Developmental Biology (4)
- _____ BIO 3160 Microbiology (4)
- _____ BIO 3180 Human Genetics (4)
- _____ BIO 3200 Plant Diversity & Ecology (4)
- _____ BIO 3220 Plant Physiology (4)
- _____ BIO 3300 Invertebrate Zoology (4)
- _____ BIO 3320 Field Biology (4)
- _____ BIO 3340 Coral Reef Ecology (4)
- _____ BIO 3360 Tropical Biology & Agriculture of Costa Rica (4)
- _____ BIO 3400 Vertebrate Biology (4)
- _____ BIO 3420 Vertebrate Morphology (4)
- _____ BIO 3440 Animal Systems Physiology (4)

Major requirements may differ from licensure requirements.



PHYSICAL SCIENCES: CHEMISTRY (71 sem. hrs.)

- _____ BMB 2650 Intro. to Biochemistry Laboratory Techniques (1)
- _____ BMB 4500 Biochemistry I, Biomolecules & Metabolism (3)
- _____ CHEM 1400/1410 General Chemistry I & Lab (4)
- _____ CHEM 1500/1510 General Chemistry II & Lab (4)
- _____ CHEM 2400/2410 Organic Chemistry I & Lab (4)
- _____ CHEM 2500/2510 Organic Chemistry II & Lab (4)
- _____ CHEM 2700/2710 Inorganic Chemistry & Lab (4)
- _____ CHEM 2800/2810 Analytical Chemistry & Lab (4)
- _____ CHEM 3000 Junior Seminar (1)
- _____ CHEM 3400/3410 Physical Chemistry I & Lab (4)
- _____ CHEM 4000 Seminar (2)
- _____ Chemistry Elective (3000-4999 not 4900) (4)

CHEM

- _____ EDUC 3710 Content Methods for Secondary & Multiage Classrooms: Science Seminar (4) *(Taken with EDUC 3700)*
- _____ ESCI 1001 Introduction to Environmental Science (4)
- _____ INST 2401 Life & Earth Systems (4)
- _____ MATH 1700 Calculus I (4)
- _____ MATH 1800 Calculus II (4)
- _____ MATH 2700 Multivariable Calculus (4)
- _____ PHYS 1500 Principles of Physics I (4)
- _____ PHYS 1600 Principles of Physics II (4)



PHYSICAL SCIENCES: PHYSICS (62 sem. hrs.)

- _____ EDUC 3710 Content Methods for Secondary & Multiage Classrooms: Science Seminar (4) *(Taken with EDUC 3700)*
- _____ BIO 1000 Principles of Biology (4)
- _____ BMB 2300 Chemistry of Everyday Life for Middle Childhood Education Majors (4)
- _____ INST 2403 The Expanding Universe (4)
- _____ MATH 1700 Calculus I (4)
- _____ MATH 1800 Calculus II (4)
- _____ MATH 2700 Multivariable Calculus (4)
- _____ PHYS 1500 Principles of Physics I (4)
- _____ PHYS 1600 Principles of Physics II (4)
- _____ PHYS 2700 Principles of Modern Physics (4)
- _____ PHYS 3000 Classical Mechanics (4)
- _____ PHYS 3100 Electricity & Magnetism (4)
- _____ PHYS 3500 Advanced Laboratory I (3) - *Writing Intensive*
- _____ Physics Electives (3000-4999) (11 total)



PHYS

PHYS

PHYS

Major requirements may differ from licensure requirements.

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

HEALTH EDUCATION PreK-12 (37 sem. hrs.)

Candidates are strongly encouraged to seek licensure in both Health and Physical Education.

