

# UNDERGRADUATE TEACHER EDUCATION PROGRAMS

offered by



## 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](http://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 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 Educator Preparation Program (EPP) and Unit of Otterbein University, providing professional courses for pre-service teachers through:

- A four-year *undergraduate program* for PreK-5 Primary Education, Middle Childhood, and AYA/ Multi-age Licensure;

- A *post-baccalaureate licensure-only program* for PreK-5 Primary Education , Middle Childhood, and AYA/Multi-age Licensure, built on the undergraduate teacher education program;
- A part-time *Master of Arts in Teaching program* designed to provide a graduate Middle Childhood Licensure (4-9) and Special Education Licensure (K-12) programs that are responsive to the needs of working, second-career adults.

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

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

### **Purposes and Goals of Teacher Education**

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

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

### **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.

## Scoring Rubric for Otterbein Teacher Education Critical Dispositions

Disposition	Exceeds Expectations 4	Meets Expectations 3	Uneven or Marginal Performance 2	Unacceptable Performance 1
<b>Hard-Working</b>	<ul style="list-style-type: none"> <li>•Is responsible, reliable, punctual</li> <li>•Is a self-starter who is generous with time, talents, and resources</li> </ul>	<ul style="list-style-type: none"> <li>•Is responsible, reliable, punctual</li> <li>•Fulfills requirements in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>•Has trouble with lateness, absence</li> <li>•Has trouble meeting deadlines</li> </ul>	<ul style="list-style-type: none"> <li>•Does not meet commitments</li> <li>•Does not meet deadlines</li> </ul>
<b>Principled</b>	<ul style="list-style-type: none"> <li>•Values and acts upon the principles of honesty, fairness, mutual respect, and compassion</li> </ul>	<ul style="list-style-type: none"> <li>•Values and tries to act upon the principles of honesty, fairness, mutual respect, and compassion</li> </ul>	<ul style="list-style-type: none"> <li>•Values but frequently fails to act upon the principles of honesty, fairness, mutual respect, and compassion</li> </ul>	<ul style="list-style-type: none"> <li>•Neither values nor acts upon the principles of honesty, fairness, mutual respect, and compassion</li> </ul>
<b>Resourceful</b>	<ul style="list-style-type: none"> <li>•Demonstrates initiative by consulting with others as well as developing own solutions to problems</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrates initiative by consulting with others to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>•Generally relies on others to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>•Always relies on others to solve problems</li> </ul>
<b>Open Minded</b>	<ul style="list-style-type: none"> <li>•Is eager to learn about others</li> <li>•Tries to be non-judgmental</li> <li>•Welcomes diverse points of view</li> </ul>	<ul style="list-style-type: none"> <li>•Is willing to learn about others</li> <li>•Tries to be non-judgmental</li> <li>•Is open to diverse points of view</li> </ul>	<ul style="list-style-type: none"> <li>•Has trouble listening to others</li> <li>•Can be insensitive to others</li> <li>•Has trouble with diverse points of view</li> </ul>	<ul style="list-style-type: none"> <li>•Fails to listen to others</li> <li>•Insensitive and judgmental</li> <li>•Refuses to entertain any viewpoint other than his/her own</li> </ul>
<b>Organized</b>	<ul style="list-style-type: none"> <li>•Handles multiple tasks and demands efficiently</li> </ul>	<ul style="list-style-type: none"> <li>•Handles multiple tasks and demands adequately</li> </ul>	<ul style="list-style-type: none"> <li>•Has trouble with multiple tasks and/or demands</li> </ul>	<ul style="list-style-type: none"> <li>•Cannot handle multiple tasks and demands</li> </ul>

## Scoring Rubric for Otterbein Teacher Education Critical Dispositions

Disposition	Exceeds Expectations 4	Meets Expectations 3	Uneven or Marginal Performance 2	Unacceptable Performance 1
<b>Collegial</b>	<ul style="list-style-type: none"> <li>•Is a valued colleague or team member</li> <li>•Can give and take suggestions and constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>•Is a productive colleague or team member</li> <li>•Can take suggestions and constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>•Has let a colleague or a team down several times</li> <li>•Responds defensively to suggestions and constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>•Is undependable, self-centered, or excessively controlling</li> <li>•Refuses all suggestions and constructive criticism</li> </ul>
<b>Inquisitive</b>	<ul style="list-style-type: none"> <li>•Is open to new ideas</li> <li>•Consistently asks good questions</li> <li>•Regularly seeks out answers</li> </ul>	<ul style="list-style-type: none"> <li>•Is open to new ideas</li> <li>•Consistently asks good questions</li> </ul>	<ul style="list-style-type: none"> <li>•Is not open to new ideas</li> <li>•Asks few questions</li> <li>•Rarely seeks out answers</li> </ul>	<ul style="list-style-type: none"> <li>•Can be a rigid thinker</li> <li>•Never asks questions</li> <li>•Never seeks out answers</li> </ul>
<b>Flexible</b>	<ul style="list-style-type: none"> <li>•Responds to unexpected challenges in a creative, productive manner</li> </ul>	<ul style="list-style-type: none"> <li>•Is able to adjust, redirect, and deal with the unexpected</li> </ul>	<ul style="list-style-type: none"> <li>•Is often unable to adjust, redirect, and deal with the unexpected</li> </ul>	<ul style="list-style-type: none"> <li>•Is generally unable to adjust, redirect, and deal with the unexpected</li> </ul>
<b>Positive</b>	<ul style="list-style-type: none"> <li>•Finds good in most situations</li> <li>•Is able to praise others</li> <li>•Sees possibilities rather than obstacles</li> </ul>	<ul style="list-style-type: none"> <li>•Finds good in most situations</li> <li>•Looks for ways to be successful</li> </ul>	<ul style="list-style-type: none"> <li>•At times, has trouble finding good aspects of a situation</li> <li>•Often takes “yes-but” stance when suggestions are given</li> </ul>	<ul style="list-style-type: none"> <li>•Quick to blame</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>•Truly enjoys working with colleagues, students, parents</li> </ul>	<ul style="list-style-type: none"> <li>•Interacts effectively with colleagues, students, parents</li> </ul>	<ul style="list-style-type: none"> <li>•Has trouble interacting effectively with colleagues, students, and parents, but is comfortable with students</li> </ul>	<ul style="list-style-type: none"> <li>•Has trouble interacting with colleagues, parents, and students</li> </ul>

## **Critical Dispositions**

In addition to standards that guide the preparation and licensure of candidates' knowledge of content and ability to teach, candidates are also evaluated on critical dispositions essential for success in education. Critical Dispositions are defined by NCATE/CAEP as "attitudes, beliefs, values, and commitments that influence behaviors." Ten of these are vital themes in the Otterbein University Teacher education program. We expect these dispositions to be evidenced in the field as candidates practice their professional skills. Because our program is developmental, we intentionally model these dispositions in every course and provide guided practice for candidates as they grow professionally. Your dispositions are assessed in every field experience. The Critical Dispositions scoring rubric is on pages 6-7.

