

Post-Baccalaureate Teacher Education Programs

offered by



OTTERBEIN
UNIVERSITY

Accreditation

Otterbein University and/or the Teacher Education Program are members of or approved by:

1. The North Central Association of Colleges and Secondary Schools.
2. The American Association of University Women.
3. The Association of American Colleges and Universities.
4. The National Association of Schools of Music.
5. The Ohio College Association.
6. The Ohio Department of Education (ODE).
7. The Ohio Board of Regents (OBR).
8. The American Association of Colleges of Teacher Education.
9. National Council for the Accreditation of Teacher Education (NCATE); transitioning to Council for the Accreditation of Educator Preparation (CAEP).



The National Council for Accreditation of Teacher Education is a non-profit, non-governmental organization founded in 1954. More than 30 national associations representing the education profession at large make up the council. NCATE accreditation is a mark of distinction, and provides recognition that the education program has met national professional standards for the preparation of teachers and other educators. In NCATE's performance-based

accreditation system, institutions must provide evidence of competent teacher candidate performance. Teacher candidates must know their subject matter and how to teach effectively so that all students learn.

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Visit the Education page on the
www.otterbein.edu homepage for
more information.

Mission Statement and Conceptual Framework

Mission Statement

The professional education unit of Otterbein University is committed to providing a coherent, developmentally-based teacher education program that prepares teachers to create and work within learning communities which maximize the potential of all learners. The program promotes collaborative learning and critical reflection as a way to develop a community of life-long learners who cultivate diverse perspectives, make informed decisions, and respond to the changing needs of learners 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 race, ethnicity, language, gender identity, 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 and facilitate productive remote learning.

- **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

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 Educator Preparation Provider (EPP) also offers continuing professional development for certified/licensed teachers and other professionals through a Master of Arts in Education degree program in 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 teachers. The Educator Preparation Provider also offers an MAE Curriculum and Instruction degree program for professionals with backgrounds in education who are not licensed teachers.

Purposes and Goals of Teacher Education

The Teacher Education Program at Otterbein University is based on the philosophy that a liberal arts 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 successful teachers of children.

The faculty of the Teacher Education Program have adopted standards and critical dispositions to inform ongoing program development and to guide the assessment of candidate progress throughout the program. These standards are aligned with external accrediting agencies such as NCATE/CAEP, the Ohio Department of Education, and the Ohio Department of Higher Education and are based on standards developed by InTASC. 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 PreK-12 students.

The Interstate 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.

InTASC Model Core Teaching Standards (2013)

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Critical Dispositions

In addition to standards that guide the preparation and licensure of candidates' knowledge of content and ability to teach, candidates are also evaluated on critical dispositions essential for success in education. Critical Dispositions are defined by NCATE/CAEP as "attitudes, beliefs, values, and commitments that influence behaviors." We expect these dispositions to be evidenced in the field as candidates practice their professional skills, and they will be assessed in every field experience. Critical dispositions are evaluated through the Candidate Preservice Assessment of Student Teaching (CPAST) during student teaching and through a similar instrument prior to student teaching (Pre-CPAST). Both CPAST and Pre-CPAST were developed and validated through The Ohio State University.

CPAST and Pre-CPAST Assessments of Critical Dispositions

CPAST and Pre-CPAST Categories K-N will be evaluated in every field-based course.

Professional Commitment and Behaviors

K. Demonstrates Punctuality

Reports on time for experience AND Additional teacher engagements (e.g., IEPs, teacher committees)

L. Meets Deadlines and Obligations

Meets deadlines and obligations established by the cooperating teacher, instructor, and/or supervisor AND informs all stakeholders (cooperating teacher, supervisor, instructor, and/or faculty members) of absences prior to the absence.

Professional Relationships

M. Collaboration

Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND Attempts to work with and learn from colleagues in planning and implementing instruction.

Critical Thinking and Reflective Practice

N. Responds Positively to Feedback and Constructive Criticism

Is receptive to feedback, constructive criticism, supervision, and responds professionally AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice.

Degrees Offered in Teacher Education

1. The Bachelor of Arts or Bachelor of Science degrees are granted to candidates seeking Adolescence to Young Adult (AYA, grades 7-12). These candidates major in their teaching/subject area but also complete teacher licensure requirements.

2. The Bachelor of Music Education degree is designed to lead to Multi-Age (PreK-12) licensure. Candidates major in Music Education.

3. The Bachelor of Science in Education degree is designed for candidates seeking PreK-5 Primary Education, Dual PreK-5 Primary/Intervention Specialist, Middle Childhood (4-9), or (pending Ohio Department of Higher Education approval) Intervention Specialist (K-12) licensure. These candidates are Education majors.

4. The Master of Arts in Teaching degree is designed for individuals who have earned a bachelor's degree. The MAT provides a graduate route to teacher licensure in Middle Childhood Education for grades 4-9 or in Special Education for grades K-12. Mild/Moderate and Moderate/Intensive options are both available in the Special Education program.

5. The Master of Arts in Education degree is designed to empower teachers to maximize learner potential through study, research, and reflection.

Post-Baccalaureate Licensure Programs

All licensure programs available for undergraduate candidates are also available for qualified candidates who already have a bachelor's degree from an accredited college or university. The Post-Baccalaureate is an undergraduate licensure program and does not lead to a degree. For further information, contact The Otterbein Education Department. Post-baccalaureate program requirements may differ from the undergraduate program requirements.

Teaching Licenses/Endorsements Offered

Teacher candidates successfully completing the program at Otterbein may apply for an Ohio four-year resident educator license in the areas listed below. See the Education Department for licensure test requirements.

PreK-5 Primary Education

Dual PreK-5/PreK-5 Intervention Specialist License

Middle Childhood (4-9) – two concentration/teaching areas required (choose from Language Arts, Mathematics, Science, Social Studies)

Adolescence to Young Adult (AYA, 7-12) – one teaching area required

Multi-Age (PreK-12) – PreK-12 Music or K-12 Intervention Specialist

TESOL Endorsement (PreK-12) is added at the graduate level to another teaching license.

Reading Endorsement (PreK-12) is added at the graduate level to another licensure area only after the initial license has been granted.

Intervention Specialist (K-12) license in Mild/Moderate and/or Moderate/Intensive

COVID-19 policies regarding standardized test requirements

Because of disrupted availability of standardized tests and the many challenges of living and learning through a pandemic, the Otterbein Education Department has deferred the pre-admission requirement to demonstrate reading and mathematics competencies on standardized tests (e.g., ACT) before admission to EDUC 1600 (or the other first EDUC course as a transfer student) in the summer 2020, fall 2020, spring 2021, summer 2021 and fall 2021 semesters. Students accepting this deferment are required to demonstrate competency before Decision Point 2 (see below). Accuplacer tests may be arranged through the Education Department.