- _____ HLED 1111 Anatomy & Physiology I & Lab (4)
- _____ HLED 1112 Anatomy & Physiology II & Lab (4)
- _____ HLED 1400 Individual & Community Health (4)
- _____ HLED 2100 Fundamentals of Nutrition (4)
- _____ HLED 2400 Health Issues (4)
- _____ HLED 3500 Health Education Program Planning & Evaluation (4) - *Writing Intensive*
- _____ HLED 3800 Organization & Management in Health & Sport Sciences (4)
- _____ HLED 4000 Health Education Methods (4)
- _____ PHED 1700 Professional Perspectives in Health & Physical Education (4)
- _____ ¹PHED 4200 Health & Physical Education Technology Applications (1)

¹Candidates successfully completing PHED 4200 do not need to complete EDUC 2100.

PHYSICAL EDUCATION PreK-12 (49 sem. hrs.)

Candidates are strongly encouraged to seek licensure in both Health and Physical Education.

- _____ ATHT 3400 Kinesiology (4)
- _____ HLED 1111 Anatomy & Physiology I & Lab (4)
- _____ HLED 1112 Anatomy & Physiology II & Lab (4)
- _____ HLED 1400 Individual & Community Health (4)
- _____ HLED 3800 Organization & Management in Health & Sport Sciences (4)
- _____ HLED 4000 Health Education Methods (4)
- _____ PHED 1000 Fundamental Skills & Concepts in Physical Education (4)
- _____ PHED 1300 Motor Development/Motor Learning Across the Lifespan (4)
- _____ PHED 1700 Professional Perspectives in Health & Physical Education (4)
- _____ PHED 2100 Sports & Games Concepts & Skills (4)
- _____ ²PHED 3600 Early Childhood & Adapted Physical Education (4) - *Writing Intensive*
- _____ PHED 4000 Physical Education Methods (4)
- _____ ³PHED 4200 Health & Physical Education Technology Applications (1)
- _____ PHED 4400 Exercise Physiology (4)

²Candidates successfully completing PHED 3600 do not need to complete EDUC 4500.0

³Candidates successfully completing PHED 4200 do not need to complete EDUC 2100.

Major requirements may differ from licensure requirements.

MUSIC EDUCATION PreK-12 (67 sem. hrs.)

- _____ MUSC 1000/1001 Music Theory I & II, 2 semesters (6 total)
- _____ MUSC 1010/1011 Aural Skills I & II, 2 semesters (2 total)
- _____ MUSC 1020/1021 Piano Class, 2 semesters (2 total) (*or until proficiency exam is passed*)
- _____ MUSC 1023 or 1034 Voice Class for Music Educators (*instrumentalists*) or Vocal Pedagogy & Diction for Choral Music Educators (1)
- _____ MUSC 1032 Guitar Methods (1)
- _____ MUSC 1033 Percussion Methods (1)
- _____ MUSC 1040 Introduction to Music (2)
- _____ ⁴MUSC 1050 Exploring the Digital Arts (2)
- _____ MUSC 1080 Concert Attendance, 6 semesters (0)
- _____ MUSC 1082 Music Education Practicum, 7 semesters (0)
- _____ MUSC 1092/1093 Applied Music, 2 semesters (2 total)
- _____ MUSC 2000 Music Theory III: Renaissance Through Classical Styles (3)
- _____ MUSC 2001 Music Theory IV: Romantic Through Contemporary Styles (3)
- _____ MUSC 2010/2011 Aural Skills III & IV, 2 semesters (2 total)
- _____ MUSC 2020/2021 Piano Class III & IV, 2 semesters (2 total) (*or until proficiency exam is passed*)
- _____ MUSC 2032/2035 Woodwind & Brass Methods, 2 semesters (2)
- _____ MUSC 2034 Accompanying Skills for Choral Educators (1)
- _____ MUSC 2040 Music History and Literature I (3)
- _____ MUSC 2080 Sophomore Conference (0)
- _____ MUSC 2092/2093 Sophomore Applied Music, 2 semesters (2 total)
- _____ MUSC 3001 Orchestration & Arranging (2)
- _____ MUSC 3020 Conducting I (2)
- _____ MUSC 3021 or 3022 Conducting II: Choral or Instrumental (2)
- _____ MUSC 3032 Music Methods & Materials for the Elementary School (3)
- _____ MUSC 3033 or 3034 Instrumental Music Methods & Materials for the Middle & High School or Choral Music Methods & Materials for the Middle & High School (3)
- _____ MUSC 3036/3037 String Methods I & II, 2 semesters (2 total)
- _____ MUSC 3040 Music History and Literature II (3) - *Writing Intensive*
- _____ MUSC 3041 Music History and Literature III (3) - *Writing Intensive*
- _____ MUSC 3080 Half Recital (.5)
- _____ MUSC 3092/3093 Junior Applied Music, 2 semesters (2 total)
- _____ Major Ensemble, 7 semesters (3.5)
- _____ Music electives to total four semester hours (4)