### **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 who can give and take suggestions and constructive criticism.
7. An ***Inquisitive*** candidate is open to new ideas, asks good questions and often seeks out answers.
8. A ***Flexible*** candidate is able to adjust, redirect, and deal with the unexpected.
9. A ***Positive*** candidate finds good in most situations and looks for ways to be successful.
10. A ***Social*** candidate interacts effectively with colleagues, students and parents.

## **Degrees Offered in Teacher Education**

1. The **Bachelor of Arts or Bachelor of Science** degrees are the degrees granted to candidates seeking Adolescence to Young Adult (AYA, grades 7-12) or Multi-Age (PK-12) licensure. These candidates major in their teaching/subject area but also complete teacher education requirements.
2. The **Bachelor of Music Education** degree is designed to lead to Multi-Age (PK-12) licensure. Candidates major in Music Education.
3. The **Bachelor of Science in Education** degree is designed for candidates seeking Prek-5 Primary Education or Middle Childhood (4-9) or Integrated Science (7-12) licensure. These candidates are Education majors.
4. The **Master of Arts in Teaching** degree is designed to provide a graduate route to teacher licensure in Middle Childhood Education for grades 4-9 or in Special Education for grades K- 12 for individuals who have earned a bachelor's degree. Mild/Moderate and Moderate/ Intensive options are both available in the Special Education program.
5. The **Master of Arts in Education** degree is designed to develop teacher's professional empowerment through study, research, and reflection. It is designed to help practicing professionals maximize the potential of learners.

## **Post-Baccalaureate Licensure Programs**

All of the licensure programs available for undergraduate candidates are also available for qualified candidates who already have a bachelor's 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 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 Ohio four-year resident educator licensure in the areas listed below. See the Education Department for licensure test requirements.



## PreK-5 Primary Education – Optional Concentration Area

- Intervention Specialist License may be added to the PreK-5 Primary Education 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. This is offered at the graduate-level only. Talk to your advisor if you are an undergraduate and are interested in this endorsement.

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

## Multi-Age (PreK-12) – one or more teaching area required

TESOL Endorsement (Multi-Age) may be added at the graduate level to another teaching license.

Reading Endorsement (K-12) may be 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 may be taken at the graduate level as an initial or as a second license.

# 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)

- 2.5 overall GPA in courses that appear on the Otterbein transcript
- ACT scores of 20 or above on both English and Math, OR
- SAT scores of 500 or above on both Critical Writing (formerly Critical Reading) and Math, OR Praxis Core Academic Skills for Educators (as of 9/1/14) with scores of 150 on Math and/or 162 on Writing. Scores must be sent to Otterbein University, Education Department. Students who fail the same Praxis Core Academic Skills for Educators test three times are no longer eligible for program admission.

## Decision Point 2: Admission to Teacher Education Programs

Students complete applications during EDUC 2000 or 2200; forms are available on Watermark-Taskstream. Applications are due the third week of the term. 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.
- Post-evaluation 2.5 overall GPA from all institutions;
- Post-evaluation 2.75 GPA in teaching area(s);

- 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);
  2. EDUC 2000/2200 instructor, supervisor, and cooperating teacher(s);
  3. A member of the Otterbein faculty or staff who can assess the student's critical dispositions

**Please use the Department recommendation form, which is the responsibility of the student to get, give to the individual who is writing the recommendation, and return or make sure the form is returned to the Department of Education;**

4. The chairperson of the teaching area department (for AYA or Multi-Age).
- Transfer and post-baccalaureate students who have completed at least 75% of their content area requirements with a content GPA of 2.75 or higher do not need approval of the content area department and may apply for admission prior 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 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 suggests low level 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 in 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 others 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 within two weeks of the decision, and they may reapply if they do not qualify on the first application by contacting the Education Department for application deadlines.

**Eligibility will again be checked prior to candidates being enrolled in Methods courses.** Candidates must receive positive recommendations from their early field experience in order to enroll in EDUC 3200, 3420, 3705, or MUSC 3032/3033, SPAN 3700, or ART 3920.

### **Decision Point 3: Enrollment in Capstone (Student Teaching)**

The Student Teaching-Internship Placement Request Form is available through the Education Department. Requests must be submitted at least two terms before student teaching. Candidates' records will again be reviewed before student teaching placement. Requirements before placement in student teaching include:

- GPA (see Admission requirements);
- Successful completion of pre-student teaching field and course requirements;
- Positive recommendation from a Methods instructor;
- An up-to-date 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 (all 3s and 4s).

- 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 recommend this intervention.

#### **Decision Point 4: Exit Requirements for Student Teaching:**

Successful completion of student teaching clinical practice requirements include: All candidates in student teaching must complete and submit 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;
- 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 should have a 2.75 GPA in their content area; Integrated Science majors need a 3.00 GPA.
- Successful completion of OAE licensure tests required for the specific area(s). Note: Modern Language teacher candidates must score at the “Advanced Low” level on the OPI and WPT tests (ACTFL tests). (See section on licensure testing for further details.)
- 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 guidelines below. The time limit for all candidates to apply for a teaching license is 2 years from the end of their licensure program. If the licensure program ends at the time of graduation, then the time limit is 2 years from graduation. If the licensure program is finished after graduation, the time limit is 2 years from the date of completion of the last requirement for the license (e.g., an OAE test).

A request for an exception to this rule must be submitted in writing to Gaby Miller (gmiller@otterbein.edu), Administrative Coordinator, in the Department of Education, for consideration of the request.

## **Policies, Procedures, Information, and Resources**

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

### **Academic Appeals**

The following sequential steps should be followed in appeal if a student is convinced that he or she is a victim of unlawful discrimination or of decisions arrived at in a prejudiced or capricious manner: 1. Discuss the matter with the professor involved. 2. Discuss the matter with the Chair of the Education Department. 3. Present evidence in writing, then discuss the matter with the Dean of the appropriate school or his/her delegate. 4. Present evidence in writing, then discuss the matter with the Provost and Vice President for Academic Affairs or his/her delegate.. 5. Appeal in writing with supporting evidence to the Appeals Council. Details regarding the appeal process are available from the Office of Academic Affairs.

### **Academic Support Center**

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

## Advising

PreK-5 Primary Education, Integrated Science, and Middle Childhood candidates are assigned to an Education Department faculty advisor by the University. AYA and Multi-age candidates are assigned to advisors in their teaching area departments. Students may change advisors with the permission of the new advisor. Please work closely with your 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 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 students in a field experience must be present and punctual for all scheduled days at the schools. If an absence is absolutely necessary, the student must notify both the cooperating teacher (or school) and the University supervisor in advance, if possible, of absence for any cause. Days missed in student teaching and the field experience may mean additional days will be added to the completion date of the experience. Excessive or irresponsible absences may result in withdrawing the student from the experience. **Falsification of timesheets may be grounds for dismissal from the program. Forgery of timesheets is grounds for automatic dismissal from the program. Follow the instructors guidelines for keeping and submitting timesheets.**

## Change of Major

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

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

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

- Post-evaluation 2.5 overall GPA from all institutions
- Post-evaluation 2.75 GPA in concentration/teaching area(s)
- ACT scores of 20 or above on both English and Math, OR SAT scores of 500 or above on both Critical Writing and Math, OR Praxis I score of 172 or above on Writing and/or Math, OR as of 9/1/14, Praxis Core Academic Skills for Educators 150 for Math and/or 162 on the writing test, AND
- Permission of Education Department

## College Level Examination Program (CLEP)

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

## Documentation Style

The preferred style for all Education courses is APA (American Psychological Association). Exceptions to this policy will be clearly defined in course syllabi.