- **The pre-admission GPA requirement (2.5 in courses appearing on the Otterbein transcript) before enrolling in EDUC 1600 or another EDUC course, if applicable, remains the same.**
- The deferment extends the time a candidate may need to take and pass one of the accepted standardized tests (Accuplacer Reading/Math, ACT Reading/Math, SAT Reading/Math, or Praxis Core Reading/Math). Candidates must meet the minimum test scores before Decision Point 2. See the table below under Decision Point 1.
- This change provides incoming freshman or transfer students an additional two semesters, or roughly eight months, to prepare for the test and submit scores before Decision Point 2.
- If needed, take standardized test preparation courses at Otterbein.
- Register and pass the exams at a more relaxed pace that reflects sensitivity to the many added challenges of living and learning through a pandemic.
- The Department encourages the submission of standardized test scores (ACT/SAT/or Praxis), if available, at the pre-admission point of the program – EDUC 1600 or the first Otterbein EDUC course after transfer.
- Please contact the Department or your advisor with any questions, or if additional clarification is needed about these policies.

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 five critical Decision Points across the program. *The Education Department reserves the right to refuse registration and/or admission to any candidate who does not meet the criteria or who does not make satisfactory progress in the Teacher Education Program.*

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

- 2.50 overall GPA
- By the end of the third semester, standardized Reading and Math scores at or above:

Standardized Test	Minimum Score
ACT Math	17
SAT Math	430
Praxis Core Math	141
Accuplacer Next-Generation Qualitative Reasoning, Algebra, and Statistics (arrange test through the Education Department)	246
ACT Reading	17
SAT Reading	420
Praxis Core Reading	159
Accuplacer Next-Generation Reading (arrange test through the Education Department)	246

Decision Point 2: Admission to Teacher Education Programs

Admission to teacher education is required to be eligible for any EDUC field course beyond EDUC 1600 and EDUC 2000/2200. Students complete applications during EDUC 2000 or 2200, or for transfer students upon taking their first course at Otterbein; forms are available on Watermark-Taskstream. Criteria for admission to the Teacher Education Program include:

- Must continue to meet all Decision Point 1 criteria.
- A minimum of three semesters or 36 semester hours of college level work, including EDUC 1600 and EDUC 2000/2200; a minimum of two semesters or 28 semester hours must be completed at Otterbein;
- AYA and Multi-Age candidates must complete a minimum of 9 semester hours in their teaching area. Middle Childhood candidates must complete at least 9 semester hours in their teaching areas; at least one course in each of the concentration areas is part of the 9 hours.
- 2.75 GPA in teaching areas. This includes all EDUC courses and subject courses in teaching areas. If the course is required for a teaching license, it is included in this GPA.

- 2.50 overall GPA from all institutions;
- Communication Proficiency Rubric in EDUC 1600 and EDUC 2200/2000
- Technology and Differentiation evaluations in EDUC 2200/2000
- Positive recommendations from persons listed below. These recommendations provide evidence of effective interpersonal relations, motivation, critical dispositions, and content knowledge for the field of teaching:
 1. EDUC 1600 instructor, supervisor, and cooperating teacher(s) and
 2. EDUC 2000/2200 instructor, supervisor, and cooperating teacher(s);
 3. Additional Otterbein instructors who can assess the student's time in a field experience;
 4. The chairperson of the teaching area department (for AYA or Multi-Age).
 5. If both EDUC 1600 and EDUC 2000/2200 were transferred from another institution, a positive recommendation from a field-based course is required before admission.

The teacher education admission candidate (student) is responsible for obtaining a department recommendation from a course instructor other than those listed above. This independent recommendation must be submitted to the Department of Education.

- Transfer and post-baccalaureate students who have completed at least 75% of their content area requirements with a content GPA of 2.75 or higher do not need approval of the content area department and may apply for admission after completing 9 content hours at Otterbein;
- Proficiency in written communication as evidenced by a "C" or better in a college level composition course;
- Proficiency in oral and written communication as evidenced by performance in EDUC 1600 and EDUC 2000/2200;
- Course grades of C or higher and overall field ratings of 3 or higher in EDUC 1600 and EDUC 2000/2200;
- At the discretion of the Teacher Education Committee, data collected and reported in all college-level courses; and dispositions in courses, field experiences, and on-campus interactions with university faculty, staff, and students may also be considered in the decision to admit a student to teacher education. Reports of academic misconduct, counseling reports, or other informal documentation (e.g., email from a supervisor) that suggest unsatisfactory performance in courses and schools will be considered with the other documentation. This list is not inclusive.
- Missing multiple application materials will result in a deferral of your application until all requirements are received. **

****If, however, your application is missing materials because faculty did not submit a recommendation, a conditional admit status will be considered should all other materials meet the criteria stated above.**

- Following a rejection, a candidate may apply two more times after completing the intervention requirements described in the committee's rejection letter.
- Applications are reviewed at least once every term; files are complete only after a candidate has taken EDUC 1600 and 2000/2200. Applicants will be notified of the action of the Committee in writing 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 prior field experiences in order to enroll in EDUC 3200, 3420, 3705, 4550, or MUSC 3032/3033,

Decision Point 3: Enrollment in Capstone (Student Teaching)

The Student Teaching-Internship Placement Request Form is available through the Education Department. Candidates must submit their placement request in the spring prior to the student teaching year (deadline set by Field Experience Coordinator). Candidates' records will be reviewed before student teaching placement by the Teacher Education Committee. Requirements before placement in student teaching include:

- GPA (see Admission requirements in Decision Point 2);
- Successful completion of pre-student teaching field and course requirements; (determined based on your teaching license)
- Communication proficiency rubric
- Technology and differentiation evaluation
- Positive recommendation from a Methods instructor;
- An updated background check;
- Submission of the student teaching request form to the Department;
- An assessment portfolio without reports of academic misconduct or other serious violations of the university code of conduct or dispositions for teaching (i.e., critical dispositions). Assessments of critical dispositions indicate acceptable performance levels .

Note: Placements at districts of employment are not permissible. Candidates needing more time to demonstrate competencies for student teaching may be required to take an extra field experience before decision point 3. Faculty professors reserve the right to require this intervention for candidates of concern.

Decision Point 4: Exit Requirements for Student Teaching:

Successful completion of student teaching clinical practice requirements include:

- Twelve weeks of Otterbein-approved full-time, supervised teaching; at least four of which are solo-teaching;
- Completion and submission of the edTPA for national scoring. The Student Teaching Handbook indicates the scoring guide for the edTPA. Retaking the edTPA may be necessary.
- Successful completion of the associated seminar and workshop requirements, including an electronic exit portfolio.

