

**UNDERGRADUATE
TEACHER EDUCATION
PROGRAMS**

Early Childhood

Middle Childhood

Adolescence to Young Adult

Multi-Age

September 2009



**OTTERBEIN
COLLEGE**

Otterbein College Mission

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

Nondiscrimination Policy

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

UNDERGRADUATE TEACHER EDUCATION PROGRAMS

offered by

OTTERBEIN COLLEGE



Accreditation

Otterbein College 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.
4. The National Association of Schools of Music.
5. The Ohio College Association.
6. The Ohio Department of Education (ODE).
7. The American Association of Colleges of Teacher Education.
8. National Council for the Accreditation of Teacher Education (NCATE).



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

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This booklet contains information and a listing of the course requirements for programs leading to Early Childhood, Middle Childhood, Adolescence to Young Adult, and Multi-Age teacher licensure.

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Mission Statement and Conceptual Framework

Mission Statement

The professional education unit of Otterbein College 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 College, providing professional courses for pre-service teachers through:

- A four-year *undergraduate program* for Early Childhood, Middle Childhood, and AYA/

Multi-age Licensure;

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

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

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

Purposes and Goals of Teacher Education

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

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

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

Otterbein Teacher Education Standards

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

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

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

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

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

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

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

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

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

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

Critical Dispositions

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

Critical Dispositions

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

Degrees Offered in Teacher Education

1. The **Bachelor of Arts** degree is the degree granted to candidates seeking Adolescence to Young Adult (AYA, grades 7-12) 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.
3. The **Bachelor of Science in Education** degree is designed for candidates seeking Early Childhood (PK-3) or Middle Childhood (4-9) licensure. These candidates are Education majors.

Post-Baccalaureate Licensure Programs

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

Teaching Licenses/Endorsements Offered

Teacher candidates successfully completing the program at Otterbein may apply for a standard two-year provisional licensure in the areas listed below. (Following successful completion of an entry-year program under the auspices of their employing school district, candidates may then apply for a standard 5-year professional license.) See Education Department for Praxis II requirements.

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

- Optional Intervention Specialist License may be added to the Early Childhood License

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

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

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

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

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

Critical Decision Points and Assessment Benchmarks for Teacher Education Candidates

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

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

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

Decision Point 2: Admission to Teacher Education Programs

Applications are solicited from students enrolled in EDUC 200 or 220; however, forms are available in the Education Office for use at other times. Applications are due the third week of fall and winter quarters and the second week of spring quarter. Criteria for admission to the Teacher Education Program include:

- A minimum of 44 quarter hours of college level work, including EDUC 160 and EDUC 200/220;
- Post-evaluation 2.5 overall GPA from all institutions, AND
- Post-evaluation 2.5 GPA in teaching area(s) AND
- Positive recommendations from persons listed below, which will be used to assess interpersonal relations, motivation, and content knowledge:
 - EDUC 160 instructor, supervisor, and cooperating teacher(s);
 - EDUC 200/220 instructor, supervisor, and cooperating teacher(s);
 - A member of the Otterbein faculty or staff who can assess the student's critical dispositions; **this is the student's responsibility; forms are available in the Education office;**
 - The chairperson of the teaching area department (for AYA or Multi-Age);
- Proficiency in oral and written communication as evidenced by a "C" or better in both COMM 100 – Fundamentals of Public Speaking – and a college level composition course;
- Course grades and field ratings in EDUC 160 and EDUC 200/220;
- The Teacher Education Committee may consider other data related to success in teaching at the option of the Committee.

Applications are reviewed three times per year (fall, winter, spring); files are complete only after a candidate has taken EDUC 200/220. 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 320, 342, 370, or MUSC 370, 375, 380.

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 quarters 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 requirements;
- Positive recommendation from a Methods instructor;
- Submission of a student teaching application to the Education Department (see Education Department for application deadline);
- Interview with the Director or Assistant Director of Field Placements

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

Decision Point 4: Exit Requirements to be Recommended for Licensure

- Successful completion of Student Teaching Clinical Practice requirements;
- Successful completion of Student Teaching Seminar requirements including an electronic exit portfolio;
- Completion of all required coursework, including a "C" grade in all Professional Education courses;
- Verification of GPA requirements (see Admission to Teacher Education);
- Valid Fingerprinting and Background Check is required for licensure;
- Application for graduation/program completion (See Registrar's Office for details at least two quarters before you plan to complete your program);
- Successful completion of Praxis II examinations required for licensure area(s). Foreign Language candidates are required to complete the ACTFL-LTI (OPI and WPT) beginning September 1, 2010. (See section on Licensure Testing for further details.)

Policies, Procedures, Information, and Resources

Academic Support Center and Writing Clinic

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 College Catalog for more information)

Advising

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

Attendance Policy for Classes and Field Experiences

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

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

Class Attendance

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

Field Experience Attendance

Student teachers and field experience students must notify both the cooperating teacher (or school) and the College 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. College supervisors may excuse no more than two days absence for good cause without extending the completion date. Days missed in field experiences will not be counted in hours accumulated. Excessive or irresponsible absences may result in withdrawing the student from the experience. **Falsification of time sheets may be grounds for dismissal from the program.**

Change of Major

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

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

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

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

Credit by Examination

According to the College Catalog, students are not permitted to take CLEP exams once they have reached senior status (135 or more earned hours). 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 College's residency requirement. (See College 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.

Academic Appeals

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

Field Experiences

See page 11 for information on field experiences.

Job Search Assistance—Center for Career Planning

The Otterbein Center for Career Planning provides a menu of services including resume-building, cover letter writing, practice interviews, and job search assistance. In addition, staff will advise students on assembling a strong credential file, the collection of documents that support your application (transcripts, letters of reference, test scores, etc.). You will need to provide the Center with copies of all the materials that make up your file. Once the credential file is complete, the Center for Career Planning will assemble it under an official cover and send it to any number of prospective employers for a nominal fee. You may also choose to prepare and manage your own credential file. If you choose to have the Center for Career Planning maintain your file, it is recommended that you register for your credential file at the beginning of student teaching and keep

it active during your initial job search. These original credential file materials will remain on file at Otterbein for ten years; after this time they will be discarded. However, if you wish to keep your file active beyond ten years, notify the Center for Career Planning and update your materials on a regular basis.

All student teachers are required to attend an orientation session at the Center for Career Planning on the first day of the student teaching quarter to learn about the job search process.

Licensure Testing

To become a licensed teacher in Ohio's schools, a person must successfully complete required Praxis II examinations. Foreign Language candidates are required to complete the ACTFL-LTI (OPI and WPT) beginning September 1, 2010 instead of the Praxis II content test. Candidates are eligible for the examinations once 75% of the course work in the licensure program including methods is completed. Students will be expected to take tests covering professional education and curriculum content or specialization. The most recent list of Praxis II qualifying scores for specified licenses in Ohio is available in the Education Department Office. Praxis II materials are available from the Educational Testing Service at www.ets.org/praxis. Study materials are available in the Education Department Office and the Library. ACTFL-LTI guidelines and preparation materials can be found at www.actfl.org.

Out-of-State Teacher Licenses

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

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

Portfolio Requirement

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

Transfer Students

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

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

Field Experiences and Clinical Practice

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

diverse populations at several grade levels. Across these field experiences, students observe, plan, instruct, manage, and evaluate within the context of current practice.

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

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

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

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

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

Non-Traditional Clinical Practice Opportunities

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

Student Teaching in England:

Candidates spend 12 weeks in England during the fall quarter 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 quarter 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 quarter for student teaching placements the following fall. For further information, contact Dr. Marlene Deringer in the Education Department.

Year-long Internship Alternative to Student Teaching:

As an alternative to the quarter-long 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 490 winter and spring terms. For further information, contact Dr. Karen Robinson in the Education Department.

College sponsored off-campus opportunities are described in the Otterbein College 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/ Intervention Specialist | Middle Childhood | Adolescence to Young Adult & Multi-Age |
|---|--|--|
| EDUC 471/473/475/490 Student Teaching | EDUC 481/483/485/490 Student Teaching | EDUC 410/420/490 Student Teaching |
| EDUC 465 Teaming 50 Field Hours | | |
| ¹ EDUC 455 Special Education 100 Field Hours | | |
| EDUC 451 Children w/ Special Needs 20 Field Hours | EDUC 450 Exceptional Children 5 Field Hours | ² EDUC 450 Exceptional Children 5 Field Hours |
| EDUC 400 25-100 Field Hours <i>as needed</i> | EDUC 400 25-100 Field Hours <i>as needed</i> | EDUC 400 25-100 Field Hours <i>as needed</i> |
| EDUC 320 Early Child Curriculum 100 Field Hours | EDUC 342-346 Interdisciplinary Methods 100 Field Hours | ³ EDUC 370 Second. Teach. Methods 100 Field Hours |
| | EDUC 341 Curriculum Mid. Grades 20 Field Hours | |
| | EDUC 340 Responsive Schools 20 Field Hours | |
| EDUC 220 Psychology Primary Ed 25 Field Hours | EDUC 200 Educ. Psychology 25 Field Hours | EDUC 200 Educ. Psychology 25 Field Hours |
| EDUC 160 Study of the School 70 Field Hours | EDUC 160 Study of the School 70 Field Hours | EDUC 160 Study of the School 70 Field Hours |

¹For Intervention Specialist only

²Physical Education Students take PHED 360 Adapted Physical Education and PHED 370 Adapted Physical Education Field Experience.

³Music students take MUSC 370 Music Methods—Elem. School, MUSC 375 Music Methods—Middle School, and MUSC 380 Music Methods—High School.

Early Childhood Teacher Education Program

Degree

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

Teaching Licenses

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

Attention is called to additional license possibilities by completing the Intervention Specialist (p. 16) or Reading (p. 17) concentration areas.

Course work for the Early Childhood Generalist Endorsement for Grades 4 and 5 is available at the Graduate level during the summer. Upper class students who meet the requirements may take the graduate courses while working toward their undergraduate degree.