## **Field Experiences**

See pages 14 - 16 for information on field experiences.

**Five Cardinal Experiences:** The 5 Cards are your opportunity to explore and apply your knowledge outside of the traditional classroom. The benefits of this participation include applying skills in real-world, hands-on settings, considering new possibilities for the future, developing open-mindedness, building confidence, cultivating constructive relationships with faculty and staff, networking and connecting in the community, understanding self and identity, preparing for the professional job market, and building an experiential transcript for employers and graduate schools. For more information, visit

<http://www.otterbein.edu/public/Academics/FiveCardinalExperiences/cards.aspx>

## **Job Search Assistance—Center for Career and Professional Development**

The Otterbein Center for Career and Professional Development provides a menu of services including resume-building, cover letter writing, practice interviews, and job search assistance. In addition, staff will advise students on assembling a strong credential file, the collection of documents that support your application (transcripts, letters of reference, test scores, etc.). **All students will prepare and manage their own credential file.** All student teachers are required to attend an orientation session at the Center for Career and Professional Development or at the student teaching seminar to learn about the job search process. Each spring semester, the Department of Education and Center for Career and Professional Development host a career fair in education. Students are able to register and attend interviews with local school districts.

## **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, and/or ACTFL-LTI (foreign language candidates). Teacher candidates take tests covering professional education and curriculum, reading and literacy, and content or specializations. **The passing score for all OAEs is 220.** Visit the OAE website or the Department for more details. Study materials are available from the individual testing services and the Library. ACTFL-LTI guidelines and preparation materials can be found at [www.languageTesting.com](http://www.languageTesting.com).

## **Out-of-State Teacher Licenses**

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

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

## **Portfolio Requirement**

To be recommended for licensure, teacher candidates are required to submit a digital portfolio that documents their mastery of department and professional 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 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 Office of the Registrar will conduct a formal transcript evaluation. Only courses approved by the Office of the Registrar or 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)
- ACT scores of 20 or above on both English and Math, OR
- SAT scores of 500 or above on both Critical Writing and Math, OR
- Praxis Core Academic Skills for Educators, 150 for Math and/or 162 on the Writing test.
- Recommendation of Transfer Admission Counselor
- Enrollment at Otterbein University in at least one of the following courses: EDUC 1600, EDUC 2000, or EDUC 2200

## **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 program provides a number of different field experiences. Students are exposed to urban, suburban, and sometimes rural school settings. They are encouraged to work with culturally diverse populations at several grade levels. Across these field experiences, students observe, plan, instruct, manage, and evaluate within the context of current practice.

### **How are Placements Made?**

Field experiences and student teaching assignments are made in public and private schools and agencies within convenient travel distance from the University. Written agreements between the University and cooperating schools and agencies are required, and placements are made in those schools and agencies that have agreements with the University. Students are expected to provide their own transportation; in cases where feasible, the Department assists students with carpooling and walking or riding bicycles to school sites.

### **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 (issued within one year) during the entire field experience. Students may contact any WebCheck location or police department. Check Otterbein email for all updates regarding background checks. Email communication from the Coordinator of Field Experiences begins the semester before the field experience begins.

### **Student Teaching Requirements**

Student teaching is a full school day for a full semester, where the teacher candidate assumes most, if not all, teaching responsibilities of the cooperating teacher. 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 (issued within one year) during the entire field experience. Students may contact any WebCheck location or police department. Check Otterbein email for all updates regarding background checks. Email communication from the Coordinator of Field Experiences begins the semester before the field experience begins. A searchable database of background check locations is available at [www.ohioattorneygeneral.gov](http://www.ohioattorneygeneral.gov)

### **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 get valuable feedback for making adjustments, if needed, 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	Middle Childhood	Adolescence to Young Adult & Multiage
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 Educ. Psychology 20 Field Hours	EDUC 2000 Educ. Psychology 20 Field Hours	EDUC 2000 Educ. Psychology 20 Field Hours
EDUC 3200 Integrated Curriculum Internship Up to 50 Field Hours	EDUC 3410 Middle Child. Methods I 40 Field Hours	EDUC 3700 AYA/Multi-Age Methods Up to 25 Field Hours
EDUC 2555 Preschool Intervention Internship Up to 75 Field Hours	EDUC 3420 Middle Child. Methods II 60 Field Hours	EDUC 3705 AYA/Multi-Age Teaching Practicum 75 Field Hours
EDUC 3250 Pedagogical Design for Intermediate Students Up to 50 field hours	EDUC 4000 25-100 Field Hours <i>Taken when needed</i>	EDUC 4000 25-100 Field Hours <i>Taken when needed</i>
EDUC 3640 Elementary Literacy Assessment & Instruction Up to 10 Field Hours	EDUC 3850 Literacy in Middle Grades 25 Field Hours	
EDUC 4710/4900 Student Teaching	EDUC 4810/4900 Student Teaching	EDUC 4100/4900 Student Teaching

Note: The optional addition, **PreK-5 Intervention Specialist** area has additional courses with field requirements; check course descriptions for details.

Note: **Musical students** take MUSC 3032 Vocal and Choral Methods K-12 and MUSC 3033 Instrumental Methods K-12, which may have additional field experiences.

Note: Student in the **AYA/Multi-age** program may take EDUC 3850 to fulfill literacy requirements, and this course has a 25 hour field experience.



# PreK-5 Primary Education Teacher Education Program

## Degree

The Bachelor of Science in Education (BSE) degree is designed specifically for the preparation of Primary (PreK-5), Middle Childhood (4-9), and Integrated Science (7-12) teachers.

## 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. 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 be able to complete coursework that would add an Intervention Specialist (PreK-5) license. **This is optional to the program** and should be considered on consultation with your faculty advisor. Completing the Intervention Specialist license within a four-year program may or may not be feasible and depends on many different factors.