⁴Bachelor of Music Education candidates will follow the Basic Secondary Multi-Age Program outline except EDUC 2100 and modern language are not required.



SPANISH LANGUAGE PreK-12 (40 sem. hrs.)

- _____ SPAN 1000 Elementary Spanish I (4)
- _____ SPAN 1100 Elementary Spanish II (4)
- _____ SPAN 2000 Intermediate Grammar, Conversation, Reading, & Composition (4)
- _____ SPAN 2100 Advanced Grammar, Conversation, Reading, & Composition I (4)
- _____ SPAN 2200 Advanced Grammar, Conversation, Reading, & Composition II (4)
- _____ SPAN 3000 Latin American Civilization & Culture (4)
- _____ SPAN 3100 Spanish Civilization & Culture (4)
- _____ SPAN 3200 Latin American Literature & Film (4)
- _____ SPAN 3700 Content Teaching Methods: Spanish & Latin American Studies (4) *(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)
- *Writing Intensive*

VISUAL ART PreK-12 (59 sem. hrs.)

- _____ ART 1000 Freshman Seminar (1)
- _____ ART 1050 Drawing I (4)
- _____ ART 1100 Design 2D (4)
- _____ ART 1150 Design 3D (4)
- _____ ART 1200 Beginning Painting (4)
- _____ ART 1500 Beginning Photography (4)
- _____ ART 2000 Sophomore Seminar (1)
- _____ ART 2700 Beginning Ceramics (4)
- _____ ¹ART 3400 Beginning Integrated Digital Media (4)
- _____ ART 3920 Art Methods & Materials at the Elementary & Middle School Levels (4)
- _____ ART 4000 Senior Practicum (1)
- _____ ARTH 1000 Art History Survey I: Prehistory 14th Century Common Era (4)
- _____ ARTH 1100 Art History Survey II: 15th to 21st Centuries (4)
- _____ EDUC 3760 Content Methods for Secondary & Multiage Classrooms: Visual Arts Seminar (4) *(Taken with EDUC 3700)*



Select one course from the following:

- _____ ART 2800 Relief Printmaking (4)
- _____ ART 3800 Intaglio Printmaking (4)

Select one studio elective (cannot double-count ART 2800 or 3800 if taken to meet printmaking course):

_____ ART (4)

Select one additional Art History course:

_____ ARTH (4)

¹Candidates successfully completing ART 3400 do not need to complete EDUC 2100 Educational Technology.

Major requirements may differ from licensure requirements.

Education Course Descriptions

Consult the University Catalog for additional course descriptions and information.

EDUC 0901 - PRAXIS PREP: WRITING/GRAMMAR

1 hr.

This course teaches education students to recognize standard written English. It focuses primarily on both usage and sentence structure. The knowledge of grammar that is needed to successfully pass the Praxis I Writing section will be stressed. Students will take many practice tests throughout the course. Students signing up for this course must also enroll in EDUC 0902 which focuses on the essay writing portion of the Praxis I Writing exam. Course/hours do not count towards degree. All education students who do not meet ACT/SAT standardized test requirements will be required to take the appropriate Praxis Prep course(s).