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 students at Otterbein College must complete a concentration area of not less than 30 quarter hours in a single academic or specialty area. **Students are encouraged to consider Intervention Specialist and Reading concentration areas as they will lead to a second license or endorsement.** The approved concentration areas, including the course work that is acceptable, are displayed on pages 16-18. Early Childhood education students may choose one of the following nine approved concentration area options:

- French (p. 16)
- Intervention Specialist (p. 16)
- Language Arts (p. 16)
- Language/Culture: Deaf Community (p. 17)
- Mathematics (p. 17)
- Reading (p. 17)
- Science (p. 17)
- Social Studies (p. 18)
- Spanish (p. 18)

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

FRESHMAN YEAR

- _____ 1. ¹INST 100 Freshman Seminar (5) **or**
INST 105 Growing Up in America (5) **or**
INST 110 Composition & Literature (5)
- _____ 2. INST 130 Psychology & Human Nature (5) **or**
PSYC 100 General Psychology (5)
- _____ 3. INST 150 Issues in the Western Experience (5)
- _____ 4. INST 160 World Geography (5)
- _____ 5. MATH 150 The Nature of Mathematics (5)
- _____ 6. COMM 100 Fundamentals of Public Speaking (5)
- _____ 7. ²EDUC 160 Study of the School (4)
- _____ 8. EDUC 170 Phonics & Structure of Language (5)
- _____ 9. HPES 101, 102, 103 Health & Physical Ed. Service Courses (3)
- _____ Concentration Area Courses: A minimum of 30 quarter hours of course work in a single academic or specialty area is required. Please see the following pages for the recommended options.

SOPHOMORE YEAR

- _____ 1. INST 250 Philosophy & Human Nature (5) **or**
INST 260 Human Nature in the Christian Tradition (5)
- _____ 2. INST 270 Composition & Literature (5)
- _____ 3. ³EDUC 220 Psychology Applied to Primary Education (5)
- _____ 4. EDUC 230 Technology & Early Childhood (3)
- _____ 5. EDUC 240 Social Studies in Primary & Intermediate. Class. (4)
- _____ 6. EDUC 250 Science in Primary & Intermediate. Class. (4)
- _____ 7. EDUC 325 Reading Skills & Methods for Early Child. (5)
- _____ 8. PHED 211 Early Childhood Physical Education for Classroom Teachers (3)
- _____ 9. HLED 250 Health Education for Early Childhood (3)
- _____ 10. MATH 270 Math for Early & Middle Childhood Education (5)
- _____ 11. ART 290 Art in Early Childhood Education (5) **or**
MUSC 270 Music for the Classroom Teacher (5)
- _____ Concentration Area Courses

¹INST 105 or 110 is required for the Language Arts Concentration Area.

²EDUC 160 is not open to incoming freshmen fall term; 2.5 overall GPA and appropriate standardized test scores required to enroll (see pages 7 and 39 for more details).

³ EDUC 220 is open to candidates with a 2.5 overall GPA who meet admission requirements (see page 7 for more details).

⁴ Integrative Studies Science requirements (see College Catalog for guidelines; L SC 225 or PHYS 210 recommended.)

JUNIOR YEAR

- ____ 1. INST 300 Composition & Literature (5)
- ____ 2. INST 310 Art Forms: Images & Ideas (5) **or**
INST 320 Music & Human Nature (5) **or**
INST 330 Theatre & Human Nature (5)
- 3 & 4. ⁴(select two courses)
- ____ INST 240 Scientific Thinking & Doing, an Interdisciplinary Approach (5)—
Restricted to Sophomores
- ____ INST 340 Chemistry Affects our Lives (5)
- ____ INST 350 Biological Science (5) **or** L SC 225 Prob.-Based Learning in Intro.
Life Science
- ____ INST 360 Energy, Sci. & Society (5) **or** PHYS 210 Intro. Physical Sci. (5)
- ____ INST 400 Earth Science & Humankind (5)
- ____ INST 410 Our Place in the Universe (5)
- ____ 5. EDUC 320 Early Childhood Curriculum (9)
- ____ 6. EDUC 350 Children's Literature (3)
- ____ 7. EDUC 360 Multicultural Education (2) **or**
EDUC 365 Multicultural Literature (2)
- ____ 8. Additional Reading Course (select one course)
⁵EDUC 336 Reading Field Experience (5) **or**
EDUC 440 Reading Assessment & Instruction (5)
- ____ 9. EDUC 451 Including Children with Special Needs (3)
- ____ Concentration Area Courses

SENIOR YEAR

- ____ 1. INST 380 World Religions & Philosophies (5) **or**
INST 381 Aspects of World Music (5) **or**
INST 382 African Cultures & Colonialism (5) **or**
INST 383 Modern Indian Cultures & Literatures (5) **or**
INST 384 Approaching Japan through Its Arts (5)
- ____ 2. ⁶EDUC 400 Field Experience (0-4)
- ____ 3. EDUC 465 Teaming: Collaboration & Consult. (4)
- ____ 4. ⁷EDUC 471/473/375 Student Teaching, Early Child. Level (15) **or**
⁸EDUC 490 Teaching Internship (5 to 15)
- ____ 5. EDUC 472/474/476 SYE Seminar (1)
- ____ Concentration Area Courses

⁵Requires 100 hours field experience.

⁶EDUC 400 Field Experience: Only required under special circumstances by the Chairperson of the Education Department.

⁷EDUC 471-476 See pages 11 and 44 for more details.

⁸EDUC 490 Internship is an optional program of a full year of teaching experience open to selected students. EDUC 490 (11 hours) is required for post-baccalaureate licensure candidates who are exempt from the Senior Year Experience requirement. See pages 11 and 44 for more details.

**Concentration Areas for
Early Childhood Program (Pre-K to Grade 3)**
Early Childhood Concentration Areas Differ from Middle Childhood Concentration Areas

FRENCH (30 qtr. hrs.)

- _____ 1. ¹FREN 100 Elementary French I (5)
- _____ 2. ¹FREN 110 Elementary French II (5)
- _____ 3. ¹FREN 120 Elementary French III (5)
- _____ 4. ¹FREN 200 Intermediate French (5)
- _____ 5. FREN 210 Conversation & Composition (5)
- _____ 6. FREN 230 Contemporary France (5) **or** FREN 240 The French Heritage (5)

¹For each course exempted, choose a course from the list below:

- _____ FREN 220 Aspects of the French Language (5)
- _____ FREN 271 Commercial French (5)
- _____ FREN 280 Intro. to French Literature (5)
- _____ FREN 320 Aspects of the French Language (5)
- _____ FREN 330 Contemporary France (5)
- _____ FREN 340 The French Heritage (5)
- _____ FREN 380 Topics in French Literature (5)

INTERVENTION SPECIALIST (41 qtr. hrs.)

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

- _____ 1. PSYC 210 Child Development (5)
- _____ 2. PSYC 405 Developmental Psychopathology (5)
- _____ 3. ²SOCL 325 Sociology of Family Diversity (5)
- _____ 4. HLED 270 Personal Health (5)
- _____ 5. EDUC 355 Classroom Management (3)
- _____ 6. EDUC 440 Reading Assessment & Instruction (5)
- _____ 7. ³EDUC 455 Early Childhood Special Education (9)
- _____ 8. EDUC 465 Teaming: Collaboration & Consultation (4)

²Prerequisite SOCL 120 or permission of instructor

³Prerequisites: EDUC 451 and EDUC 465

LANGUAGE ARTS (33 qtr. hrs.)

- _____ 1. EDUC 170 Phonics & Structure of Language (5)
- _____ 2. EDUC 325 Reading Skills & Methods for Early Child. (5)
- _____ 3. EDUC 350 Children's Literature (3)
- _____ 4. INST 105 Grow. up in Amer. (5) **or** INST 110 Comp./Lit. (5)
- _____ 5. ENGL 155 Intro. to the Literary Imagination (5)

Select one course from the following:

- _____ ⁴INST 270 Composition & Literature (5)
- _____ ENGL 230 African-American Literature (5)
- _____ ENGL 231 Women Writers (5)
- _____ ENGL 232 Diverse American Literary Traditions (5)
- _____ ENGL 233 Myth, Folklore, & Literature (5)

Select one course from the following:

- _____ ⁴INST 300 Composition & Literature (5)
- _____ ENGL 350 Shakespeare (5)

⁴Only one INST substitute is allowed for INST 270 or 300 (degree candidates).

Early Childhood Concentration Areas Differ from Middle Childhood Concentration Areas

LANGUAGE/CULTURE: DEAF COMMUNITY (30 qtr. hrs.)

- _____ 1. ASL 100 American Sign Language I (5)
- _____ 2. ASL 110 American Sign Language II (5)
- _____ 3. ASL 120 American Sign Language III (5)
- _____ 4. EDUC 170 Phonics & Structure of Language (5)
- _____ 5. EDUC 220 Psychology Applied to Primary Education (5)

Select one course from the following:

- _____ PSYC 230 Psychology of Learning (5)
- _____ PSYC 305 Psychology of Perception (5)
- _____ PSYC 310 Cognitive Psychology (5)

MATHEMATICS (25-30 qtr. hrs.)

- _____ 1. MATH 115 College Algebra (5) *AND* MATH 116 Trig. & College Algebra II (5)
OR MATH 120 Elementary Functions (5)
- _____ 2. MATH 150 The Nature of Mathematics (5)
- _____ 3. MATH 170 Calculus I (5)
- _____ 4. MATH 230 Statistics I (5)
- _____ 5. MATH 270 Math for Early & Middle Childhood Education (5)

READING (31 qtr. hrs.)

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

- _____ 1. EDUC 170 Phonics & Structure of Language (5)
- _____ 2. EDUC 325 Reading Skills & Methods for Early Child. (5)
- _____ 3. EDUC 350 Children's Literature (3)
- _____ 4. EDUC 440 Reading Assessment & Instruction (5)
- _____ 5. EDUC 460 Reading Research (3)
- _____ 6. EDUC 480 Reading Practicum (5)
- _____ 7. PSYC 210 Child Development (5)

SCIENCE (34 qtr. hrs.)