## PreK-5 Primary Education Program (Teaching PreK through Grade 5) *A Recommended Sequence of Courses*

### FRESHMAN (First) YEAR

- \_\_\_\_\_ 1. FYS 1000 Level First Year Seminar (3) **or**  
\_\_\_\_\_ TYS 2000 Level Transition Year Seminar (3) (transfer students ONLY)
- \_\_\_\_\_ 2. INST 1500 Level Identity Projects: Writing and Literature (3)
- \_\_\_\_\_ 3. EDUC 1200 Teaching Elem. Children in & Through the Arts (3)
- \_\_\_\_\_ 4. <sup>1</sup>EDUC 1600 Study of the School (4) *Writing Intensive*
- \_\_\_\_\_ 6. EDUC 1700 Phonics & Language Study: Early Childhood (3)
- \_\_\_\_\_ 7. LFW Series Health & Physical Ed. Lifestyle Series (1)
- \_\_\_\_\_ 8. MATH 1210 Nature of Mathematics (3) or MATH 1500 Introduction to  
\_\_\_\_\_ Mathematical Thought (3)
- \_\_\_\_\_ 9. PSYC 2310 Child & Adolescent Development (3)
- \_\_\_\_\_ 10. PHED 2200 Health & Movement for the Early Childhood Classroom (3)
- \_\_\_\_\_ 11. Skills course (3) (See course catalog for options)

<sup>1</sup>EDUC 1600 requires special permission from the Department, 2.5 overall GPA, and appropriate standardized test scores to enroll

## **SOPHOMORE (Second) YEAR**

- \_\_\_\_\_ 1.<sup>2</sup> INST 2000 Level Interconnections (3)
- \_\_\_\_\_ 2. INST 2200 Level Reflection & Responsibility (3)
- \_\_\_\_\_ 3. EDUC 2200 Educational Psychology: Early Childhood (3)
- \_\_\_\_\_ 4. EDUC 2300 Educational Technology: Early Childhood (3)
- \_\_\_\_\_ 5. EDUC 3640 Elementary Literacy Assessment & Instruction (3)
- \_\_\_\_\_ 4. EDUC 3600 (3) Multicultural Education or INST 2011 Equity and Literacy (3)

### **Early Learning Block – Courses 5, 6, 7, and 8 should be taken together**

- \_\_\_\_\_ 6. EDUC 2510 Exceptional Children: Early Childhood (3)
- \_\_\_\_\_ 7. EDUC 2600 Emergent Literacy in Inclusive Environments (3) - *Writing Intensive*
- \_\_\_\_\_ 8. EDUC 2550 Classroom Management, Teaming, and Collaboration (3)
- \_\_\_\_\_ 9. EDUC 2555 Preschool Intervention Internship (3) - *Note: Off-campus field hours required*
- \_\_\_\_\_ 10. Skills course (3) See: <http://otterbein.catalog.acalog.com/content.php?>
- \_\_\_\_\_ 11. Skills course (3)

Note: To ease two, very full semesters during the junior year, the Department recommends taking an additional university requirement the sophomore year, if feasible.

## **JUNIOR (Third) YEAR**

- \_\_\_\_\_ 1. INST 2400 Level Natural Foundations (3)
- \_\_\_\_\_ 2. INST 2600 Level Creativity & Culture (3)

### **PreK-Grade 3 Content Block – courses 3, 4, 5, 6, and 7 should be taken together in the fall semester**

- \_\_\_\_\_ 3. EDUC 2400 Social Studies in the Primary Classroom (PreK-3)(3)
- \_\_\_\_\_ 4. EDUC 2500 Science in the Primary Classroom (PreK-3) (3)
- \_\_\_\_\_ 5. MATH 2100 Math for Early Childhood Education (3)
- \_\_\_\_\_ 6. EDUC 3650 Reading and Writing Across the Disciplines (PreK-3) (3)
- \_\_\_\_\_ 7. EDUC 3200 Integrated Curriculum Internship (3) - *Note: Off-campus field hours required*

### **Grades 4-5 Content Block - courses 7, 8, 9, 10, and 11 should be taken together**

- \_\_\_\_\_ 8. EDUC 3210 Pedagogical Content Knowledge in the Grades 4-5 Science Classroom (3)
- \_\_\_\_\_ 9. EDUC 3220 Pedagogical Content Knowledge in the Grades 4-5 Mathematics Classroom (3)
- \_\_\_\_\_ 10. EDUC 3230 Pedagogical Content Knowledge in the Grades 4-5 Social Studies Classroom (3)
- \_\_\_\_\_ 11. EDUC 3240 Reading and Writing Across the Disciplines (Grades 4-5) (3)
- \_\_\_\_\_ 12. <sup>3</sup> EDUC 3250 Integrated Curriculum Internship, Grades 4-5 (3)

<sup>2</sup> It is recommended to take INST 2011 Equity, Literacy (3), which is equivalent to EDUC 3600, Multicultural Education requirement

<sup>3</sup> Off-campus field hours required

## **SENIOR YEAR**

- \_\_\_\_\_ 1. INST 3000 Interdisciplinary Seminar (3)
- \_\_\_\_\_ 2. INST 2800 Global Culture (3)
- \_\_\_\_\_ 3. <sup>4</sup>SYE (Any number) Senior Year Experience (2-3)- Consult with your advisor
- \_\_\_\_\_ 4. <sup>5</sup>EDUC 4000 Individual Field Experience (0-4)
- \_\_\_\_\_ 5. EDUC 4710 Student Teaching: Primary Education (10) **or**
- \_\_\_\_\_ 6. <sup>6</sup>EDUC 4900 Teaching Internship (4 to 12)
- \_\_\_\_\_ 7. EDUC 4720 Student Teaching Seminar (2)

<sup>4</sup> SYE courses may be 2 or 3 credit hours. If taking a 2-hour SYE section, the course must follow either student teaching or a junior level methods course with 50 or more hours of field experience.

<sup>5</sup>EDUC 4000 Field Experience: Only required under special circumstances by the Chairperson of the Education Department.

<sup>6</sup>EDUC 4900 Internship is an optional program of a) a full year of teaching experience open to selected candidates or b) an experience in an alternative educational context.

## **Optional Add-On Area for PreK-5 Primary Education Major**

### **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 required. *NOTE: At the time of publication of this program booklet, the state had not yet officially approved the Pre-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 competing university, major, and other requirements.***

- \_\_\_\_\_ 1. PSYC 2310 Child & Adolescent Development (3)
- \_\_\_\_\_ 2. PSYC 4210 Developmental Psychopathology (3)
- \_\_\_\_\_ 3. SOCL 3020 Sociology of Family Diversity (3) (*Prerequisite SOCL 1000 or permission of instructor*)
- \_\_\_\_\_ 4. EDUC 2510 Exceptional Children: Early Childhood (3)
- \_\_\_\_\_ 5. EDUC 2600 Emergent Literacy in Inclusive Environments (3)
- \_\_\_\_\_ 6. EDUC 2550 Management, Teaming, and Collaboration (3)
- \_\_\_\_\_ 7. EDUC 3640 Elementary Literacy Assessment & Instruction (3)
- \_\_\_\_\_ 8. EDUC 4550 Early Childhood Intervention Methods (3)
- \_\_\_\_\_ 9. EDUC 4555 Intervention Specialist Practicum (3)

# Middle Childhood Teacher Education Program

## Degree

The Bachelor of Science in Education (BSE) degree is designed specifically for the preparation of PreK-5 Primary Education, Middle Childhood, and Integrated Science (7-12) teachers. The BSE Degree requires a minimum of 120 semester hours of coursework.

## 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.

An optional middle childhood generalist endorsement is offered at the graduate-level. Consult your advisor on information of starting your endorsement as a junior or senior in the middle childhood program.