Decision Point 5: Program Completion and Recommendation for Licensure:

- Completion of all required coursework, including a “C” grade in all Professional Education courses (C- is unacceptable);
- Verification of GPA requirements (see Admission to Teacher Education);
- Application for graduation/program completion (See Registrar's Office for details at least two terms before you plan to complete your program);
- Licensure candidates must maintain a 2.75 GPA in their content area; Successful completion of OAE licensure tests required for the specific area(s). Valid Fingerprinting and Background Check is required for licensure;
- Opioid awareness training;
- Dyslexia training;
- Set up an **OH|ID** account on the ODE website and apply for licensure.

*Please Note: **Policy and time limit on applying for teaching licensure**

- If a licensure candidate does NOT apply for a teaching license at the time they graduate from Otterbein, they must adhere to the following guidelines.
- The time limit for all candidates to apply for a teaching license is 2 years from degree completion. If the licensure requirements are completed after degree completion, the time limit is 2 years from the date of completion of the final licensure requirement (e.g., an OAE test).
- Candidates wishing to complete a program license after the two-year limit will be required to take additional course work, to be determined by the Department Chair, based on an updated transcript review.
- A request for an exception to this rule must be submitted in writing to the Teacher Education Committee, attention: Gaby Miller (gmiller@otterbein.edu), Education Department Administrative Coordinator.

Policies, Procedures, Information, and Resources

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

Academic Support Center

Students in need of additional tutoring, assistance with writing, or other academic support may contact the Academic Support Center. See the Academic Support section in the Academic Course Catalog, Policies and Procedures section.

Advising

Post-baccalaureate teacher licensure students are typically assigned to the Graduate Education advisor in the Department. This advisor is knowledgeable about course substitutions and works closely with the Department Chair to create an individualized schedule to complete the licensure program. Please work closely with your advisor to ensure appropriate progress through the program.

Attendance Policy for Classes and Field Experiences

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

The attendance policies listed below shall apply for courses and field experiences offered by the Education Department. However, professors may further define or alter these general policies in course syllabi.

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 described in the course syllabus.

Field Experience Attendance

Student teachers and students in a field experience must be present and punctual for all scheduled days at the schools. If an absence is unavoidable, the student must notify both the cooperating teacher (or school) and the University supervisor in advance. Any days missed during the student teaching experience must be made up, regardless of the reason they are missed. Any days/hours missed during a field experience may result in addition of days/hours to extend the experience's completion date. Students may be withdrawn from the experience for reasons including excessive or irresponsible absences, failure to provide current FBI/BCI background reports to the Education Dept. in a timely manner, etc..

Follow instructor guidelines for keeping and submitting timesheets.

Falsification of timesheets may be grounds for dismissal from the program.

Forgery of timesheets is grounds for automatic dismissal from the program.

Assessment

The instructors and supervisors of your Education courses will indicate which field or standards-based assessment will be required in each course. The Department collects your assessment data in Taskstream.

Change of Major

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

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

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

- Post-evaluation 2.5 overall GPA from all institutions
- Post-evaluation 2.75 GPA in concentration/teaching area(s)
- ACT scores of 17 or above in Mathematics and Reading (or equivalent Accuplacer, SAT, or Praxis Core—see Decision Point 1, above)

AND

- Permission of Education Department

Job Search Assistance—Center for Career and Professional Development

The Otterbein Center for Student Success and Career Development (SSCD) provides a menu of services including resume-building, cover letter writing, practice interviews, and job search assistance. In addition, staff will advise students on assembling a strong credential file, the collection of documents that support your application (transcripts, letters of reference, test scores, etc.). **All students will prepare and manage their own credential file.** All student teachers are required to attend an orientation session at the SSCD or at the student teaching seminar to learn about the job search process. Each spring semester, the Department of Education and SSCD host a career fair for future educators in which students may register and attend interviews with regional school districts. For more information, go to <https://www.otterbein/sscd>

Licensure Testing

To become a licensed and/or endorsed teacher in Ohio's schools, a person must successfully complete required licensure tests -- the Ohio Assessments for Educators (OAE). **The passing score for all OAEs is 220.** For additional information, visit <http://education.ohio.gov> and type Educator License Exams into the search bar. Study materials are available from the individual testing services and the Library.

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. See Otterbein's Professional Licensure Disclosure page at <https://www.otterbein.edu/about/sara/professional-licensure-disclosures/> Information on licensure may be obtained from each state department of education's division of teacher education and certification. 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) or the Council for the Accreditation of Educator Preparation (CAEP). Most states require passage of teacher competency tests prior to licensure. See <https://www.teachercertificationdegrees.com/reciprocity/> Students planning to teach in another state should consider also obtaining their Ohio teaching license.

Portfolio Requirement

To be recommended for licensure, teacher candidates are required to maintain a digital portfolio that is aligned to each licensure or Special Professional Association (SPA). This will document their mastery of department and professional (SPA) standards. Key artifacts will be uploaded throughout the program as part of course requirements. Student Teaching Seminar instructors will provide support and feedback for students, and supervisors and seminar instructors make the final evaluations of the portfolios. The digital platform for the portfolio and assessment system is an online tool called Watermark-Taskstream. Student fees pay for Watermark-Taskstream. Students will receive a Watermark-Taskstream account code in the appropriate course.

Significant Improvement Clause

Candidates who are transferring low undergraduate grade point averages in from other institutions may encounter significant obstacles when trying to raise their overall GPA to 2.5 or content area GPA to 2.75. For these candidates, the Significant Improvement Clause has been developed. If a transfer student has earned a 3.0 or higher **overall** GPA at Otterbein over 24 or more semester hours **and** a 3.0 **content** GPA in a minimum of 3 content courses their area of intended licensure, they will have met the grade point average criterion for admission to Teacher Education.

Transcript Evaluation

Once all official transcripts are received by the University, the graduate education advisor and Department Chair will conduct a formal transcript evaluation. Only courses approved by the Chair of the Department of Education will receive transfer credit.

Transfer Students

- Requirements for all external transfers as intended Education majors
- Post-evaluation 2.5 overall GPA from all institutions
- Post-evaluation 2.75 GPA in concentration/teaching area(s) (all courses required for a teaching license)
- ACT scores of 17 or above in Mathematics and Reading (or equivalent Accuplacer, SAT, or Praxis Core—see Decision Point 1, above)
- Recommendation of Transfer Admission Counselor
- Enrollment at Otterbein University in at least one of the following courses: EDUC 1600, EDUC 2000, or EDUC 2200, or an alternative course with a field experience. (e.g. EDUC 3700, EDUC 3850, EDUC 2600, EDUC 3410, or EDUC 2555.)

Field Experiences and Clinical Practice

Field experiences serve an important place for developing a teaching identity in Otterbein’s teacher education program. Field experiences are situated 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 and instructional routines during the school day. Otterbein’s programs provide several field experiences with a variety of locations, grade levels, and student demographics. Across these field experiences, students observe, plan, instruct, manage, and evaluate within the context of current practice.

How are Placements Made?