- _____ 1. CHEM 110 Survey of General Chemistry (5)
- _____ 2. EDUC 250 Science in Primary & Intermediate. Class. (4)
- _____ 3. INST 400 Earth Science & Humankind (5)
- _____ 4. L SC 103 Introductory Biology III: Animals (5)
- _____ 5. PHYS 210 Introduction to Physical Science (5)

Select one course from the following:

- _____ L SC 102 Introductory Biology II: Plants (5)
- _____ L SC 225 Problem-Based Learning in Intro. Life Sci. (5)

Select one course from the following:

- _____ PHYS 291 (211) Introduction to Physical Science II (5)
- _____ INST 410 Our Place in the Universe (5)
- _____ E SC 101 Oceanography (5)
- _____ E SC 201 Physical Geology (5)
- _____ E SC 202 Historical Geology (5)
- _____ E SC 205 Environmental Geology (5)

Early Childhood Concentration Areas Differ from Middle Childhood Concentration Areas

SOCIAL STUDIES (34 qtr. hrs.)

- _____ 1. EDUC 240 Social Studies in Primary & Intermediate. Class. (4)
- _____ 2. INST 160 World Geography (5)
- _____ 3. SOCL 120 Introductory Sociology (5)

Select one course from the following:

- _____ INST 380 World Religions & Philosophies (5)
- _____ INST 381 Aspects of World Music (5)
- _____ INST 382 African Cultures & Colonialism (5)
- _____ HIST 340 Russia & the Soviet Union (5)

Select two course from the following:

- _____ HIST 110 American Exp.: Colonial to Civil War (5)
- _____ HIST 120 American Exp.: Gilded Age to Present (5)
- _____ HIST 345 Ohio History (5)

Select one course from the following:

- _____ P SC 100 American National Government (5)
- _____ P SC 215 American Legislative Processes (5)
- _____ P SC 310 State & Local Government (5)

SPANISH (30 qtr hrs.)

- _____ 1. ¹SPAN 100 Elementary Spanish I (5)
- _____ 2. ¹SPAN 110 Elementary Spanish II (5)
- _____ 3. ¹SPAN 120 Elementary Spanish III (5)
- _____ 4. ¹SPAN 200 Intermediate Spanish (5)
- _____ 5. SPAN 210 Conversation & Composition (5)
- _____ 6. SPAN 230 Latin American Culture & Civilization (5) **or**
SPAN 240 The Spanish Heritage (5) **or**
SPAN 330 Latin American Culture & Civilization (5) **or**
SPAN 340 The Spanish Heritage (5)

¹*For each course exempted, choose a course from the list below:*

- _____ SPAN 220 Aspects of the Spanish Language (5)
- _____ SPAN 271 Commercial Spanish (5)
- _____ SPAN 280 Intro. to Spanish Literature (5)
- _____ SPAN 320 Aspects of the Spanish Language (5)
- _____ SPAN 380 Topics in Latin American or Spanish Literature (5)

Middle Childhood Teacher Education Program

Degree

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

Teaching Licenses

The Middle Childhood teacher education program leads to an Ohio Provisional two year Middle Childhood 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. 24) or Reading Endorsement (p. 38).

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 College must complete two concentration areas of not less than 30 quarter hours in a single academic area. The approved concentration areas, including the course work that is acceptable, are displayed on pages 22-23. Middle Childhood education students may choose **two** of the following four approved concentration area options:

Language Arts (p. 22)

Mathematics (p. 22)

Science (p. 23)

Social Studies (p. 23)

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

FRESHMAN YEAR

- _____ 1. ¹INST 100 Freshman Seminar (5) **or**
INST 105 Growing Up in America (5) **or**
INST 110 Composition & Literature (5)
- _____ 2. INST 130 Psychology & Human Nature (5) **or**
PSYC 100 General Psychology (5)
- _____ 3. INST 150 Issues in the Western Experience (5)
- _____ 4. MATH 150 The Nature of Mathematics (5)
- _____ 5. COMM 100 Fundamentals of Public Speaking (5)
- _____ 6. ²EDUC 160 Study of the School (4)
- _____ 7. EDUC 170 Phonics & Structure of Language (5)
- _____ 8. HPES 101, 102, 103 Health & Physical Ed. Service Courses (3)
- _____ Concentration Area Courses: A minimum of 30 quarter hours of course work in two academic areas is required. Please see the following pages for the recommended options.

SOPHOMORE YEAR

- _____ 1. INST 250 Philosophy & Human Nature (5) **or**
INST 260 Christian Tradition (5)
- _____ 2. INST 270 Composition & Literature (5)
- _____ 3. ³EDUC 200 Educational Psychology (5)
- _____ 4. EDUC 210 Intro. to Educational Technology (2)
- _____ 5. EDUC 315 Integrating the Arts (3)
- _____ 6. EDUC 335 Reading Skills & Methods for Middle Child. (5)
- _____ 7. EDUC 360 Multicultural Education (2) or
⁴EDUC 365 Multicultural Literature (2)
- _____ Concentration Area Courses

¹INST 105 or 110 required for the Language Arts Concentration Area.

²EDUC 160 is not open to incoming freshmen fall term; 2.5 overall GPA and appropriate standardized test scores required to enroll (see pages 7 and 39 for more details).

³EDUC 200 is open to candidates with a 2.5 overall GPA who meet admission requirements (see page 7 for more details).

⁴EDUC 365 is required for Language Arts/Reading concentration.

⁵Integrative Studies Science requirements (see College Catalog for guidelines)

⁶Requires 100 hours field experience.

⁷EDUC 400 Field Experience: Only required under special circumstances by the Chairperson of the Education Department.

JUNIOR YEAR

- ___ 1. INST 300 Composition & Literature (5)
- ___ 2. INST 310 Art Forms: Images & Ideas (5) **or**
INST 320 Music & Human Nature (5) **or**
INST 330 Theatre & Human Nature (5)
- 3 & 4. ⁵(select two courses)
 - ___ INST 240 Scientific Thinking & Doing, an Interdisciplinary Approach (5) *Restricted to Sophomores*
 - ___ INST 340 Chemistry Affects our Lives (5)
 - ___ INST 350 Biological Science (5) **or** L SC 225 Prob.-Based Learning in Intro. Life Science
 - ___ INST 360 Energy, Sci. & Society (5) **or** PHYS 210 Intro. Physical Sci. (5)
 - ___ INST 400 Earth Science & Humankind (5)
 - ___ INST 410 Our Place in the Universe (5)
- ___ 5. EDUC 340 Responsive Schools for Young Adolescents (3)
- ___ 6. EDUC 341 Curriculum for the Middle Grades (3)
- ___ 7. EDUC 342 Middle Grades Interdisciplinary Methods (3)
AND *select two courses*
 - ___ 343 Middle Grades Language Arts Methods (3)
 - ___ 344 Middle Grades Mathematics Methods (3)
 - ___ 345 Middle Grades Science Methods (3)
 - ___ 346 Middle Grades Social Studies Methods (3)
- ___ 8. EDUC 363 Adolescent Literature (3)
- ___ 9. Additional Reading Course (*select one course*)
 - ⁶EDUC 336 Reading Field Experience (5) **or**
 - EDUC 380 Literacy in Content Areas (5) **or**
 - EDUC 440 Reading Assessment & Instruction (5)
- ___ 10. EDUC 450 Exceptional Children (3)
___ Concentration Area Courses

SENIOR YEAR

- ___ 1. INST 380 World Religions & Philosophies (5) **or**
INST 381 Aspects of World Music (5) **or**
INST 382 African Culture & Colonialism (5) **or**
INST 383 Modern Indian Cultures & Literatures (5) **or**
INST 384 Approaching Japan through Its Arts (5)
- ___ 2. ⁷EDUC 400 Field Experience (0-4)
- ___ 3. ⁸EDUC 481/483/485 Student Teaching, Middle Child. Level (15) **or**
⁹EDUC 490 Teaching Internship (5 to 15)
- ___ 4. EDUC 482/484/486 SYE Seminar (1)
___ Concentration Area Courses

⁸EDUC 481-486 See pages 11 and 44 for more details.

⁹EDUC 490 Internship is an optional program of a full year of teaching experience open to selected students. See pages 11 and 44 for more details.

**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 AND READING (45 qtr. hrs.)

Does not include Reading Endorsement

- _____ 1. EDUC 170 Phonics & Structure of Language (5)
- _____ 2. EDUC 335 Reading Skills & Methods for Middle Child. (5)
- _____ 3. EDUC 363 Adolescent Literature (3)
- _____ 4. EDUC 365 Multicultural Literature (2)
- _____ 5. INST 105 Grow. up in Amer. (5) **or** INST 110 Comp./Lit. (5)
- _____ 6. ENGL 155 Intro. to the Literary Imagination (5)
- _____ 7. ENGL 295 Linguistics (5)

Select one course from the following:

- _____ ¹INST 270 Composition & Literature (5)
- _____ ENGL 230 African-American Literature (5)
- _____ ENGL 231 Women Writers (5)
- _____ ENGL 232 Diverse American Literary Traditions (5)
- _____ ENGL 233 Myth, Folklore, & Literature (5)

Select one course from the following:

- _____ ¹INST 300 Composition & Literature (5)
- _____ ENGL 350 Shakespeare (5)

Select one course from the following:

- _____ ENGL 250 American Literature through 1865 (5)
- _____ ENGL 255 American Literature 1865 to Present (5)

¹Only one INST substitute is allowed for INST 270 or 300 (degree candidates).

MATHEMATICS (36-41 qtr. hrs.)

- _____ 1. MATH 115 College Algebra (5) **AND** MATH 116 Trig. & College Algebra (5)
OR MATH 120 Elementary Functions (5)
- _____ 2. MATH 150 The Nature of Mathematics (5)
- _____ 3. MATH 170 Calculus I (5)
- _____ 4. MATH 180 Calculus II (5)
- _____ 5. MATH 230 Statistics I (5)
- _____ 6. MATH 270 Math for Early & Middle Childhood Education (5)
- _____ 7. MATH 271 Math for the Middle Grades (3)
- _____ 8. MATH 280 Axiomatics by Inquiry (3)

Middle Childhood Concentration Areas Differ from Early Childhood Concentration Areas

SCIENCE (40 qtr. hrs.)