EDUC 0902 - PRAXIS PREP: WRITING/ESSAY

1 hr.

This course enhances students' ability to compose arguments in timed writing situations while preparing students to be successful in the essay writing portion of the Praxis I. Course/hours do not count towards degree. All education students who do not meet ACT/SAT standardized test requirements will be required to take the appropriate Praxis Prep course(s).

EDUC 0901 - PRAXIS PREP: MATH

1 hr.

This laboratory course provides instruction, practice and test-taking strategies for the PPST Praxis I Test in Mathematics. The course includes a review of the mathematics content areas appearing on the test (arithmetic, algebra, geometry and measurement, data interpretation, and reasoning) and provides opportunities to practice problem-solving for multiple-choice tests. Course/hours do not count towards degree. All education students who do not meet ACT/SAT standardized test requirements will be required to take the appropriate Praxis Prep course(s).

EDUC 1200 - TEACHING ELEMENTARY CHILDREN IN & THROUGH THE ARTS

4 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.

EDUC 1600 - STUDY OF THE SCHOOL

4 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; ACT scores 20 or above on English and Math OR SAT scores 500 or above on Critical Writing and Math OR Praxis I scores 172 or above on Writing and Math; overall 2.5 GPA or better on all coursework taken prior to the term enrolled in EDUC 1600.* **Notes:** 45 off campus field hours required. Current BCI/FBI Background check must be on file in the Education office. This course has an additional fee.



EDUC 1700 - PHONICS & LANGUAGE STUDY: EARLY CHILDHOOD

4 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 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:* EDUC 1600; ACT scores 20 or above on English and Math; OR SAT scores 500 or above on Critical Writing and Math; OR Praxis I scores 172 or above on Writing and Math. **Notes:** Minimum of 20 off campus field hours in tutoring required. Current BCI/FBI Background check must be on file in the Education office. This course has an additional fee.

EDUC 2100 - EDUCATIONAL TECHNOLOGY: ADOLESCENCE 2 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 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 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 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:* EDUC 1600; ACT scores 20 or above on English and Math; OR SAT scores 500 or above on Critical Writing and Math; OR Praxis I scores 172 or above on Writing and Math. **Notes:** Minimum of 20 off campus field hours in tutoring required. Current BCI/FBI Background check must be on file in the Education office. This course has an additional fee.

EDUC 2300 - EDUCATIONAL TECHNOLOGY: EARLY CHILDHOOD 2 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 1600 and 2200. *Corequisites:* EDUC 2510, 2600, and 3550 or permission of instructor. **Notes:** A candidate may be given permission to take this course with EDUC 2200 if he/she has an overall GPA of 3.7 or higher.

**EDUC 2400 - SOCIAL STUDIES IN THE PRIMARY
& INTERMEDIATE CLASSROOM**

4 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 1600 and either 2000 or 2200. Corequisites: EDUC 3200 or permission of instructor.*

EDUC 2500 - SCIENCE IN THE PRIMARY & INTERMEDIATE CLASSROOM 4 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 1600 and either 2000 or 2200. Corequisites: EDUC 3200 or permission of instructor.*

EDUC 2510 - EXCEPTIONAL CHILDREN: EARLY CHILDHOOD 4 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 1600 and 2200. Corequisites: EDUC 2300, 2600, and 3550. Notes:* 60 hour off campus field placement fulfilled through EDUC 2510 and EDUC 2600. Current BCI/FBI Background check must be on file in the Education office. A candidate may be given permission to take this course with EDUC 2200 if he/she has an overall GPA of 3.7 or higher.