Field experiences and student teaching assignments are made in traditional public schools, community schools (a special type of public school), and private schools, as well as other education-oriented agencies. Generally, but not always, placement sites are located within Franklin County or counties that are contiguous to Franklin County. Written agreements between the University and cooperating schools and agencies are required, and placements are made in those schools and agencies that have agreements with the University. Students should not communicate directly with teachers, building administrators, or other school officials about hosting a placement without the express permission of the Coordinator of Teacher Candidate Supports in the Otterbein Education Department. On occasion a student’s placement site may be walkable or bikeable from campus, but most sites will require motorized transportation. While the University Library has some bikes available for student use, students are expected to provide their own transportation. Students having transportation challenges should discuss their situation with a Dept. Co-chair.

Field Experience Requirements

Field experience assignments start in the first course (EDUC 1600) and culminate in student teaching (see Chart of Field Experiences and Clinical Practice in Teacher Education). The hours and time commitment in the schools varies by course.

Fingerprinting and FBI/BCI Background Checks are required for all field experiences and must remain current during the entire field experience. The term “current” means that the student’s reports are no more than a year old throughout the student’s field experience or student teaching. The Ohio Bureau of Criminal Investigation’s (BCI) Identification Division maintains a searchable database of WebCheck agencies and other providers that can process student fingerprints for these reports, (see: <https://www.ohioattorneygeneral.gov/Business/Services-for-Business/WebCheck/Webcheck-Community-Listing>) Check Otterbein email for all updates regarding background checks. checks.

Email communication from the Coordinator of Teacher Candidate Supports begins the semester before the field experience begins.

Student Teaching Requirements

Student teaching is a full-time semester-long experience, where the teacher candidate assumes most, if not all, teaching responsibilities of the cooperating teacher. Student teachers follow the calendar of their host school/school district and are present in their host school building throughout the teacher workday. Students should carry no other academic coursework during the student teaching term, but other campus activities may continue so long as they meet outside of school hours and do not interfere with performance in the field.

Fingerprinting and FBI/BCI Background Checks are required for all field experiences and must remain current during the entire student teaching experience. The term “current” means that the student’s reports are no more than a year old throughout the student teaching experience. The Ohio Bureau of Criminal Investigation’s (BCI) Identification Div. maintains a searchable database of WebCheck agencies and other providers that can process student fingerprints for these reports, (see: <https://www.ohioattorneygeneral.gov/Business/Services-for-Business/WebCheck/Webcheck-Community-Listing>) Check Otterbein email for all updates regarding background checks.

Email communication from the Coordinator of Teacher Candidate Supports begins the semester before the student teaching experience.

Credit for Field Experiences in Other Kinds of Experiences

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

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

Non-Traditional Clinical Practice Opportunities

Non-traditional opportunities are open to students in any licensure area. Contact the Education Department for more information about these opportunities. All opportunities are contingent on placement availability and faculty recommendation. Please watch for emails from the Department of Education about these opportunities. Some of these opportunities include short-term exchanges and student teaching abroad.

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

Assessments in the Field

Assessments of your field experience are made and documented in your digital assessment portfolio on Watermark-Taskstream. All supervisors, course instructors, and cooperating teachers complete critical disposition assessments, anecdotal notes, and a final rating to document your effectiveness as a teacher candidate. You will be prompted to send your digital field assessments to the different evaluators who have assessed your teaching. Please do not disregard the requests to send your assessments. Check back after each semester to check your assessment data and to receive valuable feedback. Consult your advisor if you have questions.

Chart of Field Experiences and Clinical Practice in Teacher Education

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

PreK-5 Primary Education	PreK-5 Primary/ Intervention Specialist Dual License	Middle Childhood Education	Adolescent to Young Adult & Multi-Age	K-12 Intervention Specialist
EDUC 1600 Study of the School 45 field hours	EDUC 1600 Study of the School 45 field hours	EDUC 1600 Study of the School 45 field hours	EDUC 1600 Study of the School 45 field hours	EDUC 1600 Study of the School 45 field hours
EDUC 2200 Ed. Psych.: Primary Education 20 field hours	EDUC 2200 Ed. Psych.: Primary Education 20 field hours	EDUC 2000 Ed. Psych.: Adolescence 20 field hours	EDUC 2000 Ed. Psych.: Adolescence 20 field hours	EDUC 2000 Ed. Psych.: Adolescence 20 field hours
EDUC 2555 Preschool Intervention Internship 25-50 field hours	EDUC 2555 Preschool Intervention Internship 25-50 field hours	EDUC 3410 Middle Childhood Methods I 40 field hours	EDUC 3700 General Methods for Secondary and Multi-Age Classrooms 25 field hours	EDUC 3350/3351 Methods of Teaming and Collaboration for Learners with . . . Disabilities 30 field hours
EDUC 3200 Integrated Curriculum Internship 50 field hours	EDUC 3200 Integrated Curriculum Internship 50 field hours	EDUC 3420 Middle Childhood Methods II 60 field hours	EDUC 3705 Adolescent and Young Adult Methods II 75 field hours	
EDUC 3250 Integrated Curriculum Internship, Grades 4-5 50 field hours	EDUC 3250 Integrated Curriculum Internship, Grades 4-5 50 field hours	EDUC 3850 Using Literacy Across Disciplines in the Middle Grades 25 field hours		
EDUC 3640 Elementary Literacy Assessment and Instruction 20 field hours	EDUC 3640 Elementary Literacy Assessment and Instruction 20 field hours			
	EDUC 4555 Intervention Specialist Practicum 75 field hours			EDUC 4555 Intervention Specialist Practicum 75 field hours
EDUC 4710/4720 Student Teaching	EDUC 4710/4900 Student Teaching	EDUC 4810/4820 Student Teaching	EDUC 4100/4110 Student Teaching	EDUC 4100/4110 Student Teaching

Note: **Music students** take MUSC 3032 Vocal and Choral Methods K-12 and MUSC 3033 Instrumental Methods K-12, each requiring 50 field hours.

PreK-5 Primary Education Teacher Education Program

Teaching Licenses

The PreK-5 Primary Education program leads to an Ohio four-year PreK-5 Primary Education Resident Educator License, which is valid for teaching grades PreK-5.

Advising

Meeting with your advisor is essential for staying on track with the university and teacher preparation program requirements. Reach out to your advisor each semester and be sure to communicate your plans for when you want to student teach. Your entire program should be organized around the student teaching semester.

Program Description

A display of the required courses and recommended course sequences for the PreK-5 Primary Education program is presented on the next few pages. The recommended sequence should not be changed if it can be avoided. If you are planning to attend part time, your advisor can help you to adjust this course sequence/schedule to accommodate part-time enrollment. Be sure to consult your faculty advisor when you make any change to the sequence. Course substitutions require the written permission of the Chairperson of the Education Department.

PreK-5 Primary Education teacher candidates may also complete additional coursework that would add an Intervention Specialist (PreK-5) license. **This is optional to the program** and should be considered in consultation with your advisor. Completing the Intervention Specialist license may or may not be feasible and depends on many different factors.