- _____ 1. E SC 202 Historical Geology (5)
- _____ 2. CHEM 110 Survey of General Chemistry (5)
- _____ 3. INST 400 Earth Science and Humankind (5)
- _____ 4. L SC 102 Introductory Biology II: Plants (5)
- _____ 5. L SC 103 Introductory Biology III: Animals (5)
- _____ 6. L SC 225 Problem-Based Learning in Intro. Life Science (5)
- _____ 7. PHYS 210 Introduction to Physical Science (5)

Select one course from the following:

- _____ PHYS 291 (211) Introduction to Physical Science II (5)
- _____ INST 410 Our Place in the Universe (5)
- _____ E SC 101 Oceanography (5)
- _____ E SC 201 Physical Geology (5)
- _____ E SC 205 Environmental Geology (5)

SOCIAL STUDIES (40 qtr. hrs.)

- _____ 1. HIST 110 American Exp.: Colonial to Civil War (5)
- _____ 2. HIST 120 American Exp.: Gilded Age to Present (5)
- _____ 3. INST 160 World Geography (5)
- _____ 4. P SC 100 American National Government (5)

Select one course from the following:

- _____ ²HIST 280 History Seminar (5)
- _____ P SC 230 Methods of Inquiry (5)

Select one course from the following:

- _____ INST 150 Issues in the Western Experience (5)
- _____ HIST 305 Ancient Greece & Rome (5)
- _____ HIST 310 Medieval History (5)
- _____ HIST 315 Renaissance & Reformation (5)

Select one course from the following:

- _____ HIST 245 Survey of Premodern Asia (5)
- _____ HIST 246 Survey of Modern Asia (5)
- _____ HIST 265 Introduction to African History (5)
- _____ HIST 430 The Atlantic World (5)

Select one course from the following:

- _____ HIST 420 Economic History (5) (*recommended*)
- _____ HIST 421 Capitalism and the Global Economy (5)
- _____ HIST 425 Technology & the American Economy (5) (*recommended*)
- _____ ³ECON 210 Principles of Microeconomics (5)

²Take HIST 280 or P SC 230 during the Sophomore year as an important introduction to upper division history courses.

³The Prerequisite for ECON 210 is MATH 115 or other equivalent course.

Middle Childhood Generalist Endorsement (Grades 4-6)

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

Language Arts

- _____ ENGL 155 Intro. to the Literary Imagination (5)
- _____ ENGL 160 Introduction to Creativity & Writing (5)

Mathematics

- _____ MATH 270 Math for Early & Middle Childhood Education (5)
(The prerequisite for MATH 270 is MATH 150.)
- _____ MATH 271 Math for the Middle School (3)
- _____ EDUC 390 Independent Study in Middle Grades Math (1)
*(EDUC 390 **must** be taken with MATH 271 and requires permission of instructor)*

Science

- _____ EDUC 250 Science in Primary & Intermediate Classroom (4)
- Select one course from the following:*
- _____ E SC 202 Historical Geology (5)
 - _____ L SC 225 Problem-Based Learning in Intro. Life Sci. (5)
 - _____ PHYS 210 Introduction to Physical Science (5)

Social Studies

- _____ EDUC 240 Social Studies in Primary & Interm. Class. (4)
- Select one course from the following:*
- _____ HIST 110 American Experience (Pre-Civil War) (5)
 - _____ HIST 345 Ohio History (5) *(recommended)*

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 Provisional two year teaching license valid for the teaching area 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 many teaching area course listings differ from the College major.

Integrated Language Arts (p. 28)

Life Sciences (p. 33)

Integrated Mathematics (p. 30)

Physical Sciences (p. 34)

Integrated Social Studies (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 Bachelor of Music Education degree does not require a foreign language.

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

French Language (p. 35)

Physical Education (p. 37)

Health Education (p. 35)

Spanish Language (p. 37)

Music Education (p. 36)

Visual Art (p. 38)

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

SOPHOMORE YEAR

- _____ 1. INST 250 Philosophy & Human Nature (5) **or**
INST 260 Human Nature in the Christian Tradition (5)
- _____ 2. INST 270 Composition & Literature (5)
- _____ 3. ⁴EDUC 200 Educational Psychology (5)
- _____ 4. ⁵EDUC 210 Intro. to Educational Technology (2)
- _____ 5. _____
- _____ 6. _____
- _____ 7. _____
- _____ 8. _____
- _____ 9. _____
- _____ 10. _____

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

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

³EDUC 160 is not open to incoming freshmen fall term; 2.5 overall GPA and appropriate standardized test scores required to enroll (see pages 7 and 39 for more details).

⁴EDUC 200 is open to candidates with a 2.5 overall GPA who meet admission requirements (see page 7 for more details).

⁵EDUC 210 is not required of candidates with credit for HLED 200 or MUSC 205.

⁶Integrative Studies Science requirements (see College Catalog for guidelines.) Substitution for only one INST science is permitted (degree candidates).

⁷EDUC 365 is required for the Integrated Language Arts program.

JUNIOR YEAR

- _____ 1. INST 300 Composition & Literature (5)
- _____ 2. INST 310 Art Forms: Images & Ideas (5) **or**
INST 320 Music & Human Nature (5) **or**
INST 330 Theatre & Human Nature (5)
- 3 & 4. ⁶(select two courses)
- _____ INST 240 Scientific Thinking & Doing(5) *Restricted to Sophomores*
- _____ INST 340 Chemistry Affects our Lives (5)
- _____ INST 350 Biological Science (5) **or** L SC 225 Prob.-Based Learning Intro. Life Science
- _____ INST 360 Energy, Sci. & Society (5) **or** PHYS 210 Intro. Physical Sci. (5)
- _____ INST 400 Earth Science & Humankind (5)
- _____ INST 410 Our Place in the Universe (5)
- _____ 5 EDUC 360 Multicultural Education (2) **or** ⁷EDUC 365 Multicultural Literature (2)
- _____ 6 ⁸EDUC 370 Secondary Teaching Methods (8-10) AND (select appropriate area)
- _____ EDUC 371/381 Science Seminar/Field Experience
- _____ EDUC 372/382 Mathematics Seminar/Field Experience
- _____ EDUC 374/384 Social Studies Seminar/Field Experience
- _____ EDUC 375/385 Integrated Language Arts Seminar/Field Experience
- _____ EDUC 376/386 Visual Arts Seminar/Field Experience
- _____ EDUC 377 Health/Physical Education Field Experience
- _____ EDUC 378 Foreign Language Field Experience
- _____ 7. EDUC 380 Literacy in Content Areas (5)
- _____ 8. ⁹EDUC 450 Exceptional Children (3)
- _____ 9. _____
- _____ 10. _____

SENIOR YEAR

- _____ 1. INST 380 World Religions & Philosophies (5) **or**
INST 381 Aspects of World Music (5) **or**
INST 382 African Culture & Colonialism (5) **or**
INST 383 Modern Indian Cultures & Literatures (5) **or**
INST 384 Approaching Japan through Its Arts (5)
- _____ 2. ¹⁰EDUC 400 Field Experience (0-4)
- _____ 3. ¹¹EDUC 410/420 Student Teaching, Secondary/Multi-Age (15) **or**
¹²EDUC 490 Teaching Internship (5 to 15)
- _____ 4. EDUC 411/421 SYE Seminar (1)
- _____ 5. _____
- _____ 6. _____

⁸Candidates pursuing Language Arts, Mathematics, Sciences, Social Studies, or Visual Arts licensure need to take a subject-specific seminar (2 qtr. hrs.). Candidates pursuing Music licensure take MUSC 370, 375, and 380 in place of EDUC 370. Candidates pursuing Spanish or French licensure should take SPAN/FREN 370 while taking EDUC 370 and 378.

⁹EDUC 450 is not required of candidates with credit in PHED 360 and PHED 370.

¹⁰EDUC 400 Field Experience: Only required under special circumstances by the Chairperson of the Education Department.

¹¹EDUC 410/411/420/421 See pages 11 and 43 for more details.

¹²EDUC 490 Internship is an optional program of a full year of teaching experience open to selected students. See pages 11 and 43 for more details.

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

INTEGRATED LANGUAGE ARTS (107 qtr. hrs.)

- _____ COMM 100 Fundamentals of Public Speaking (5)
- _____ COMM 260 Argumentation & Advocacy (5)
- _____ COMM 330 Advanced Public Speaking (5)
- _____ JOUR 160 Media Writing (5)
- _____ ENGL 155 Intro. to the Literary Imagination (5)
- _____ ENGL 190 Literature: Reading, Interpretation, & Criticism (5)
- _____ ENGL 210 British Literature through 1660 (5)
- _____ ENGL 215 British Literature from 1660-1900 (5)
- _____ ENGL 220 British Literature 1900 to Present (5)
- _____ ENGL 250 American Literature through 1865 (5)
- _____ ENGL 255 American Literature from 1865-present (5)
- _____ ENGL 295 Linguistics (5)
- _____ ENGL 350 ¹Shakespeare (5)
- _____ ENGL 401 Senior Portfolio Project (1)
- _____ INST 270 Composition & Literature (5)
- _____ INST 300 ¹Composition & Literature (5)
- _____ EDUC 363 Adolescent Literature in a Comprehensive Reading Program (3)
- _____ EDUC 365 Multicultural Literature (2)
- _____ EDUC 385 Integrated Language Arts Methods Seminar (2)
(Taken with EDUC 370 and EDUC 375)

Select one course from the following:

- _____ INST 100 Freshman Seminar (5)
- _____ INST 105 Growing Up in American (5)
- _____ INST 110 Composition & Literature (5)

*Choose four quarter hours from the following (**must** include one quarter hour from both Debate and Individual Events):*

- _____ COMM 140 Debate (1-3)
- _____ COMM 141 Individual Events (1-3)
- _____ MCOM 140 Radio (0-2)
- _____ MCOM 141 Television (0-2)

Select one course from the following:

- _____ ENGL 160 Introduction to Creativity & Writing (5)
- _____ ENGL 265 Writing Life Stories (5)
- _____ ENGL 375 Teaching Creative Writing in the Community (5)

Continued

Select one course from the following:

- _____ ENGL 230 African-American Literature (5)
- _____ ENGL 231 Women Writers (5)
- _____ ENGL 232 Diverse American Literary Traditions (5)
- _____ ENGL 233 Myth, Folklore, & Literature (5)
- _____ ENGL 234 Gay, Lesbian, Bisexual, & Transgender Literature (5)
- _____ ENGL 333 Studies in World Literature (5) *

Select two courses from the following:

- _____ ENGL 325 Studies in Literature & Culture (5)
- _____ ENGL 333 Studies in World Literature (5) *
- _____ ENGL 340 Studies in Major Authors (5)
- _____ ENGL 355 Studies in Literary & Critical Theory (5)
- _____ ENGL 381 Studies in Literary Genre (5)

NOTE: To keep your Integrated Language Arts program at 107 quarter hours you need to **do one of the following:**

1. Take the starred course which double counts for two of your English requirements.
- OR**
2. Take English 230, 231, 232, or 233 as a substitute for INST 270.