EDUC 2600 - EMERGENT LITERACY IN INCLUSIVE ENVIRONMENTS 4 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 1600, 1700, and 2200/2000. Corequisites: EDUC 2300, 2510, and 3550 if Early Childhood candidate. Notes:* 60 hour off campus field placement fulfilled through EDUC 2510 and EDUC 2600. Current BCI/FBI Background check must be on file in the Education office. A candidate may be given permission to take this course with EDUC 2200 if he/she has an overall GPA of 3.7 or higher. This course is designated as Writing Intensive.

EDUC 3200 - INTEGRATED METHODS: EARLY CHILDHOOD 4 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 1600, 2200, 2600, and 3640; permission of the department; teacher education admission; junior level status; and successfully complete the Writing Intensive component of EDUC 2600. Corequisites: EDUC 2400 and 2500. Notes:* Minimum of 70 off campus field hours required. Current BCI/FBI Background check must be on file in the Education office. This course has an additional fee.

EDUC 3210 - ADVANCED PEDAGOGICAL CONTENT KNOWLEDGE: INTERMEDIATE SCIENCE

2 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 1600; 2000/2200/5100; and 2500.

EDUC 3220 - ADVANCED PEDAGOGICAL CONTENT KNOWLEDGE:

INTERMEDIATE MATHEMATICS

2 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 1600; 2000/2200/5100; and MATH 2100.

EDUC 3230 - ADVANCED PEDAGOGICAL CONTENT KNOWLEDGE:

INTERMEDIATE SOCIAL STUDIES

2 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 1600; 2000/2200/5100; and 2400.

EDUC 3240 - ADVANCED PEDAGOGICAL CONTENT KNOWLEDGE:

INTERMEDIATE LANGUAGE ARTS

2 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 1600; 2000/2200/5100; and 2600 or 3850.

EDUC 3250 - DEVELOPMENT, LEARNING & INSTRUCTION

FOR INTERMEDIATE STUDENTS

4 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 20-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 1600 and 2200. *Prerequisites or Corequisites:* EDUC 3210, 3220, 3230, 3240. **Notes:** 20 off campus field hours required. Current BCI/FBI Background check must be on file in the Education office.

EDUC 3410 - MIDDLE CHILDHOOD METHODS I

4 hrs.

Students must concurrently enroll in this course and in at least one content-specific methods course that reflects one of their concentration areas. 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 1600 and 2000 and junior level status. **Notes:** 40 off campus field hours required. Current BCI/FBI Background check must be on file in the Education office.



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

Students must concurrently enroll in this course and in at least one content-specific methods course that reflects one of 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, junior level status, and successfully complete the Writing Intensive component of EDUC 3850. **Notes:** Requires 60 off campus 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. This course has an additional fee.

**EDUC 3430 - MIDDLE GRADES: LANGUAGE ARTS METHODS****4 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 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 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 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 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 1600 and 2200. *Corequisites:* EDUC 2300, 2510, and 2600 or permission of instructor. **NOTE:** A candidate may be given permission to take this course with EDUC 2200 if he/she has an overall GPA of 3.7 or higher.

EDUC 3600 - MULTICULTURAL EDUCATION**2 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 1600; 2000/2200. *Corequisites:* EDUC 3200, 3420, or 3700 or permission of instructor.

EDUC 3630 - ADOLESCENT LITERATURE IN A COMPREHENSIVE READING PROGRAM**4 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 1600 and 2000.

EDUC 3640 - ELEMENTARY LITERACY ASSESSMENT & INSTRUCTION**4 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 1600 and 2600 or 3850. **Notes:** 50 off campus field hours required. Current BCI/FBI Background check must be on file in the Education office.

EDUC 3700 - GENERAL METHODS FOR SECONDARY & MULTI-AGE CLASSROOMS**4 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:* EDUC 1600, 2000, teacher education admission, and junior level status. *Corequisites:* Appropriate content seminar for licensure area, EDUC 2100 (if required) and 3600. **Notes:** 100 off campus field hours required. Current BCI/FBI Background check must be on file in the Education office. This course has an additional fee.