PreK-5 Primary Course Requirements

General Education Requirements

All post-baccalaureate candidates in the Early Childhood program are required to have general education coursework in the following areas. Some of the courses listed below also appear on the list of required professional education courses.

	Transfer	Approved
Course Number and Title		
<u>English</u> (<i>One course</i>)		
<hr/>		
<u>Mathematics</u>		
MATH 1210 Nature of Mathematics (3) or Math 1500 Introduction to Mathematical Thought (3)		
<hr/>		
<u>Science</u> (<i>One course required from Life Science, Chemistry, Physical Science, Earth Science, Astronomy</i>)		
<hr/>		
<u>Social Studies</u> (<i>One course required from History, Poli. Scien., Econ., Cultural Anthropology, Sociology</i>)		
<hr/>		

Primary Education Course Blocks

All post-baccalaureate candidates in the Primary (P-5) program are required to take the following professional education coursework. Some courses are listed both as general and professional education requirements. The course descriptions contain information about course pre-requisites and required field hours.

- _____ 1. ¹EDUC 1600 Study of the School (4) *Writing Intensive*
- _____ 2. EDUC 2200 Educational Psychology: Primary Education (3)
- _____ 3. EDUC 2300 Educational Technology: Primary Education (3)
- _____ 4. EDUC 3640 Elementary Literacy Assessment & Instruction (3) **fall semester**
- _____ 5. EDUC 1800 Health, Movement, and the Arts in Primary Education (3)
- _____ 6. MATH 2100 Mathematics in the P-5 Classroom: Patterns, Numbers, and Probability (3) (Spring only)

Early Learning Block: should be taken spring semester

- _____ 7. EDUC 2510 Exceptional Children: Primary Education (3)
- _____ 8. EDUC 2600 Emergent Literacy in Inclusive Environments (3) - *Writing Intensive*
- _____ 9. EDUC 2550 Classroom Management, Teaming, and Collaboration (3)
**If seeking the Intervention Specialist license, take EDUC 2530 instead of 2550.*
- _____ 10. EDUC 2555 Preschool Intervention Internship (1-2)
*Note: *Includes 25-50 required field hours. Consult with advisor.*

PreK-Grade 3 Content Block – courses 10, 11, and 12 should be taken together: fall semester

- _____ 11. EDUC 2400 Pedagogical Content Knowledge in the P-3 Social Studies Classroom (3)
- _____ 12. EDUC 2500 Pedagogical Content Knowledge in the P-5 Science Classroom I (3)
- _____ 13. EDUC 3200 Integrated Curriculum Internship K-3 (3) - *Note: Off-campus field hours*

Grades 4-5 Content Block-courses : spring semester

- _____ 14. EDUC 3210 Pedagogical Content Knowledge in the P-5 Science Classroom II (3)
- _____ 15. MATH 2110 Mathematics in the P-5 Classroom: Geometry, Measurement, and Data Representations Classroom (3)
- _____ 16. EDUC 3230 Pedagogical Content Knowledge in the Grades 4-5 Social Studies Classroom (3)
- _____ 17. EDUC 3650 Comprehension and Composition in Primary (P-5) Education (3)
- _____ 18. ³EDUC 3250 Integrated Curriculum Internship, Grades 4-5 (3)
Note: off-campus field hours required.

³Student Teaching Block

- _____ 19. EDUC 5970 Master of Arts in Teaching Student Teaching (9) (**Recommended**)

OR

- _____ EDUC 4710 Student Teaching: Primary Education (10) **AND** ³EDUC 4720 Student Teaching Seminar (2)

¹ Post-baccalaureate candidates may take EDUC 1600 and 2200 concurrently or in reverse order. Contact Chair, Education Department for permission.

³Students must be accepted into the Education Department before enrolling. See advisor for further information.

Adding a PreK-5 Special Education concentration and license

PRIMARY INTERVENTION SPECIALIST LICENSE (27 sem. hrs.)

Please discuss this licensure area with your faculty advisor. The coursework listed below leads to a second license for those in the PreK-5 Primary Education major. This is a PreK-5 Primary Intervention Specialist licensure program. An additional licensure exam is required. *NOTE: At the time of publication of this program booklet, the state had not yet officially approved the PreK-5 Intervention Specialist program.* Some adjustments to what you see here may be necessary to adhere to the state requirements (consult your advisor for questions and details). This optional, add-on program may require an additional semester, or other time spent in courses, for students who may be unable to schedule the required courses due to conflicting university, major, and other requirements.

- _____ 1. EDUC 2530 Behavior and the Learning Environment: **spring semester**
- _____ 2. EDUC 3360 Assessment and Progress Monitoring in Special Education: **fall semester**
- _____ 3. EDUC 3320 Specialized Instructional Planning: **spring only**
- _____ 4. EDUC 2510 Exceptional Children: Primary Education (3)
- _____ 5. EDUC 2600 Emergent Literacy in Inclusive Environments (3)
- _____ 6. EDUC 3640 Elementary Literacy Assessment & Instruction (3)
- _____ 7. EDUC 4550 Early Childhood Special Education Methods (3): **fall semester**
- _____ 8. EDUC 4555 Intervention Specialist Practicum (3): **fall semester**

Middle Childhood Teacher Education Program

Teaching Licenses

The Middle Childhood Education program leads to an Ohio four-year Middle Childhood Resident Educator License valid for teaching grades four through nine in two content areas.

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 your advisor to meet individual scheduling needs. Course substitutions require the written permission of the Chairperson of the Education Department.

Middle Childhood teacher education students at Otterbein University must complete two concentration areas. The approved concentration areas, including the coursework that is acceptable, are included in this section. Middle Childhood education students choose **two** of the following four approved concentration area options:

1. Language Arts and Reading
2. Mathematics
3. Science
4. Social Studies

Middle Childhood Course Requirements

General Education Requirements

All post-baccalaureate candidates in the Middle Childhood program are required to have general education coursework in the following areas. Some of the courses listed below also appear on the list of required professional education courses.

	Transfer	Approved
Course Number and Title		
English (<i>One course</i>)		_____
_____		_____
Mathematics (<i>One college level course</i>)		_____
_____		_____
Psychology (<i>One introductory or general psychology course</i>)		_____
_____		_____
Science (<i>One course required from Life Science, Chemistry, Physical Science, Earth Science, Astronomy</i>)		_____
_____		_____
Social Studies (<i>One course required from History, Political Science, Economics, Cultural Anthropology, Sociology</i>)		_____
_____		_____
Reading: 12 hours of literacy hours are required for the Middle Childhood teaching license		
EDUC 1710 Phonics & Language Study: Middle Childhood (3)		_____
EDUC 3850 Using Lit. Across Disciplines in the Middle Grades (3)		_____
EDUC 3800 Literacies in the Content Area (3)		_____
EDUC 3630 Adolescent Literature in a Comprehensive Reading Program (3)		_____

Professional Education Requirements

All post-baccalaureate candidates in the Middle Childhood program are required to take the following professional education coursework. Some courses are listed both as general and professional education requirements. The course descriptions contain information about required field hours and course sequence.