To complete the English literature major, meet all of the English requirements listed here and substitute EDUC 410 and 410.11 for ENGL 400 (see catalogue for details).

Major requirements may differ from licensure requirements.

¹Both ENGL 350 **and** INST 300 must be taken.

INTEGRATED MATHEMATICS (73 qtr. hrs.)

- _____ MATH 150 The Nature of Mathematics (5)
- _____ MATH 165 Discrete Mathematics II (3)
- _____ ¹MATH 170 Calculus I (5)
- _____ MATH 180 Calculus II (5)
- _____ MATH 190 Calculus III (5)
- _____ MATH 200 Multivariable Calculus (5)
- _____ MATH 220 Linear Algebra (5)
- _____ ¹MATH 230 Statistics I (5)
- _____ MATH 231 Statistics II (5)
- _____ MATH 280 Axiomatics by Inquiry (3)
- _____ MATH 290 Transition to Advanced Mathematics (3)
- _____ MATH 300 Mathematical Problem Solving Seminar (2 minimum)
(*This one hour course must be taken at least twice.*)
- _____ MATH 340 Advanced Geometry (5)
- _____ MATH 380 Abstract Algebra (5)
- _____ MATH 435 History & Philosophy of Mathematics (5)
- _____ ²MATH 498 Mathematical Assessment (0)
- _____ EDUC 382 Mathematics Methods Seminar (2)
(Taken with EDUC 370 and EDUC 372)

Select one course from the following Applied Mathematics courses:

- _____ MATH 350 Ordinary Differential Equations (5)
- _____ MATH 370 Operations Research (5)

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

²MATH 498 is only required for degree seeking candidates.

Major requirements may differ from licensure requirements.

INTEGRATED SOCIAL STUDIES (97 qtr. hrs.)

- _____ ²ECON 210 Principles of Microeconomics (5)
- _____ HIST 280 History Seminar (5)
- _____ HIST 480 Research Seminar (5)
- _____ P SC 100 American National Govern. **or** INST 120 Civic Engage. & Public Life (5)
- _____ INST 130 Psychology & Human Nature **or** PSYC 100 General Psychology (5)
- _____ INST 150 Issues in the Western Experience (5)
- _____ INST 160 World Geography (5)
- _____ SOCL 120 Introductory Sociology (5)
- _____ EDUC 384 Social Studies Methods Seminar (2)
(Taken with EDUC 370 and EDUC 374)

Select one course from the following:

- _____ HIST 110 American Experience: Colonial to Civil War (5)
- _____ HIST 200 Europe 1500-1815 (5)
- _____ HIST 245 Survey of Premodern Asia (5)
- _____ HIST 265 Introduction to African History (5)

Select one course from the following:

- _____ HIST 120 American Experience: Guided Age to Present (5)
- _____ HIST 210 Europe 1815-1919 (5)
- _____ HIST 220 Europe 1919- Present (5)
- _____ HIST 246 Survey of Modern Asia (5)
- _____ HIST 261 Introduction to African American History (5)

Select one course from the following:

- _____ Any other 100 or 200 level HIST elective (5)

Select one course from the following:

- _____ HIST 300 Modern British History (5)
- _____ HIST 340 Russia & the Soviet Union (5)
- _____ HIST 405 European Intellectual History (5)
- _____ HIST 410 The Holocaust and the 20th Century (5)

Select one course from the following:

- _____ HIST 305 Ancient Greece & Rome (5)
- _____ HIST 310 Medieval History (5)
- _____ HIST 315 Renaissance & Reformation (5)

²The prerequisite for ECON 210 is MATH 115 or other equivalent course.

Continued

Select one course from the following:

- _____ HIST 363 African Women & the Family (5)
- _____ HIST 365 African Business & Labor History (5)
- _____ HIST 461 African Diasporas (5)
- _____ HIST 465 Pan-Africanisms (5)

Select one course from the following:

- _____ HIST 325 Discovering History in Korea (5)
- _____ HIST 330 Modern China (5)
- _____ HIST 335 The Rise of Modern Japan (5)
- _____ HIST 450 Vietnam in the 20th Century (5)
- _____ HIST 455 Democracy in Asia (5)

Select one course from the following:

- _____ HIST 361 Early American History (5)
- _____ HIST 371 Civil War & Reconstruction (5)
- _____ HIST 430 The Atlantic World (5)
- _____ HIST 435 The Era of the American Revolution (5)

Select one course from the following:

- _____ HIST 351 American Women's History (5)
- _____ HIST 355 African American History (5)
- _____ HIST 381 Republicans v. Democrats (5)
- _____ HIST 440 American Diplomacy & the Cold War (5)
- _____ HIST 445 Social Protest in 20th Century America (5)

Select one course from the following:

- _____ HIST 420 Economic History (5)
- _____ HIST 421 Capitalism & the Global Economy (5)
- _____ HIST 425 Technology & the American Economy (5)

Select one course from the following:

- _____ P SC 115 Political Philosophy (5)
- _____ P SC 130 Introduction to Global Politics (5) (*recommended*)
- _____ P SC 227 Comparative Government (5)
- _____ P SC 410 International Law & Institutions (5)

Major requirements may differ from licensure requirements.

LIFE SCIENCES (68-74 qtr. hrs.)

- _____ CHEM 140/141 General Chemistry I & Lab (4)
- _____ CHEM 150/151 General Chemistry II & Lab (4)
- _____ CHEM 160/161 General Chemistry III & Lab (4)
- _____ L SC 101 Introductory Biology I: Molecules (5)
- _____ L SC 102 Introductory Biology II: Plants (5)
- _____ L SC 103 Introductory Biology III: Animals (5)
- _____ L SC 201 Genetics (5)
- _____ L SC 202 Cell Biology (5)
- _____ L SC 298 Sophomore Departmental Seminar (1)
- _____ L SC 398 Junior Departmental Seminar (1)
- _____ L SC 498 Senior Departmental Seminar (1)
- _____ EDUC 381 Science Methods Seminar (2)
(Taken with EDUC 370 and EDUC 371)

Select one course from the following:

- _____ CHEM 220 Survey of Bio-Organic Chemistry (6)
- _____ CHEM 240/241, 250/251, 260/261
Organic Chemistry I, II, & III and Labs (12)

Select four courses from the following:

- _____ L SC 301 Molecular Genetics (5)
- _____ L SC 302 Field Biology (5)
- _____ L SC 303 Plant Diversity & Morphology (5)
- _____ L SC 304 Microbiology (5)
- _____ L SC 305 Immunology (5)
- _____ L SC 306 Human Genetics (5)
- _____ L SC 307 Invertebrate Zoology (5)
- _____ L SC 308 Plant Physiology (5)
- _____ L SC 309 Vertebrate Morphology (5)
- _____ L SC 311 Animal Systems Physiology (5)
- _____ L SC 313 Ecology (5)
- _____ L SC 314 Developmental Biology (5)
- _____ L SC 315 Ecological Management & Land Use Plan. (5)
- _____ L SC 316 Plant Biology (5)
- _____ L SC 317 Plant Pathology (5)
- _____ L SC 318 Microbial Physiology (5)
- _____ L SC 319 Coral Reef Ecology (5)

Major requirements may differ from licensure requirements.

PHYSICAL SCIENCES (80 qtr. hrs.)

- _____ CHEM 140/141 General Chemistry I & Lab (4)
- _____ CHEM 150/151 General Chemistry II & Lab (4)
- _____ CHEM 160/161 General Chemistry III & Lab (4)
- _____ CHEM 220 Survey of Bio-Organic Chemistry (6)
- _____ CHEM 270 Inorganic Chemistry (3)
- _____ CHEM 280 Analytic Chemistry (5)
- _____ MATH 200 Multivariable Calculus (5)
- _____ PHYS 171 Principles of Physics I (4) & PHYS 141 Lab (1)
- _____ PHYS 172 Principles of Physics II (4) & PHYS 142 Lab (1)
- _____ PHYS 173 Principles of Physics III (4) & PHYS 143 Lab (1)
- _____ PHYS 300 Dynamics I (3)
- _____ PHYS 320 Experimental Physics I (2)
- _____ PHYS 340 Thermal Physics (3)
- _____ PHYS 350 Electronic Circuits (4)
- _____ PHYS 430 Quantum Physics of Atoms (3)
- _____ INST 350 Biological Science (5)
- _____ INST 400 Earth Science (5)
- _____ INST 410 Our Place in the Universe (5)
- _____ EDUC 381 Science Methods Seminar (2)
(Taken with EDUC 370 and EDUC 371)

Select one course from the following:

- _____ Any other 300 or 400 level PHYS elective (2)

Major requirements may differ from licensure requirements.

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

FRENCH LANGUAGE PreK-12 (80 qtr. hrs.)