EDUC 3710 - CONTENT METHODS FOR SECONDARY & MULTI-AGE CLASSROOMS: SCIENCE SEMINAR**4 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 1600, 2000, teacher education admission, and junior level status. *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 & MULTI-AGE CLASSROOMS: MATHEMATICS SEMINAR**4 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 1600, 2000, teacher education admission, and junior level status. *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
& MULTI-AGE CLASSROOMS: SOCIAL STUDIES SEMINAR**

4 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 1600, 2000, teacher education admission, and junior level status. 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 & MULTI-AGE
CLASSROOMS: INTEGRATED LANGUAGE ARTS SEMINAR**

4 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 1600, 2000, teacher education admission, and junior level status. 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
& MULTI-AGE CLASSROOMS: VISUAL ARTS SEMINAR**

4 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 1600, 2000, teacher education admission, and junior level status. 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 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:* May require 25 off campus field hours. Current BCI/FBI Background check must be on file in the Education office.

**EDUC 3850 - USING LITERACY ACROSS DISCIPLINES
IN THE MIDDLE GRADES**

4 hrs.

Using Literacy Across Disciplines 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 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 1600 and 2000/2200. Notes:* 25 off campus field hours required. Current BCI/FBI Background check must be on file in the Education office. This course is designated as Writing Intensive.



EDUC 3900 - INDEPENDENT STUDY**1-16 hrs.**

Individual or group research or practicum in education. Permission of the department required.

EDUC 4000 - INDIVIDUAL FIELD EXPERIENCE**1-4 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 off campus clock hours of field experience in schools. *Prerequisite:* 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**14 hrs.****EDUC 4130 - STUDENT TEACHING AT McCurdy: AYA/MULTI-AGE****14 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 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 3700 and specific licensure methods course (EDUC 3710, 3720, 3740, 3750, 3760, or SPAN 3700), or HLED 4000 and PHED 4000, or MUSC 3032 and MUSC 3033 or 3034 and recommendation of Education Department. *Corequisites:* EDUC 4110/4140. **Notes:** Current BCI/FBI Background check must be on file in the Education office. See department for more information about requirements and application deadlines. This course has an additional fee.

EDUC 4110 - SYE SEMINAR: AYA/MULTIAGE**2 hrs.****EDUC 4140 - McCURDY SYE SEMINAR: AYA/MULTIAGE****2 hrs.**

Taken in conjunction with student teaching. *Prerequisites:* EDUC 3700 and specific licensure methods course (EDUC 3710, 3720, 3740, 3750, 3760, or SPAN 3700), 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 4400 LEVEL - SPECIAL TOPICS COURSES**1-4 hrs.**

Several special topics courses are available through the Department of Education. They range in subject from Social Studies Education (EDUC 4430), Mathematics Education (EDUC 4440), Science Education (EDUC 4450), Health & Physical Education (EDUC 4460), Fine Arts Education (EDUC 4470), Technology Education (EDUC 4480), and Literacy Education (EDUC 4490). See the course schedule for current term offerings and consult with your advisor or the Chair of the Education Department on available course substitutions.

EDUC 4500 - EXCEPTIONAL CHILDREN: ADOLESCENCE**4 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 5 off campus field hours. Current BCI/FBI Background check must be on file in the Education office.



EDUC 4550 - PRACTICUM: EARLY CHILDHOOD SPECIAL EDUCATION 4 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 1600, 2200, and 2510. **Notes:** 100 off campus 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 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 1600; 2000/2200; and 3640.

EDUC 4710 - STUDENT TEACHING: EARLY CHILDHOOD 14 hrs.

EDUC 4730 - STUDENT TEACHING AT McCURDY: EARLY CHILDHOOD 14 hrs.

EDUC 4750 - STUDENT TEACHING AT DERBY: EARLY CHILDHOOD 14 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 4720/4740/4760. **Notes:** Current BCI/FBI Background check must be on file in the Education office. See department for more information about requirements and application deadlines. This course has an additional fee.