Course Number and Title	Transfer Approved
¹ EDUC 1600 Study of the School (4)	_____
EDUC 1710 Phonics & Language Study: Middle Childhood (3)	_____
¹ EDUC 2000 Educational Psychology: Adolescence (3)	_____
EDUC 2100 Educational Technology: Adolescence (3)	_____
EDUC 2520 Exceptional Children: Adolescence (3)	_____
EDUC 3410 Middle Childhood Methods I (3) (spring only)	_____
EDUC 3600 Multicultural Education (3) OR INST 2011 Equity Literacy in Ed. (3)	_____
EDUC 3850 Using Literacy Across Disciplines in the Middle Grades (3)EDUC 3800 Literacies in the Content Area (3)	_____
EDUC 3630 Adolescent Lit in a Comprehensive Reading Program (3) *	_____
EDUC 4000 Individual Field Exp. (0-4), <i>if needed</i>	_____

	FALL ONLY
EDUC 3420 Middle Childhood Methods II (3) Concurrent with content courses <i>Select two courses:</i>	_____
3430 Middle Childhood: Language Arts Methods (3)	_____
3440 Middle Childhood: Mathematics Methods (3)	_____
3450 Middle Childhood: Science Methods (3)	_____
3460 Middle Childhood: Social Studies Methods (3)	_____

Student Teaching Block

EDUC 5970 Master of Arts in Teaching Student Teaching (9) **OR**
 EDUC 4810 Student Teaching Middle Childhood (10)

¹ Post-baccalaureate candidates may take EDUC 1600 and 2000 concurrently or in reverse order. Contact Chair, Education Department for permission.

² Students must be accepted into the Education Department before enrolling. See advisor for further information.

**Contact your advisor for scheduling options if you are unable to take the courses as listed.

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

Two Concentration Areas Required

LANGUAGE ARTS & READING (27 sem. hrs.) Does not include Reading Endorsement

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

Select one course from the following:

- _____ ENGL 2230 Studies in African American Literatures (3)
- _____ ENGL 2231 Studies in Women's Literatures (3)
- _____ ENGL 2232 Studies in Diverse Literary Cultures (3)
- _____ ENGL 2233 Studies in World Literatures (3)
- _____ ENGL 2234 Studies in GLBTQ Literatures (3)

Select one course from the following:

- _____ ENGL 2210 Studies in British Literatures Before 1700 (3)
- _____ ENGL 2215 Studies in British Literatures 1700-1900 (3)
- _____ ENGL 2220 Studies in British Literature After 1900 (3)
- _____ ENGL 2250 Studies in American Literature Before 1900 (3)
- _____ ENGL 2255 American Comic Literature of the 20th & 21st Century (3)

MATHEMATICS (19 sem. hrs.)

- _____ 1. EDUC 3440 Middle Grades Mathematics Methods (3)
- _____ 2. MATH 1210 Nature of Mathematics (3) **OR** MATH 1500 Introduction to Mathematical Thought (3)
- _____ 3. MATH 1250 Elementary Functions (3)
- _____ 4. MATH 1700 Calculus I (4)
- _____ 5. MATH 2150 Math for Middle Childhood: Numbers & Variables (3)
- _____ 6. MATH 2170 Math for Middle Childhood: Measurement & Geometry (3)

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

SCIENCE (25 sem. hrs.)

- _____ 1. BIO 1000 Principles of Biology (3)
- _____ 2. CHEM 1100 Survey of General Chemistry (3) AND CHEM 1100 Lab (1)
- _____ 3. EDUC 3450 Middle Childhood Science Methods (3)
- _____ 4. ESCI 1001 Introduction to Environmental Science (4)
- _____ 5. INST 2403 The Expanding Universe (3)
- _____ 6. PHYS 1000 Introduction to Physical Science (4)

Select one course from the following:

- _____ ESCI 1010 Physical Geology (4)
- _____ ESCI 1020 Earth System History (4)
- _____ ESCI 2000 Field Geology (4)

SOCIAL STUDIES (21 sem. hrs.)

- _____ 1. EDUC 3460 Middle Childhood Social Studies Methods (3)
- _____ 2. GEOG 1000 World Regional Geography (3)
- _____ 3. INST 2803 The Making of Global Society (3)
- _____ 4. POLS 1000 American National Government (3)

Select one course from the following:

- _____ HIST 1100 The American Experience to 1865 (3)
- _____ HIST 1200 The American Experience since 1865 (3)

Select one course from the following:

- _____ HIST 2100 History Seminar (3)
- _____ POLS 2300 Methods of Research & Inquiry in Political Science (3)

Select one course from the following:

- _____ ECON 2100 Principles of Microeconomics (3) (*prerequisites: MATH 1210, 1220, 1230, 1240, or 1250*)
- _____ HIST 3200 Global Capitalism (3)
- _____ HIST 4210 The Industrial Revolution in a Global Perspective (3)

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

Teaching Licenses

The Adolescence to Young Adult (AYA, 7-12) and Multi-Age (PreK-12) teacher education programs lead to an Ohio four-year Resident Educator License valid for the teaching area 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.

Program Description

The courses required for the Adolescence to Young Adult and Multi-Age programs are presented on the next few pages. A recommended sequence may be discussed with the Education Advisor in the Center for Continuing Studies. Course substitutions require the written permission of the Chairperson of the Education Department.

Candidates may choose one of the following teaching areas:

ADOLESCENCE TO YOUNG ADULT (AYA, 7-12)

- Integrated Language Arts
- Integrated Mathematics
- Integrated Social Studies
- Physical Sciences: Chemistry & Physics
- Physical Sciences: Chemistry
- Physical Sciences: Physics
- Physical Sciences: Life Sciences

MULTI-AGE (PreK-12)

- Music Education
- K-12 Intervention Specialist*

**Note: This program is pending approval from the Ohio Department of Higher Education*

AYA and Multi-Age Course Requirements

General Education Requirements

All post-baccalaureate candidates in the Adolescence to Young Adult and Multi-Age program are required to have general education coursework in the following areas. Some of the courses listed below also appear on the list of required professional education or teaching area courses.

Course Number and Title	Transfer	Approved
English (<i>One course</i>)	_____	_____
Mathematics (<i>One college level course, MATH 2100 is not acceptable</i>)	_____	_____
Psychology (<i>One introductory or general psychology course</i>)	_____	_____
Science (<i>One course required from Life Science, Chemistry, Physical Science, Earth Science, Astronomy</i>)	_____	_____
Social Studies (<i>One course required from History, Political Science, Economics, Cultural Anthropology, Sociology</i>)	_____	_____
_____	_____	_____

Professional Education Requirements

All post-baccalaureate candidates in the Adolescence to Young Adult and Multi-Age program are required to take the following professional education coursework. The course descriptions contain information about required field hours and course sequence.