- ___ FREN 100 Elementary French I (5)
- ___ FREN 110 Elementary French II (5)
- ___ FREN 120 Elementary French III (5)
- ___ FREN 200 Intermediate French (5)
- ___ FREN 210 Conversation & Composition (5)
- ___ FREN 220 Aspects of the French Language (5)
- ___ FREN 230 Contemporary France (5)
- ___ FREN 240 The French Heritage (5)
- ___ FREN 271 Commercial French (5)
- ___ FREN 280 Intro. to French Literature (5)
- ___ FREN 310 Conversation & Composition (5)
- ___ FREN 320 Aspects of the French Language (5)
- ___ FREN 330 Contemporary France (5)
- ___ FREN 340 The French Heritage (5)
- ___ ¹FREN 370 Foreign Language Teaching Methods (5)
- ___ FREN 380 Topics in French Literature (5)

¹Candidates pursuing French licensure should take FREN 370 while taking EDUC 370 and 378.

HEALTH EDUCATION PreK-12 (59 qtr. hrs.)

- ___ L SC 111 Human Anatomy & Physiology I (5)
- ___ L SC 112 Human Anatomy & Physiology II (5)
- ___ HLED 180 Professional Perspectives in Health Education (2)
- ___ ²HLED 200 Health & Fitness Technologies (2)
- ___ HLED 210 Community Health (5)
- ___ HLED 220 Nutrition & Fitness (5)
- ___ HLED 270 Personal Health (5)
- ___ HLED 280 First Aid & CPR (3)
- ___ HLED 310 Alcohol, Tobacco & Drugs: Health Perspective (3)—alternate years
- ___ HLED 320 Human Sexuality (3)
- ___ HLED 350 Health Education Programs (3)
- ___ HLED 351 Health Education Programs Field Experience (2)
- ___ HLED 380 Health Program Planning & Evaluation (4)
- ___ HLED 381 Health Program Planning & Evaluation Service Learning (2)
- ___ PHED 380 Organization & Management (5)
- ___ SOCL 120 Introductory Sociology (5)

Due to the conversion to semesters scheduled for fall 2011, students are encouraged to complete all 100/200 level courses during their first two years.

²Candidates successfully completing HLED 200 do not need to complete EDUC 210 Introduction to Educational Technology.

Major requirements may differ from licensure requirements.

MUSIC EDUCATION PreK-12 (97 qtr. hrs.)

- _____ MUSC 105 Introduction to Music Theory (2)
- _____ MUSC 120 Voice Class, 3 quarters (3)
- _____ MUSC 130 Piano Class, 3 quarters (3) (or until proficiency exam is passed)
- _____ MUSC 150/151 Introduction to Music & Ear Training (3)
- _____ MUSC 160/161 Theory I & Ear Training/Sight Singing (4)
- _____ MUSC 170/171 Theory II & Ear Training/Sight Singing (4)
- _____ MUSC 200/201 Theory III & Ear Training/Sight Singing (4)
- _____ ¹MUSC 205 Introduction to Music Education Technology (2)
- _____ MUSC 210/211 Theory IV & Ear Training/Sight Singing (4)
- _____ MUSC 220/221 Theory V & Ear Training/Sight Singing (4)
- _____ MUSC 260 Basic Conducting (2)
- _____ MUSC 262 Intermediate Conducting (2)
- _____ MUSC 264 Advanced Conducting (2)
- _____ MUSC 290/295 String & Percussion Methods (4)
- _____ MUSC 300/305 Woodwind & Brass Methods (4)
- _____ MUSC 340 Music History & Literature I (4)
- _____ MUSC 350 Music History & Literature II (4)
- _____ MUSC 360 Music History & Literature III (4)
- _____ MUSC 370 Music Methods & Materials for Elem. School (4)
- _____ MUSC 375 Music Methods & Materials for Middle School (4)
- _____ MUSC 380 Music Methods & Materials for Secondary School (4)
- _____ MUSC 493 Music Teaching Practicum (every quarter except student teaching)

- _____ MUSC 115 Concert Attendance (10 quarters)

- _____ MUSC 450's Ensemble (4 minimum)

- _____ MUSC 460's/470's Applied Instrument or Voice (22 minimum)
(no applied study allowed during student teaching)

NOTE: Bachelor of Music Education candidates will follow the Basic Secondary Multi-Age Program outline except that INST 320 cannot be taken, ¹EDUC 210 is not required, and foreign language is not required.

PHYSICAL EDUCATION PreK-12 (83 qtr. hrs.)

- _____ ATHT 340 Kinesiology (5)
- _____ L SC 111 Human Anatomy & Physiology I (5)
- _____ L SC 112 Human Anatomy & Physiology II (5)
- _____ ¹HLED 200 Health & Fitness Technologies (2)
- _____ HLED 220 Nutrition & Fitness (5)
- _____ HLED 270 Personal Health (5)
- _____ HLED 280 First Aid & CPR (3)
- _____ PHED 130 Motor Development (3)
- _____ PHED 140 Motor Learning (3)
- _____ PHED 150 Theory & Practice of Rhythmic Activity (5)—alternate years
- _____ PHED 170 Professional Perspectives in Physical Ed. (3)
- _____ PHED 212 Early Childhood Physical Education (3)
- _____ PHED 220 Early Childhood P.E. Field Experience (2)
- _____ PHED 310 Techniques in Team Sports (4)—alternate years
- _____ PHED 320 Techniques of Individual & Dual Sports (4)
- _____ PHED 330 Developmental Teach. Methods, Grades 6-12 (3)
- _____ ²PHED 360 Adapted Physical Education (3)
- _____ ²PHED 370 Adapted Physical Education Field Experience (2)
- _____ PHED 380 Organization & Management (5)
- _____ PHED 410 Measurement & Evaluation in P.E./Sport/Wellness (4)
- _____ PHED 440 Exercise Physiology (5)
- _____ PHED 480 Principles & Practices of Physical Education (4)

Due to the conversion to semesters scheduled for fall 2011, students are encouraged to complete all 100/200 level courses during their first two years.

¹Candidates successfully completing HLED 200 do not need to complete EDUC 210 Introduction to Educational Technology.

²Candidates successfully completing PHED 360 and 370 do not need to complete EDUC 450 Exceptional Children.

SPANISH LANGUAGE PreK-12 (80 qtr. hrs.)

- _____ SPAN 100 Elementary Spanish I (5)
- _____ SPAN 110 Elementary Spanish II (5)
- _____ SPAN 120 Elementary Spanish III (5)
- _____ SPAN 200 Intermediate Spanish (5)
- _____ SPAN 210 Conversation & Composition (5)
- _____ SPAN 220 Aspects of the Spanish Language (5)
- _____ SPAN 230 Latin American Culture & Civilization (5)
- _____ SPAN 240 The Spanish Heritage (5)
- _____ SPAN 271 Commercial Spanish (5)
- _____ SPAN 280 Intro. to Spanish Literature (5)
- _____ SPAN 310 Conversation & Composition (5)
- _____ SPAN 320 Aspects of the Spanish Language (5)
- _____ SPAN 330 Latin American Culture & Civilization (5)
- _____ SPAN 340 The Spanish Heritage (5)
- _____ ³SPAN 370 Foreign Language Teaching Methods (5)
- _____ SPAN 380 Topics in Latin American or Spanish Literature (5)

³Candidates pursuing Spanish licensure should take SPAN 370 while taking EDUC 370 and 378.

Major requirements may differ from licensure requirements.

VISUAL ART PreK-12 (74 qtr. hrs.)

- _____ ART 105 Drawing I (5)
- _____ ART 110 Design 2D (5)
- _____ ART 115 Design 3D (5)
- _____ ART 151 Beginning Photography (5)
- _____ ART 210 Drawing II (5)
- _____ ART 220 Art History (Ancient) (5)
- _____ ART 230 Art History (Medieval, Renaissance, & Baroque) (5)
- _____ ART 240 Art History (Modern) (5)
- _____ ART 250 Survey of Global Art (3)
- _____ ART 292 Arts Methods & Materials (Early & Middle Levels) (5)
- _____ ART 330 Painting (5)
- _____ ART 360 Printmaking (5)
- _____ ART 370 Ceramics (5)
- _____ ART 380 Computer Art (5)
- _____ ART 401 Senior Exhibition Practicum (2); (winter & spring of senior year; degree candidates **ONLY**)
- _____ EDUC 386 Visual Arts Seminar (2); (Taken with EDUC 370 and EDUC 376)
- _____ EDUC 400 Individual Field Experience (2)

Recommended courses:

- _____ ART 270 Contemporary Art History (5)
- _____ ART 305 Sculpture (5)

Major requirements may differ from licensure requirements

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

In addition to the standard grade-based teaching licenses, students may choose to add a reading endorsement. The endorsement would be for grades Pre-Kindergarten through Grade 12. When a course choice is given below, select the one which best fits with the initial licensure program being completed. Additional Praxis exam is required.

- _____ EDUC 170 Phonics & the Structure of Language (5)
- _____ EDUC 325 Reading Skills & Method for Early Childhood (5) **or**
- _____ EDUC 335 Reading Skills & Methods for Middle Childhood (5)
- _____ EDUC 350 Children's Literature (3) **or**
- _____ EDUC 363 Adolescent Literature (3)
- _____ EDUC 440 Reading Assessment & Instruction (5)
- _____ EDUC 460 Reading Research (3)
- _____ EDUC 480 Reading Practicum (5)

Education Course Descriptions

EDUC 160 Study of the School

4 qtr. hrs.

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

EDUC 170 Phonics and the Structure of Language

5 qtr. hrs.

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

EDUC 200 Educational Psychology

5 qtr. hrs.

A study of physical, cognitive, social/emotional, and moral 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. 25 field hours. *Prerequisites: EDUC 160 and INST 130 or PSYC 100.* Note: For Middle Childhood, Adolescence to Young Adult, and Multi-age licensure candidates.

EDUC 210 Introduction to Educational Technology

2 qtr. hrs.

Introduction to the historical, theoretical, and pedagogical rationales underlying the use of media and technology in the teaching/learning process. Includes technical skills and equipment involving materials production, instructional computing, multimedia, and telecommunications. *Prerequisites: EDUC 160 or permission of instructor.* Note: Not required of students with credit in HLED 200 Health & Fitness Technologies or MUSC 205 Introduction to Music Education Technology.