## Program Description

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

Middle Childhood teacher education students at Otterbein University must complete two concentration areas. 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
2. Mathematics
3. Science
4. Social Studies

## Middle Childhood Program (Grades 4 through 9)

### *A Recommended Sequence of Courses*

## FRESHMAN YEAR

- \_\_\_\_\_ 1. FYS 1000 Level First Year Seminar (3) **or**  
\_\_\_\_\_ TYS 2000 Level Transition Year Seminar (3) (*transfer students ONLY*)
- \_\_\_\_\_ 2. INST 1500 Level Identity Projects: Writing and Literature (3)
- \_\_\_\_\_ 3. EDUC 1600 Study of the School (4) *Writing Intensive*
- \_\_\_\_\_ 4. EDUC 1710 Phonics & Language Study: Middle Childhood (3)
- \_\_\_\_\_ 5. LFW Series Health & Physical Ed. Lifestyle Series (1)
- \_\_\_\_\_ 6. MATH 1210 Nature of Mathematics (3) **or** MATH 1500 Introduction to Mathematical Thought (3)
- \_\_\_\_\_ 7. Skills course (3) *See Course Catalog for choices.*
- \_\_\_\_\_ 8. Concentration Area Courses: Coursework in two content areas is required.  
Please see the following pages for the recommended options.

## **SOPHOMORE YEAR**

- \_\_\_\_\_ 1. <sup>1</sup> INST 2000 Level Interconnections (3)
- \_\_\_\_\_ 2. INST 2200 Level Reflection & Responsibility (3)
- \_\_\_\_\_ 3. EDUC 2000 Educational Psychology: Adolescence (3)
- \_\_\_\_\_ 4. EDUC 3850 Using Literacy Across Disciplines in The Middle Grades
- \_\_\_\_\_ 5. EDUC 3410 Middle Childhood Methods I (3) **SPRING ONLY**
- \_\_\_\_\_ 6. Skills Course (3) See Course Catalog for choices.
- \_\_\_\_\_ 7. EDUC 3240 Reading and Writing across the Disciplines, Grades 4 –5 (3)  
or EDUC 3630 Adolescent Literature in a Comprehensive Reading Program (3) **SPRING ONLY**
- \_\_\_\_\_ 8. Concentration Area Courses

## **JUNIOR YEAR**

### **Middle Childhood Content Methods Block**

- \_\_\_\_\_ 4. EDUC 3420 Middle Childhood Methods II (3) Must be taken with two content courses below. **FALL ONLY SEQUENCE**  
*Select two Middle Childhood Content Methods Courses:*
  - \_\_\_\_\_ EDUC 3430 Middle Grades: Language Arts Methods (3)
  - \_\_\_\_\_ EDUC 3440 Middle Grades: Mathematics Methods (3)
  - \_\_\_\_\_ EDUC 3450 Middle Grades: Science Methods (3)
  - \_\_\_\_\_ EDUC 3460 Middle Grades: Social Studies Methods (3)

- \_\_\_\_\_ 1. INST 2400 Level Natural Foundations (3)
- \_\_\_\_\_ 2. INST 2600 Level Creativity & Culture (3)
- \_\_\_\_\_ 3. EDUC 2100 Educational Technology: Adolescence (3)
- \_\_\_\_\_ 5. EDUC 3600 or INST 2011 Multicultural Education or Equity Literacy (3)
- \_\_\_\_\_ 7. EDUC 3800 Literacies in the Content Area (3) **or**
- \_\_\_\_\_ 8. EDUC 3630 Adolescent Literature in a Comprehensive Reading Program (3)
- \_\_\_\_\_ 9. EDUC 4500 Exceptional Children: Adolescence (3)
- \_\_\_\_\_ 10. Concentration Area Courses

## **SENIOR YEAR**

- \_\_\_\_\_ 1. INST 3500 Interdisciplinary Seminar (3)
- \_\_\_\_\_ 2. Skills Course (3)
- \_\_\_\_\_ 3. EDUC 4000 Field Experience (0-4)
- \_\_\_\_\_ 4. EDUC 4810 Student Teaching: Middle Childhood (10) **or**
- \_\_\_\_\_ 5. EDUC 4900 Teaching Internship (4 to 12)
- \_\_\_\_\_ 6. EDUC 4820 Student Teaching Seminar: Middle Childhood (2)
- \_\_\_\_\_ 7. Concentration Area Courses
- \_\_\_\_\_ 8. <sup>2</sup>SYE (Any number) Senior Year Experience (2-3)

<sup>1</sup> Recommendation is to take INST 2011, which fulfills the Departments Multi-Cultural Education Requirement

<sup>2</sup> SYE courses may be 2 or 3 credit hours. If taking a 2-hour SYE section, the course must follow either student teaching or a junior level methods course with 50 or more hours of field experience.

## 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) **or** ENGL 3380 Studies in Adolescent Literatures (3)
- \_\_\_\_\_ 4. EDUC 3240 Reading and Writing across the Disciplines, Grades 4 –5 (3)
- \_\_\_\_\_ 5. EDUC 3850 Using Literacy Across Disciplines in the Middle Grades (3)
- \_\_\_\_\_ 6. ENGL 1155 Reading, Writing, & the Literary Imagination (3)
- \_\_\_\_\_ 7. 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 1110 Survey of General Chemistry Lab (1)
- \_\_\_\_\_ 3. ESCI 1001 Introduction to Environmental Science (4)
- \_\_\_\_\_ 4. EDUC 3450 Middle Grades Science Methods (3)
- \_\_\_\_\_ 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 Grades Social Studies Methods (3)
- \_\_\_\_\_ 2. GEOG 1000 World Regional Geography (3)
- \_\_\_\_\_ 3. INST 2001 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)

## **Middle Childhood Generalist Endorsement (Grades 4-6)**

The Middle Childhood Generalist Endorsement (Grades 4-6) is offered at the graduate level *only*. Candidates with a strong academic record can, with the permission of the Director of Graduate Studies, enroll in one or more of these classes once they have reached junior level status. Graduate courses cannot count toward required hours to graduation. Contact the graduate education advisor or your faculty advisor for more information. Middle Childhood Education majors need to take courses in the TWO content areas that are NOT part of their major. For reference, the generalist courses consist of the following:

***Language Arts:***

- \_\_\_\_\_ EDUC 6545 Advanced Pedagogical Content Knowledge: Language Arts 4-6 (3)
- \_\_\_\_\_ EDUC 6580 Language Arts Methods in the Intern. Classroom (3)

***Mathematics:***

- \_\_\_\_\_ EDUC 6525 Advanced Pedagogical Content Knowledge.: Math 4-6 (3)
- \_\_\_\_\_ MATH 6526 Math for Middle Childhood: Numbers & Variables (3)
- \_\_\_\_\_ MATH 6527 Math for Middle Childhood: Measurement & Geometry (3)

***Science:***

- \_\_\_\_\_ EDUC 6515 Advanced Pedagogical Content Knowledge: Science 4-6 (3)
- \_\_\_\_\_ EDUC 6570 Science Methods in the Intermediate Classroom (3) (*paired with EDUC 2500*)

***Social Studies:***

- \_\_\_\_\_ EDUC 6535 Advanced Pedagogical Content Knowledge: Social Studies 4-6 (3)
- \_\_\_\_\_ EDUC 6560 Social Studies Methods in the Intermediate Classroom (3) (*paired with EDUC 2400*)

# **INTEGRATED SCIENCE TEACHER**

## **EDUCATION PROGRAM**

### **Degree**

The Bachelor of Science in Education (BSE) is designed specifically for the preparation of PreK-5 Primary Education , Middle Childhood, and Integrated Science (7-12) teachers.