EDUC 4720 - SYE SEMINAR: EARLY CHILDHOOD 2 hrs.

EDUC 4740 - McCURDY SYE SEMINAR: EARLY CHILDHOOD 2 hrs.

EDUC 4760 - DERBY SYE SEMINAR: EARLY CHILDHOOD 2 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 hrs.

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

EDUC 4810 - STUDENT TEACHING: MIDDLE CHILDHOOD 14 hrs.

EDUC 4830 - STUDENT TEACHING AT McCURDY: MIDDLE CHILDHOOD 14 hrs.

EDUC 4850 - STUDENT TEACHING AT DERBY: MIDDLE CHILDHOOD 14 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 4820/4840/4860. **Notes:** Current BCI/FBI Background check must be on file in the Education office. See department for more information about requirements and application deadlines. This course has an additional fee.

EDUC 4820 - SYE SEMINAR: MIDDLE CHILDHOOD

2 hrs.

EDUC 4840 - McCURDY SYE SEMINAR: MIDDLE CHILDHOOD

2 hrs.

EDUC 4860 - DERBY SYE SEMINAR: MIDDLE CHILDHOOD

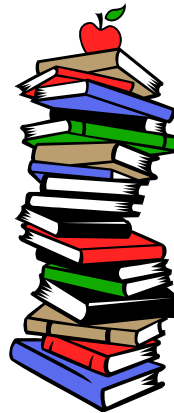
2 hrs.

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.

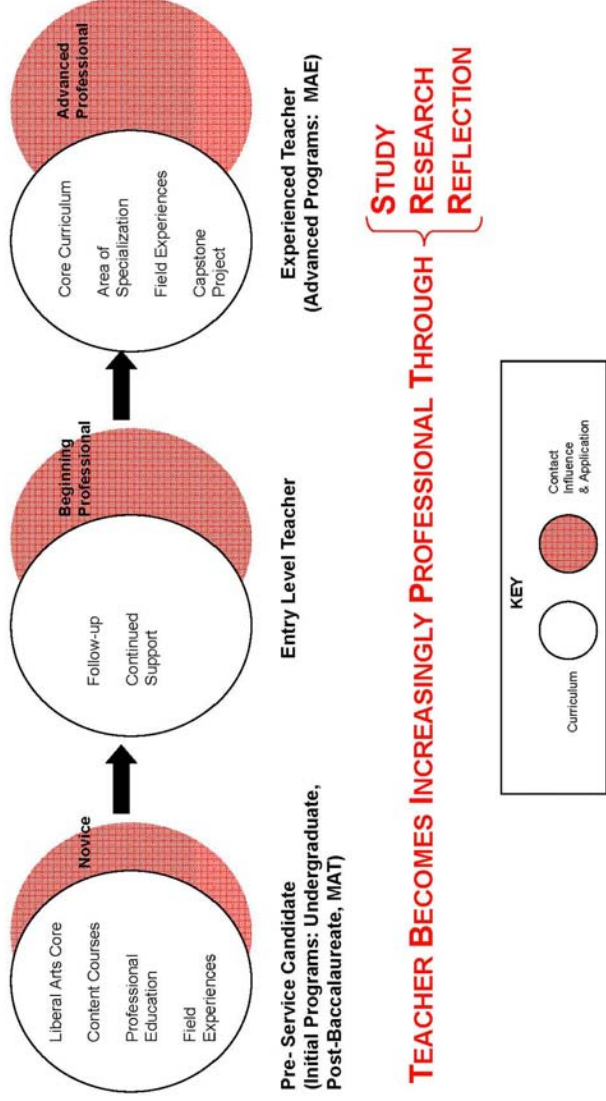
EDUC 4900 - TEACHING INTERNSHIP

4-12 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 14 for more details about this program.



Teacher Education Otterbein University





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