EDUC 220 Psychology Applied to Primary Education

5 qtr. hrs.

A study of child growth, child development, and the principles of learning applied to early childhood education. Major focus is on using and interpreting informal and formal assessment strategies and communicating assessment data to parents. Developmentally appropriate curricular practices (instruction, materials, and environment) are explored. 25 field hours. *Prerequisites: EDUC 160 and INST 130 or PSYC 100.* Note: For Early Childhood licensure candidates.

EDUC 230 Technology and Early Childhood

3 qtr. hrs.

Course will focus on content and methods for teaching with computers and related technologies in the early childhood classroom. Included will be evaluation of children's software, technology for communication and recordkeeping in early childhood programs, and issues and standards related to young children and technology. *Prerequisites: EDUC 160 or permission of instructor.* Note: For Early Childhood licensure.

EDUC 240 Social Studies in the Primary and Intermediate Classroom

4 qtr. hrs.

A study of the social studies curriculum in primary and intermediate-level classrooms. Grounded in state and national standards, the focus is on the ten curricular strand themes from the National Council for Social Studies Curriculum: 1. culture; 2. time, continuity, and change; 3. people, places, and environment; 4. individual development and identity; 5. individuals, groups, and institutions; 6. power, authority, and governance; 7. production, distribution, and consumption; 8. science, technology, and society; 9. global connections; and 10. civic ideals and practices. Methodology and materials appropriate for teaching social studies will also be discussed. *Prerequisite: EDUC 160.*

EDUC 250 Science in the Primary and Intermediate Classroom

4 qtr. hrs.

A study of the basic levels of inquiry in life, earth, and physical science and the application of content at developmentally appropriate levels. Students will learn science content and how to differentiate science for students with different needs and backgrounds, learn how to manage science activities in the classroom, demonstrate an understanding of the nature of science and scientific inquiry, design and participate in collaborative science investigations, integrate technology, develop assessment plans for measuring understanding, and discuss specific science safety issues. *Prerequisite: EDUC 160.*

EDUC 315 Integrating the Arts Across the Middle Childhood Curriculum 3 qtr. hrs.

This studio, group discussion and lecture course will focus on strategies for integrating the visual and performing arts across the curriculum. Students will have an opportunity to practice applications of lesson planning, and to design a thematic unit which relies upon artistic expression on the part of elementary and middle school students. The intent of the course is to help classroom teachers see how the arts can motivate, enrich, and extend instruction in science, mathematics, social studies, and language arts. Students will be asked to spend five hours observing appropriate practice in schools. *Prerequisite: EDUC 160.*

EDUC 320 Early Childhood Curriculum 9 qtr. 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. 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. Students must have two full days or three half days available per week for the field experience in addition to class time. 100 field hours in an urban early childhood setting is required. *Prerequisite: EDUC 220, Teacher Education Admission, and permission of the department.*

EDUC 325 Reading Skills & Methods for Early Childhood 5 qtr. hrs.

This course is grounded in and builds on knowledge and understanding of the linguistic foundations of literacy and of early childhood development. It focuses on methods, techniques, and materials of literacy instruction and assessment designed to foster pupils' growth toward greater autonomy and maturity as readers and writers. The course emphasizes the thinking processes and decision making responsibilities of teachers as they create literacy learning environments that encourage active engaged learning, identify students' needs, and plan instruction that allows pupils to experience personally meaningful interactions and transactions as both readers and authors of texts across a range of genre and content areas and for a variety of purposes. *Prerequisite: EDUC 170 and 220.*

EDUC 335 Reading Skills & Methods for Middle Childhood 5 qtr. hrs.

This course is grounded in and builds on knowledge and understanding of the linguistic foundations of literacy and of middle childhood/adolescent development. It focuses on methods, techniques, and materials of literacy instruction and assessment designed to foster pupils' growth toward greater autonomy and maturity as readers and writers. The course emphasizes the thinking processes and decision making responsibilities of teachers as they create literacy learning environments that encourage active engaged learning, identify students' needs, and plan instruction that allows pupils to experience personally meaningful interactions and transactions as both readers and authors of texts across a range of genre and for a variety of purposes. *Prerequisite: EDUC 200 and EDUC 170 or ENGL 295.*

EDUC 336 Reading Field Experience 5 qtr. hrs.

A field and tutoring experience to strengthen instructional skills in remedial and developmental reading. Minimum of 100 clock hours field experience. *Prerequisite: EDUC 170 and EDUC 200/220.*

EDUC 340 Responsive Schools for Young Adolescents 3 qtr. hrs.

Nature and needs of young adolescents, characteristics of responsive schools, resources for the middle child practitioner, characteristics of effective middle childhood teachers, and critical issues in middle level education are addressed in depth; reflection on personal beliefs, research, theory, and practice is encouraged. 20 field hours are required. *Prerequisite: EDUC 200.*

EDUC 341 Curriculum for the Middle Grades 3 qtr. hrs.

Students look closely at organizational structures of middle schools, including flexible scheduling, teaming, and integrated curriculum. The role of other stakeholders is also examined. Students develop an integrated unit. 20 field hours required. *Prerequisite: EDUC 200 and 340.*

EDUC 342-346 Middle Grades Methods 9 qtr. hrs.

Students must concurrently enroll in the Interdisciplinary Methods course and in the two content-specific methods courses that reflect their concentration areas. In each of these courses students become acquainted with the appropriate Ohio Academic Content Standards, subject matter reflected on proficiency tests, interdisciplinary and subject-specific pedagogy, methods of assessment, and national standards that shape the teaching of the disciplines. Students study and implement long and short-term planning, the use of expository, inquiry, and small group instructional strategies, the use of technology as an instructional resource, and elements of effective classroom management and discipline as they

contribute to a sense of positive classroom climate. 100 field hours in an urban middle childhood setting in one of the teaching areas for which licensure is sought. *Prerequisite: EDUC 200, Teacher Education Admission, and permission of the department.*

EDUC 342 Middle Grades Interdisciplinary Methods 3 qtr. hrs.

Students must concurrently enroll in the Interdisciplinary Methods course and in the two content-specific methods courses that reflect their concentration areas.

EDUC 343 Middle Grades Language Arts Methods 3 qtr. 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.

EDUC 344 Middle Grades Math Methods 3 qtr. 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.

EDUC 345 Middle Grades Science Methods 3 qtr. hrs.

Topics include, but are not limited to, study of methods by which scientific inquiry and knowledge are presented within the middle grades science curriculum and the conditions under which science learning may be applied.

EDUC 346 Middle Grades Social Studies Methods 3 qtr. 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.

EDUC 350 Children's Literature in a Comprehensive Reading Program 3 qtr. hrs.

Through extensive reading and library research, students will develop a knowledge base for selecting culturally inclusive and developmentally appropriate children's literature. Students will read and study the genres of children's literature, learn to recognize bias and stereotyping in literature, select children's literature that promotes equity and representation, and learn student-centered practices for utilizing literature in a classroom. *Prerequisite: EDUC 220.*

EDUC 355 Classroom Management for a Diverse Society 3 qtr. hrs.

This course focuses on establishing and maintaining a positive and productive learning environment in early childhood classrooms. Topics include culturally relevant classroom management, classroom ecology, inclusion strategies, establishing rule and logical consequences, and building productive home/school communication. Through reading about theory and practice, students will be prepared to make decisions to construct a classroom culture congruent with their philosophy of education. *Prerequisite: EDUC 220.*

EDUC 360 Multicultural Education 2 qtr. hrs.

Curriculum planning and teaching strategies for culturally diverse student needs. Racism, sexism, diverse learning styles and linguistic variation will be examined. *Prerequisite: EDUC 200 or 220.*

EDUC 363 Adolescent Literature in a Comprehensive Reading Program 3 qtr. 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 the 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. *Prerequisite: EDUC 200.*

EDUC 365 Multicultural Literature for Children and Young Adults 2 qtr. hrs.

This course is an exploration of issues related to cultural diversity with the primary tool being literature written for children and young adults. Students will explore their own cultural backgrounds and attitudes. Diversity areas such as race, ethnicity, gender, class, sexual orientation, language, and ableness are examined. This course may be used as a substitute for EDUC 360. *Prerequisite: EDUC 350 or 363 or permission of instructor.*

EDUC 370 Secondary Teaching Methods 4 qtr. hrs.

A study of secondary school curriculum which focuses on short and long term planning (based on principles of best practice and Ohio Academic Content Standards), a variety of instructional strategies,

classroom management, and formal/informal assessment strategies. Prerequisite: EDUC 200 and Teacher Education Admission. *Prerequisite: EDUC 200, Teacher Education Admission , and permission of the department. Corequisite: Appropriate field experience and seminar for licensure area.*

EDUC 371-378 and 381-386 Secondary Field Experiences & Seminars **4-6 qtr. hrs.**
100 field hours required in an urban secondary setting in the subject for which licensure is sought. Students must have half days free for field assignments. In specified teaching areas, subject specific seminars are also required (see below). Students need to confirm the quarters the courses are offered with the College schedule. *Corequisite: EDUC 370.*

Science:

EDUC 371 Science Field Experience **4 qtr. hrs.**
EDUC 381 Science Seminar **2 qtr. hrs.**

A study of secondary school science teaching methods, including planning and implementing science labs in the science classroom. Includes development of a knowledge of the Ohio Academic Science Content Standards and a focus on conducting lab activities, organizing a science classroom, and integrating other disciplines with science for the secondary student. Students will take this course in conjunction with EDUC 371, Science Field Experience, which includes 100 clock hours of field experience in the science classroom.

Mathematics:

EDUC 372 Mathematics Field Experience **4 qtr. hrs.**
EDUC 382 Mathematics Seminar **2 qtr. hrs.**

A study of secondary school mathematics teaching methods, student assessment and curriculum planning. Includes development of a 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. Students will take this course in conjunction with EDUC 372, Mathematics Field Experience, which includes 100 clock hours of field experience in the mathematics classroom.