### **Teaching License**

The Integrated Science Education Program leads to an Ohio four-year Resident Educator teaching license in Integrated Science valid for teaching grades 7-12. In addition to completing all degree and program requirements, candidates must pass two OAE tests and **earn a 3.00 GPA in the content area in order to be considered for licensure.**

### **Program Description**

A display of the required courses and recommended course sequences for the Integrated Science Program is presented on the next two 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 or your faculty advisor.

### **INTEGRATED SCIENCE EDUCATION**

*Candidates must earn a 3.00 GPA in the content area for licensure.*

### **FRESHMAN YEAR**

#### *Fall*

- \_\_\_\_\_ 1. BIO 1010 Introduction to Molecular and Cell Biology (4)
- \_\_\_\_\_ 2. MATH 1700 Calculus I (4)
- \_\_\_\_\_ 3. <sup>1</sup>EDUC 1600 Study of the School (4)
- \_\_\_\_\_ 4. FYS 1000 Level First Year Seminar (3)

#### *Spring*

- \_\_\_\_\_ 1. BIO 1020 Introduction to Organisms and Ecology (4)
- \_\_\_\_\_ 2. MATH 1800 Calculus II (4)
- \_\_\_\_\_ 3. INST 1500 Identity Projects: Writing and Literature (3)
- \_\_\_\_\_ 4. INST 2403 The Expanding Universe (3)
- \_\_\_\_\_ 5. LFW 1000 Health and Physical Education Lifestyle Series (1)

### **SOPHOMORE YEAR**

#### *Fall*

- \_\_\_\_\_ 1. BIO 2010 Genetics (4)
- \_\_\_\_\_ 2. CHEM 1400 General Chemistry I (3)
- \_\_\_\_\_ 3. CHEM 1410 General Chemistry I Laboratory (1)
- \_\_\_\_\_ 4. EDUC 2000 Educational Psychology: Adolescence (3)
- \_\_\_\_\_ 5. INST 2011 Equity Literacy in Schools (3)
- \_\_\_\_\_ 6. INST 2200 Level: Reflection and Responsibility (3)

<sup>1</sup>EDUC 1600 requires special permission from the Department, 2.5 overall GPA, and appropriate standardized test scores to enroll.



*Spring*

- \_\_\_\_\_ 1. BIO 2020 Ecology (4)
- \_\_\_\_\_ 2. BIO 2030 Cell Biology (4)
- \_\_\_\_\_ 3. CHEM 1500 General Chemistry II (3)
- \_\_\_\_\_ 4. CHEM 1510 General Chemistry II Laboratory (1)
- \_\_\_\_\_ 5. ESCI 1010 Physical Geology (4)

**JUNIOR YEAR**

*Fall*

- \_\_\_\_\_ 1. CHEM 2800 Analytical Chemistry (3)
- \_\_\_\_\_ 2. CHEM 2810 Analytical Chemistry Lab (1)
- \_\_\_\_\_ 3. PHYS 1500 Principles of Physics I (5)
- \_\_\_\_\_ 4. INST 2600 Level: Creativity & Culture (3)
- \_\_\_\_\_ 5. INST 2800 Level: Global Culture (3)

*Spring*

- \_\_\_\_\_ 1. EDUC 3850 Using Literacy Across the Disciplines (3) *Writing Intensive*
- \_\_\_\_\_ 2. PHYS 1600 Principles of Physics II (5)
- \_\_\_\_\_ 3. ESCI 1020 Earth System History (4)
- \_\_\_\_\_ 4. EDUC 2100 Educational Technology: Adolescence (3)
- \_\_\_\_\_ 5. EDUC 3700 Adolescent and Young Adult/Multiage Pedagogy (3)

**SENIOR YEAR**

*Fall*

- \_\_\_\_\_ 1. PHYS 2500 Experimental Methods (3)
- \_\_\_\_\_ 2. EDUC 3705 Adolescent/Young Adult Teaching Practicum (3)
- \_\_\_\_\_ 3. EDUC 3710 Science Seminar (3)
- \_\_\_\_\_ 4. EDUC 4500 Exceptional Children: Adolescence (3)
- \_\_\_\_\_ 5. INST 3000 Level Interdisciplinary Seminar (3)
- \_\_\_\_\_ 6. <sup>2</sup>SYE (Any number) Senior Year Experience (2-3)

*Spring*

- \_\_\_\_\_ 1. EDUC 4100 Student Teaching: AYA/Multiage (10)
- \_\_\_\_\_ 2. EDUC 4110 Student teaching seminar (2)

<sup>2</sup> SYE courses may be 2 or 3 credit hours. If taking a 2-hour SYE section, the course must follow either student teaching or a junior level methods course with 50 or more hours of field experience.

# **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 (BA) degree. Music teachers earn a Bachelor of Music Education (BME) degree. Other degree options are available; consult the university catalog.

## **Teaching Licenses**

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

Teachers with Adolescence to Young Adult licenses may teach in middle schools if the school is organized by academic departments.

## **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.

*Please note it's important to follow the university catalog for major requirements; teacher education courses and the major courses are different.*

### *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 PreK-5, middle, and secondary pupils in field assignments.

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

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

### FRESHMAN YEAR

- \_\_\_\_\_ 1. FYS 1000 Level First Year Seminar (3) **or**  
TYS 2000 Level Transition Year Seminar (3) (*Adult learners ONLY*)
- \_\_\_\_\_ 2. <sup>1</sup>INST 1500 Level Identity Projects: Writing and Literature (3)
- \_\_\_\_\_ 3. <sup>2</sup>MATH
- \_\_\_\_\_ 4. Skills course (3)
- \_\_\_\_\_ 5. \_\_\_\_\_
- \_\_\_\_\_ 6. <sup>3</sup>EDUC 1600 Study of the School (4)
- \_\_\_\_\_ 7. \_\_\_\_\_
- \_\_\_\_\_ 8. \_\_\_\_\_
- \_\_\_\_\_ 9. LFW Series Health & Physical Ed. Lifestyle Series (1)

### SOPHOMORE YEAR

- \_\_\_\_\_ 1. <sup>1</sup>INST 2200 Level Reflection & Responsibility (3) or
- \_\_\_\_\_ 2. EDUC 3600 Multicultural Education (3)
- \_\_\_\_\_ 3. EDUC 2000 Educational Psychology: Adolescence (3)
- \_\_\_\_\_ 4. Skills course (3)
- \_\_\_\_\_ 5. EDUC 3700 AYA and Multi-age Pedagogy (3)
- \_\_\_\_\_ 6. \_\_\_\_\_
- \_\_\_\_\_ 7. \_\_\_\_\_
- \_\_\_\_\_ 8. \_\_\_\_\_
- \_\_\_\_\_ 9. \_\_\_\_\_
- \_\_\_\_\_ 10. \_\_\_\_\_

<sup>1</sup> Candidates should check their individual licensure programs and major requirements to determine if any special Integrative Studies courses are required. INST 2011 fulfills the EDUC 3600 Multi-cultural requirement.