- _____ ¹EDUC 1600 Study of the School (4)
- _____ ¹EDUC 2000 Educational Psychology: Adolescence (3)
- _____ ²EDUC 2100 Educational Technology: Adolescence (3)
- _____ EDUC 2520 Exceptional Children: Adolescence (3)
- _____ EDUC 3600 Multicultural Education or INST 2011 Equity and Literacy (3)
- _____ ⁴EDUC 3800 Literacies in the Content Area (3)
- _____ EDUC 4000 Individual Field Exp. (0-4), *if needed*
- _____ EDUC 3700 Adolescent and Young Adult Methods I (3) **This class is offered in the **Spring semester***

Methods Courses (Choose the courses that apply to your program)	Fall semester sequence
³ EDUC 3705 Adolescent and Young Adult (AYA) Methods II	
AND select appropriate Content Methods for Secondary & Multi-Age Classroom course:	
EDUC 3710 AYA Science Methods (3)	_____
EDUC 3720 AYA Math Methods (3)	_____
EDUC 3740 AYA Social Studies Methods (3)	_____
EDUC 3750 AYA Language Arts Methods (3)	_____

Music Methods Sequence (*MUSC 3032 and MUSC 3033*)

- MUSC 3032 Vocal and Choral Methods K-12 (3) _____
- MUSC 3033 Instrumental Methods K-12 (3) _____

³Student Teaching Block

- EDUC 4100 Student Teaching: AYA/Multi-Age (10) **OR** _____
- EDUC 5970 Master of Arts in Teaching Student Teaching (9)

¹ Post-baccalaureate candidates may take EDUC 1600 and 2000 concurrently or in reverse order. Contact Chair, Education Department for permission.

² EDUC 2100 is not required of candidates pursuing Music because a technology course is offered in the content area.

³ Students must be accepted into the Education Department before enrolling. See advisor for further information.

⁴ Multi-age candidates may choose between EDUC 3800 and EDUC 3850 for the reading requirement.

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

INTEGRATED LANGUAGE ARTS (Based on English Major)

- _____ COMM 1100 Public Speaking (3)
- _____ COMM 3100 Advanced Public Speaking (3)
- _____ EDUC 3630 Adolescent Lit. in a Comprehensive Reading Program (3)
- _____ ENGL 1155 Reading, Writing, & the Literary Imagination (3)
- _____ ENGL 2295 Linguistics (3)
- _____ ENGL 3350 Shakespeare (3)
- _____ ENGL 3355 Studies in Literary & Critical Theory (3)
- _____ ENGL 3380 Studies in Adolescent Literatures (3)
- _____ EDUC 3750 Content Methods for Secondary & Multiage Classrooms: Integrated Language Arts Seminar (3) (*Taken with EDUC 3705*)
- _____ JAMC 1600 Reporting and News Writing (3) **OR** JAMC 2700 Media Writing (3)

Select two courses from the following:

- _____ ENGL 2210 Studies in British Literatures Before 1700 (3)
- _____ ENGL 2215 Studies in British Literatures 1700-1900 (3)
- _____ ENGL 2220 Studies in British Literatures After 1900 (3)
- _____ ENGL 2250 Studies in American Literatures Before 1900 (3)
- _____ ENGL 2255 American Comic Literature of the 20th & 21st Century (3)

Select one course from the following:

- _____ ENGL 2230 Studies in African American Literatures (3)
- _____ ENGL 2231 Studies in Women's Literatures (3)
- _____ ENGL 2232 Studies in Diverse Literary Cultures (3)
- _____ ENGL 2233 Studies in World Literatures (3)
- _____ ENGL 2234 Studies in GLBTQ Literatures (3)

Select one course from the following:

- _____ ENGL 1160 Creative Writing Across the Genres (3)
- _____ ENGL 1175 Studies in Film (3)
- _____ ENGL 1176 Studies in Graphic Narrative (3)
- _____ ENGL 1177 Studies in Digital Media (3)
- _____ ENGL 1192 Special Topics in Expository Writing (1-4)
- _____ ENGL 1193 Special Topics in Professional Writing (1-4)
- _____ ENGL 3000 Studies in Environmental Literatures and Writing (3)

*Select one course from the following: **Recommended as an Elective***

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

INTEGRATED MATHEMATICS (Based on Mathematics Major)

- _____ MATH 1240 Statistics I (3)
- _____ MATH 1500 Introduction to Mathematical Thought (3)
- _____ ¹MATH 1700 Calculus I (4)
- _____ MATH 1800 Calculus II (4)
- _____ MATH 2500 Linear Algebra (3)
- _____ MATH 2700 Multivariable Calculus (4)
- _____ MATH 2800 Advanced Euclidean Geometry (3)
- _____ MATH 3000 Real Analysis I (3)
- _____ MATH 3200 Abstract Algebra I (3)
- _____ MATH 3540 History & Philosophy of Mathematics (1)
- _____ MATH 3600 Combinatorics & Graph Theory (3)
- _____ EDUC 3720 Adolescent and Young Adult Mathematics Methods (3)
(Taken with EDUC 3705)

INTEGRATED SOCIAL STUDIES (Based on History Major)

- _____ GEOG 1000 World Regional Geography (3)
- _____ HIST 2100 Historical Methods and Theory Seminar (3) - *Writing Intensive*
- _____ HIST 4800 Research Seminar (3) - *Writing Intensive*
- _____ PSYCH 1000 Psychology for Non-Majors or 2000 level (3)
- _____ SOCL 1000 - Introductory Sociology or 2000 level (3)
- _____ POLS 1000 American Government (3) or 2000 Level (3)
- _____ EDUC 3740 Adolescent and Young Adult Social Studies Methods (3) (Taken with EDUC 3705)

Select **one** course from the following: (*Early History*)

- _____ HIST 1100 American History to 1865 (3)
- _____ HIST 1400 The Early Asian World (3)
- _____ HIST 1500 African History to 1800 (3)
- _____ HIST 2200 Ancient Greece & Rome (3)
- _____ HIST 2300 European Overseas Encounters (3)

Select **one** course from the following: (*Modern History*)

- _____ HIST 1200 American History Since 1865 (3)
- _____ HIST 1350 Europe from the Renaissance to the Nuclear Age (3)
- _____ HIST 2350 Politics and Society in Modern Britain (3)
- _____ HIST 2400 The Making of Modern America (3)
- _____ HIST 2500 Modern China (3)

Select **one** course from the following:

- _____ HIST 3100 Medieval History (3)
- _____ HIST 3150 Renaissance & Reformation (3)

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

INTEGRATED SOCIAL STUDIES (continued)

Select **one** course from the following:

- _____ HIST 3400 War and Revolution (3)
- _____ HIST 3450 Nationalism & Internationalism in Europe (3)
- _____ HIST 4050 European Intellectual History (3)
- _____ HIST 4100 The Holocaust in Contemporary History (3)

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

- _____ HIST 3355 Slavery and Slave Trades in African History (3)
- _____ HIST 4630 African Independence Movements: 1940s-1970s (3)
- _____ HIST 4660 African History: Era of New Nations (3)

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

- _____ HIST 4510 East Asian History and Film (3)
- _____ HIST 3350 Modern Japan (3)
- _____ HIST 4560 Modern Korea (3)

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

- _____ HIST 3502 The Civil War and Reconstruction (3)
- _____ HIST 3610 Colonizing America (3)
- _____ HIST 4310 American Indian History (3)
- _____ HIST 4350 The Era of the American Revolution (3)

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

- _____ HIST 3503 Special Topics in American Hist.: History of Sexuality (3)
- _____ HIST 3800 U.S. Immigration, Race, & Ethnicity (3)
- _____ HIST 4400 Riots, Reds, & Riffraff: A Hist. of the American Working Class (3)
- _____ HIST 4450 The African American Civil Rights Movement (3)

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

- _____ ¹ECON 2100 Principles of Microeconomics (3) (Prerequisite is MATH 1210,1220, 1230, 1240, 1250; course does not count toward History major)
- _____ HIST 3200 Global Capitalism (3)
- _____ HIST 4210 The Industrial Revolution in a Global Perspective (3)

¹ECON 2100 is strongly recommended for candidates seeking licensure.

LIFE SCIENCES (Based on Biology Major)

- _____ BIO 1010 Introduction to Molecular & Cell Biology (4)
- _____ BIO 1020 Introduction to Organisms & Ecology (4)
- _____ BIO 2010 Genetics (5)
- _____ BIO 2020 Ecology (4)
- _____ BIO 2030 Cell Biology (4)
- _____ BIO 3998 Departmental Seminar I (1)
- _____ INST 2403 The Expanding Universe (3)
- _____ CHEM 1400/1410 General Chemistry I & Lab (4)
- _____ CHEM 1500/1510 General Chemistry II & Lab (4)
- _____ EDUC 3710 Adolescent and Young Adult Science Methods (3)
(Taken with EDUC 3705) **FALL ONLY SEQUENCE**
- _____ PHYS 1000 Introduction to Physical Science (4)

Select 11 hours from the following: *****MUST total 11 hours:**

- _____ Choose 1: BIO 3420 Vertebrate Morphology (4) or BIO 3440 (4)
- _____ Choose 1: BIO 3000 (3) 3020 (3), 3160 (3), 3440 (4), 4998 (3)
- _____ Choose 1: Other BIO 3000 level not already taken

PHYSICAL SCIENCES: PHYSICS (Based on Physics Major)

- _____ BIO 1010 Principles of Biology (4) (Taken as skills course)
- _____ CHEM 1100 Survey of General Chemistry (3) **AND** CHEM 1110 Lab (1)
- _____ INST 2403 The Expanding Universe (3)
- _____ MATH 1700 Calculus I (4)
- _____ MATH 1800 Calculus II (4)
- _____ MATH 2700 Multivariable Calculus (4)
- _____ PHYS 1500 Principles of Physics I (5)
- _____ PHYS 1600 Principles of Physics II (5)
- _____ PHYS 2700 Principles of Modern Physics (3) *Writing Intensive*
- _____ PHYS 3050 Theoretical Mechanics (3)
- _____ PHYS 3100 Electricity & Magnetism (3)
- _____ PHYS 3500 Advanced Lab (3) *Writing Intensive*
- _____ PHYS 4000 Quantum Mechanics (3)
- _____ EDUC 3710 Adolescent and Young Adult Science Methods (3)
(Taken with EDUC 3705) **FALL ONLY SEQUENCE**
- _____ ENGR 2100 Dynamics
- _____ Physics Electives (3000-4999) (3 hours at 3000 level or above)

PHYSICAL SCIENCES: PHYSICS & CHEMISTRY

- _____ BIO 1000 Principles of Biology (4)
- _____ CHEM 1400/1410 General Chemistry I & Lab (4)
- _____ CHEM 1500/1510 General Chemistry II & Lab (4)
- _____ CHEM 3200/ 3210 Inorganic Chemistry (4)
- _____ CHEM 3100/3110 Analytical Chemistry & Lab (4)
- _____ EDUC 3710 Adolescent and Young Adult Science Methods (4)
(Taken with EDUC 3705) **Fall only**
- _____ ESCI 1001 Introduction to Environmental Science (4)
- _____ INST 2403 The Expanding Universe (4)
- _____ MATH 1700 Calculus I (4)
- _____ MATH 1800 Calculus II (4)
- _____ MATH 2700 Multivariable Calculus (4)
- _____ PHYS 1500 Principles of Physics I (5)
- _____ PHYS 1600 Principles of Physics II (5)
- _____ PHYS 2200 Mathematical Methods for Physics (3)
- _____ PHYS 3000 Classical Mechanics (3)
- _____ PHYS 3100 Electricity and Magnetism (3)

PHYSICAL SCIENCES: CHEMISTRY (Based on Chemistry Major)

- _____ BMB 2650 Intro. to Biochemistry Laboratory Techniques (1)
- _____ BMB 4500 Biochemistry I, Biomolecules & Metabolism (3)
- _____ CHEM 1400/1410 General Chemistry I & Lab (4)
- _____ CHEM 1500/1510 General Chemistry II & Lab (4)
- _____ CHEM 2400/2410 Organic Chemistry I & Lab (4)
- _____ CHEM 2500/2510 Organic Chemistry II & Lab (4)
- _____ CHEM 2700/2710 Inorganic Chemistry & Lab (4)
- _____ CHEM 3100/3110 Analytical Chemistry & Lab (4)
- _____ CHEM 3200/3210 Inorganic Chemistry & Lab (4)
- _____ CHEM 3400/3410 Physical Chemistry I & Lab (4)
- _____ CHEM Chemistry Elective (3000-4999 not 4900) (4)
- _____ EDUC 3710 Adolescent and Young Adult Science Methods (3)
(Taken with EDUC 3705) (**FALL ONLY SEQUENCE**)
- _____ ESCI 1001 Introduction to Environmental Science (4)
- _____ MATH 1700 Calculus I (4)
- _____ ESCI 1010 or ESCI 1020 or ESCI 2000 (4)
- _____ PHYS 1500 Principles of Physics I (5)

Teaching Area Courses Multi-Age Programs

MUSIC EDUCATION Multi-Age

*See University Catalog Education Course Descriptions

Consult the University Catalog for additional course descriptions and information.

For course descriptions, see 2021-2022 graduate catalog (<http://otterbein.catalog.acalog.com/index.php?catoid=35>)