Social Studies:

EDUC 374 Social Studies Field Experience **4 qtr. hrs.**
EDUC 384 Social Studies Seminar **2 qtr. 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. Students will take this course in conjunction with EDUC 374, Social Studies Field Experience, which includes 100 clock hours of field experience in the social studies classroom.

Language Arts:

EDUC 375 Integrated Language Arts Field Experience **4 qtr. hrs.**
EDUC 385 Integrated Language Arts Seminar **2 qtr. hrs.**

A study of secondary school language arts teaching methods, student assessment and curriculum planning. Includes development of a knowledge of the Ohio Academic Content Standards with a focus on reading, writing, literature and speaking for the secondary student. Students will take this course in conjunction with EDUC 375, Integrated Language Arts Field Experience, which includes 100 clock hours of field experience in the language arts classroom.

Visual Arts:

EDUC 376 Visual Arts Field Experience **4 qtr. hrs.**
EDUC 386 Visual Arts Seminar **2 qtr. hrs.**

A study of secondary school visual arts teaching methods, student assessment and curriculum planning. Includes development of a 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. Students will take this course in conjunction with EDUC 376, Visual Arts Field Experience, which includes 100 clock hours of field experience in the visual arts classroom.

Health/Physical Education:

EDUC 377 Health/Physical Education Field Experience **4 qtr. hrs.**

Students will take this course in conjunction with EDUC 370, Secondary Teaching Methods. The course includes 100 clock hours of field experience in the health/physical education classroom.

Foreign Language

EDUC 378 Foreign Language Field Experience **4 qtr. hrs.**

Students will take this course in conjunction with EDUC 370, Secondary Teaching Methods. The course includes 100 clock hours of field experience in the foreign language classroom.

- EDUC 380 Literacy in Content Areas** **5 qtr. hrs.**
 A study of research-based strategies that promote content area literacy across the curriculum in grades K-12, with an emphasis on classroom practices for increasing K-12 students' achievement in content area comprehension, vocabulary, writing, thinking, and study skills. Other topics include understanding general assessment tools and terminology, working with diverse learners, and identifying characteristics of a positive classroom culture. *Prerequisite: EDUC 200/220.*
- EDUC 390 Independent Study** **1-5 qtr. hrs.**
 Individual or group research or practicum in education. May be repeated. Permission of the department required.
- EDUC 400 Individual Field Experience** **1-4 qtr. hrs.**
 A field experience involving work with children in schools, planned to meet state licensure requirements and individual goals of participants. One quarter hour of credit is equal to 25 clock hours of field experience in schools. Permission of the department required.
- EDUC 410 Student Teaching, AYA/Multi-Age** **15 qtr. hrs.**
EDUC 420 Student Teaching at McCurdy (New Mexico) **15 qtr. hrs.**
 Teaching experience in schools under the supervision of cooperating school teachers and a College supervisor. Pre-service teachers will participate in all aspects of school life including curriculum design, student assessment, classroom management, teaching methodologies and professional development. Students will need to demonstrate competence in all 10 program standards in order to complete student teaching successfully. Includes 12 weeks full time. No prepared course work should be taken with student teaching unless it is part of a continuing teaching internship. This course requires a capstone portfolio and fulfills the College's Senior Year Experience requirement. See page 11 for more details about the McCurdy program. *Prerequisite: EDUC 370 or MUSC 370, 375, 380 and recommendation of Education Department. Corequisite: EDUC 411 or 421.* Fingerprinting/background check is required prior to placement for student teaching. See department for more information about requirements and application deadlines.
- EDUC 411 Senior Year Experience Seminar** **1 qtr. hr.**
EDUC 421 Seminar at McCurdy **1 qtr. hr.**
Corequisite: EDUC 410 or 420.
- EDUC 440 Reading Assessment and Instruction** **5 qtr. hrs.**
 A study of techniques and instruments of reading assessment. Topics include critical analysis of current assessment, observation and description of the reading process, and planning individualized and whole-class assessment-driven program in reading. *Prerequisite: EDUC 200/220 and 325/335.*
- EDUC 450 Exceptional Children** **3 qtr. hrs.**
 A study of children with special needs with an emphasis on middle childhood and adolescence. Techniques of including exceptional children in regular classrooms will be explored as will an examination of assessment, the referral and IEP process and the differentiation of instruction. 5 field hours required. *Prerequisite: EDUC 200.* Note: Not required for students with credit in PHED 360 Adapted Physical Education.
- EDUC 451 Including Children with Special Needs in the Early Childhood Classroom** **3 qtr. hrs.**
 A study of children with special needs with an emphasis on preschool through grade three. Techniques of including exceptional children in regular classrooms will be explored as will an examination of assessment, the referral and IFSP/IEP process, working with families and the differentiation of instruction. 20 field hours required. *Prerequisite: EDUC 220.*
- EDUC 455 Early Childhood Special Education** **9 qtr. hrs.**
 This course is designed for those seeking an Intervention Specialist license. An in-depth study of history, legislation, rules, and regulations applicable to early childhood special needs populations will be presented as will the nature and needs of mild, moderate, and severely disabled young children. Service delivery options, intervention strategies, assessment, working with families, and the differentiation of instruction will be focal points of this course. 100 field hours required. *Prerequisite: EDUC 451 and 465.*
- EDUC 460 Reading Research** **3 qtr. hrs.**
 A study of research terms and approaches; a critical exploration of historical and current research and trends in reading. *Prerequisite: EDUC 325 or 335.*

**EDUC 465 Teaming: Collaboration and Consultation
in Early Childhood Education**

4 qtr. hrs.

This course is designed to help students learn to function on educational teams by exposing them to collaboration and consultation models in the literature and in the field. Students will learn how to establish and maintain positive, collaborative relationships with families, colleagues, and professionals from the larger community. Emphasis is placed on communication skills, knowledge of community resources, and family systems theory. A field placement in a school or agency dealing with preschool youngsters is required. Students should have two mornings available for the field placement. 50 field hours working with preschool children in an early childhood school or agency are required. *Prerequisite: EDUC 220 and EDUC 451.*

EDUC 471 Student Teaching, Early Childhood

15 qtr. hrs.

EDUC 473 Student Teaching at McCurdy (New Mexico)

15 qtr. hrs.

EDUC 475 Student Teaching at Derby (England)

15 qtr. hrs.

Teaching experience in an early childhood setting (grades PK-3) under the supervision of a cooperating teacher and a College supervisor. Pre-service teachers will participate in all aspects of school life including curriculum design, student assessment, classroom management, teaching methodologies and professional development. Students will need to demonstrate competence in all 10 program standards in order to complete student teaching successfully. Includes 12 weeks full time. No prepared course work should be taken with student teaching unless it is part of a continuing teaching internship. This course requires a capstone portfolio and fulfills the College's Senior Year Experience requirement. See page 11 for more details about the Derby and McCurdy programs. *Prerequisites: EDUC 320 and recommendation of Education Department. Corequisite: EDUC 472, 474, or 476.* Fingerprinting/background check is required prior to placement for student teaching. See department for more information about requirements and application deadlines.

EDUC 472 Senior Year Experience Seminar

1 qtr. hr.

EDUC 474 Senior Year Experience Sem. at McCurdy (New Mexico)

1 qtr. hr.

EDUC 476 Senior Year Experience Sem. at Derby (England)

1 qtr. hr.

Corequisite: EDUC 471, 473, or 475.

EDUC 481 Student Teaching, Middle Childhood

15 qtr. hrs.

EDUC 483 Student Teaching at McCurdy (New Mexico)

15 qtr. hrs.

EDUC 485 Student Teaching at Derby (England)

15 qtr. hrs.

Teaching experience in grades 4-9 under the supervision of a cooperating teacher and a College supervisor. Pre-service teachers will participate in all aspects of school life including curriculum design, student assessment, classroom management, teaching methodologies and professional development. Students will need to demonstrate competence all 10 program standards in order to complete student teaching successfully. Includes 12 weeks full time. No prepared course work should be taken with student teaching unless it is part of a continuing teaching internship. This course requires a capstone portfolio and fulfills the College's Senior Year Experience requirement. See page 11 for more details about the McCurdy program. *Prerequisites: EDUC 342 and recommendation of Education Department. Corequisite: EDUC 482, 484, or 486.* Fingerprinting/background check is required prior to placement for student teaching. See department for more information about requirements and application deadlines.

EDUC 482 Senior Year Experience Seminar

1 qtr. hr.

EDUC 484 Senior Year Experience Sem. at McCurdy (New Mexico)

1 qtr. hr.

EDUC 486 Senior Year Experience Seminar at Derby (England)

1 qtr. hr.

Corequisite: EDUC 481, 483, or 485.

EDUC 480 Reading Practicum

5 qtr. hrs.

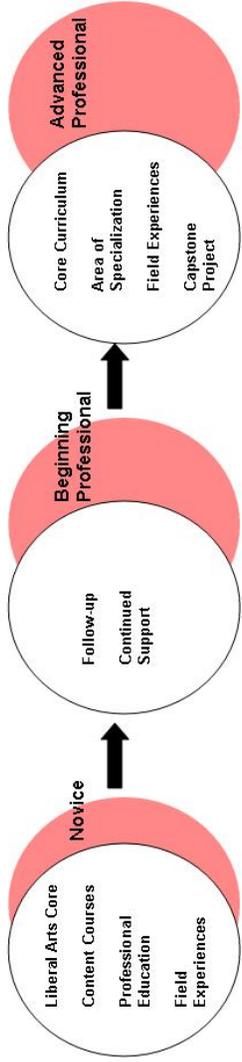
A capstone practicum for the Reading Endorsement. Students are assigned to classrooms for a minimum of 100 clock hours, attend weekly seminars, and participate in action research. *Prerequisite: EDUC 325 or 335, and EDUC 440.*

EDUC 490 Teaching Internship

5-15 qtr. hrs.

One-year long teaching experience in elementary, middle, or secondary schools under contract to the school and supervised by a cooperating school teacher and a College supervisor. Applicants must be approved by the department and by the cooperating school district. See page 12 for more details about this program. Includes one quarter of student teaching.

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