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

<sup>3</sup> EDUC 1600 requires special permission from the Education Department; 2.5 overall GPA, and appropriate standardized test scores to enroll (see Decision point 1 at the beginning of the booklet).

## JUNIOR YEAR

- \_\_\_\_\_ 1. INST 2400 Level: Natural Foundations (3)
- \_\_\_\_\_ 2. INST 2600 Level: Creativity & Culture (3)
- \_\_\_\_\_ 3. <sup>4</sup>EDUC 2100 Educational Technology: Adolescence (3)
- \_\_\_\_\_ 4. Skills course (3)

- \_\_\_\_\_ 5. <sup>5</sup>EDUC 3705 AYA/Multi age Practicum (3)
- \_\_\_\_\_ 6. <sup>5</sup>*Select appropriate Content Methods for Secondary & Multiage Classroom course to be taken concurrently with EDUC 3705*
  - \_\_\_\_\_ EDUC 3710 Science Seminar (3)
  - \_\_\_\_\_ EDUC 3720 Mathematics Seminar (3)
  - \_\_\_\_\_ EDUC 3740 Social Studies Seminar (3)
  - \_\_\_\_\_ EDUC 3750 Integrated Language Arts Seminar (3)
  - \_\_\_\_\_ EDUC 3760 Visual Arts Seminar (3)
  - \_\_\_\_\_ SPAN 3700 Spanish & Latin American Studies (3)

**FALL ONLY  
SEQUENCE!**

- \_\_\_\_\_ 7. <sup>6</sup>EDUC 3800 Literacies in the Content Area (3)
- \_\_\_\_\_ 8. <sup>7</sup>EDUC 4500 Exceptional Children: Adolescence (3)
- \_\_\_\_\_ 9. \_\_\_\_\_
- \_\_\_\_\_ 10. \_\_\_\_\_

## SENIOR YEAR

- \_\_\_\_\_ 1. INST 3000 Interdisciplinary Seminar (3)
- \_\_\_\_\_ 2. INST 2800 Global Culture (3)
- \_\_\_\_\_ 3. EDUC 4000 Field Experience (0-4), *if needed*
- \_\_\_\_\_ 4. EDUC 4100 Student Teaching: AYA/Multi-Age (10) **or**  
<sup>8</sup>EDUC 4900 Teaching Internship (5 to 15)
- \_\_\_\_\_ 5. EDUC 4110 Student teaching seminar AYA/Multiage (2)
- \_\_\_\_\_ 6. <sup>9</sup>SYE (Any number) Senior Year Experience (2-3)
- \_\_\_\_\_ 7. \_\_\_\_\_
- \_\_\_\_\_ 8. \_\_\_\_\_
- \_\_\_\_\_ 9. \_\_\_\_\_

<sup>4</sup> EDUC 2100 is not required of candidates pursuing Music or Visual Arts licensure because a technology course is offered in the content area.

<sup>5</sup> Candidates pursuing Music take a methods course in the Music Department in place of EDUC 3750, and Seminar.

<sup>6</sup> Multiage candidates may choose between EDUC 3800 and EDUC 3850 for the reading requirement.

<sup>7</sup> EDUC 4000 Field Experience: Only required under special circumstances by the Chairperson of the Education Department

<sup>8</sup> EDUC 4900 Internship is an optional program of a full year of teaching experience open to selected students.

<sup>9</sup> SYE courses may be 2 or 3 credit hours. If taking a 2-hour SYE section, the course must follow either student teaching or a junior level methods course with 50 or more hours of field experience.

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

## **INTEGRATED MATHEMATICS (Based on Mathematics Major)**

- \_\_\_\_\_ MATH 1240 Statistics I (3)
- \_\_\_\_\_ MATH 1500 Introduction to Mathematical Thought (3)
- \_\_\_\_\_ <sup>1</sup>MATH 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) - *Writing Intensive*
- \_\_\_\_\_ MATH 3200 Abstract Algebra I (3)
- \_\_\_\_\_ MATH 3540 History & Philosophy of Mathematics (1)
- \_\_\_\_\_ MATH 3600 Combinatorics & Graph Theory (3)
- \_\_\_\_\_ EDUC 3720 Content Methods for Secondary & Multiage Classrooms: Mathematics Seminar (3) (Taken with EDUC 3705) **FALL ONLY SEQUENCE!**

<sup>1</sup>Prerequisite: C– or better in MATH 1250 or placement.

*Major requirements may differ from licensure requirements.*

## **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*) **FALL ONLY**
- \_\_\_\_\_ 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)

## **INTEGRATED LANGUAGE ARTS (continued)**

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 (3)
- \_\_\_\_\_ ENGL 1193 Special Topics in Professional Writing (3)
- \_\_\_\_\_ ENGL 3000 Studies in Environmental Literatures and Writing (3)

Recommended as an **elective**, but not required:

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

## **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 Social Studies Seminar (3) (Taken with EDUC 3705)

## **INTEGRATED SOCIAL STUDIES (continued)**

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)

Select one course from the following:

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

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 2500 Modern China (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)

## **INTEGRATED SOCIAL STUDIES (continued)**

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) :

- \_\_\_\_\_ <sup>1</sup>ECON 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)

<sup>1</sup>ECON 2100 is strongly recommended for candidates seeking licensure.

*Major requirements may differ from licensure requirements.*

## **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 2800/2810 Analytical Chemistry & Lab (4)
- \_\_\_\_\_ CHEM 3400/3410 Physical Chemistry I & Lab (4)
- \_\_\_\_\_ CHEM Chemistry Elective (3000-4999 not 4900) (4)
- \_\_\_\_\_ EDUC 3710 Content Methods for Secondary & Multiage Classrooms: Science Seminar (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)
- \_\_\_\_\_ PHYS 1600 Principles of Physics II (5)



### **PHYSICAL SCIENCES: PHYSICS (Based on Physics Major)**

- \_\_\_\_\_ EDUC 3710 Content Methods for Secondary & Multiage Classrooms: Science Seminar (3) (Taken with EDUC 3705) **FALL ONLY SEQUENCE**
- \_\_\_\_\_ 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 2200 Mathematical Methods for Physics (3)
- \_\_\_\_\_ PHYS 2500 Experimental Methods (3) *Writing Intensive*
- \_\_\_\_\_ PHYS 3000 Classical Mechanics (3)
- \_\_\_\_\_ PHYS 3100 Electricity & Magnetism (3)
- \_\_\_\_\_ Physics Electives (3000-4999) (3 hours at 3000 level or above)

*Major requirements may differ from licensure requirements.*

### **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 2998 Biology & Earth Science Seminar 1 (1) **or**
- \_\_\_\_\_ BIO 2999 Biology & Earth Science Seminar 2 (1)
- \_\_\_\_\_ INST 2400 Expanding Universe (3)
- \_\_\_\_\_ CHEM 1400/1410 General Chemistry I & Lab (4)
- \_\_\_\_\_ CHEM 1500/1510 General Chemistry II & Lab (4)
- \_\_\_\_\_ EDUC 3710 Content Methods for Secondary & Multiage Classrooms: Science Seminar (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

*Major requirements may differ from licensure requirements.*

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

### **MUSIC EDUCATION Multi-Age**

*\*See university catalog*

### **VISUAL ART EDUCATION Multi-Age**

*\*Visit the Art Department for specific pathways towards earning an art education licensure.*

## **Educational Studies Program**

The Educational Studies Program meets the needs of candidates who might be interested in Education as a major or minor but not necessarily as an avenue to classroom teaching. To that end, the Education Department has worked with other departments and developed a program that provides candidates with a Bachelor's degree and an opportunity to explore educational settings from diverse disciplinary perspectives and with unique opportunities for internships outside of the classroom.

This program can serve as pre-professional preparation for school psychologists/counselors, church-based educators, and non-profit leaders (e.g., Girl Scouts, Boy Scouts, museums, latch-key programs, recreation programs). There is also a niche for educators in the corporate community; for example, as publishers, editors, and corporate trainers.

Concentration areas include coursework from the following disciplines: Communications, Creative Writing, Ethics, Film Studies, Human and Community Service, Literary Studies, Psychology, Religion/Philosophy, and Women's Gender and Sexuality Studies.

For more information about this major, please contact Dr. Kristin Bourdage, [kbourdage@otterbein.edu](mailto:kbourdage@otterbein.edu).

# Educational Studies Major:

## I. General Education Requirements

- First Year or Transition Year Seminar (3 hours) Integrative Studies (21 hours)
- Skills Courses (8-9 hours)
- Mathematics (3 hours)
- Health and Physical Education Lifestyle Series (1 hour) Senior Year Experience (2 hours)
- Writing Intensive Requirement (9 hours)

## II. Major Requirements (31-40 hours)

### A. Core Courses (5 courses required)

EDUC 1600 - Study of the School - Writing Intensive (4)

INST 2011 Equity Literacy (3) or EDUC 3600

Multicultural Education (3 hrs)

EDUC 4500 - Exceptional Children: Adolescence (3)

*Select 1 of the following:*

EDUC 2000 - Educational Psychology: Adolescence (3)

EDUC 2200 - Educational Psychology: Early Childhood (3)

*Select 1 of the following:*

EDUC 2100 - Educational Technology: Adolescence (3)

EDUC 2300 - Educational Technology: Early Childhood (3)

### Elective Hours (6 hrs required, consult with your advisor) – Choose 2

EDUC 1200 - Teaching Elementary Children in and Through the Arts (3)

EDUC 1710 or 1700, Phonics 3 hrs.

EDUC 2400 - Social Studies in the Primary and Intermediate Classroom (3)

EDUC 2500 - Science in the Primary and Intermediate Classroom (3)

EDUC 2600 - Emergent Literacy in Inclusive Environments -  
Writing Intensive (3) (pre-req is EDUC 1700)

EDUC 3210 - Advanced Pedagogical Content Knowledge:  
Intermediate Science (3)

EDUC 3220 - Advanced Pedagogical Content Knowledge:  
Intermediate Mathematics (3)

EDUC 3230 - Advanced Pedagogical Content Knowledge:  
Intermediate Social Stud. (3)

EDUC 3240 - Advanced Pedagogical Content Knowledge:  
Intermediate Lang. Arts (3)

EDUC 3250 - Development, Learning and Instruction for Intermediate  
Students (3)

EDUC 3630 - Adolescent Literature in a Comprehensive Reading Program (3)

EDUC 3640 - Elementary Literacy Assessment and Instruction (3)

EDUC 3800 - Literacies in the Content Area (3)

EDUC 3850 - Using Literacy Across Disciplines in Middle Grades -  
Writing Intensive (3)

PHED 2200 - Health and Movement Education for the Early Childhood

## **B. Concentration (select one)**

### **Creative Writing Concentration (15 hours)**

ENGL 1155 - How Literature Matters (3)

ENGL 1160 - Creative Writing Across the Genres (3)

*Complete 1 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 2230 - Studies in African American Literatures - Writing Intensive (3)

ENGL 2231 - Studies in Women's Literatures - Writing Intensive (3)

ENGL 2232 - Studies in Diverse Literary Cultures - Writing Intensive (3)

ENGL 2233 - Studies in World Literatures (3)

ENGL 2234 - Studies in GLBTQ Literatures - Writing Intensive (3)

ENGL 2250 - Studies in American Literatures Before 1900 (3)

ENGL 2255 - Studies in American Literatures After 1900 (3)

*Complete 2 courses from the following:*

ENGL 2260 - Intermediate Poetry Writing (3)

ENGL 2261 - Intermediate Fiction Writing (3)

ENGL 2262 - Intermediate Essay Writing (3)

ENGL 2263 - Intermediate Playwriting (3)

ENGL 2264 - Intermediate Screenwriting (3)

ENGL 3310 - Advanced Poetry Writing - Writing Intensive (3)

ENGL 3311 - Advanced Fiction Writing - Writing Intensive (3)

ENGL 3312 - Advanced Essay Writing - Writing Intensive (3)

ENGL 3313 - Advanced Playwriting - Writing Intensive (3)

ENGL 3314 - Advanced Screenwriting - Writing Intensive (3)

ENGL 3360 - Special Topics in Creative Writing (3)

ENGL 3365 - Digital Essaying (3)

ENGL 3375 - Teaching Creative Writing in the Community (3)

### **Ethics Concentration (18 hours)**

PHIL 2950 - Ethics (3)

*Complete 3 courses from the following:*

PHIL 1300 - Contemporary Moral Problems (3)

PHIL 2400 - Environmental Philosophy (3)

PHIL 2500 - Philosophy of Race and Ethnicity (3)

PHIL 2800 - Social and Political Philosophy (3)

RELG 3200 - Life and Teachings of Jesus (3)

RELG 3700 - Women and Religion (3)

*Complete 1 course from the following:*

PHIL 4000 - Seminar in Philosophy - Writing Intensive (3)

PHIL 4900 - Internship complete a minimum of (3)

(will also fulfill the Ed. Studies internship requirement)

*Complete 1 course from the following:*

INST 2201 - Theology of Social Justice (3)

INST 2202 - The Responsible Self in Hinduism and Buddhism (3)

INST 2203 - Ethics in a Global Context (3)

INST 2206 - Buddhist Ethics and Personal Responsibility (3)

### **Film Studies Concentration (12 hours)**

ENGL 1175 - Studies in Film (3)

FMST 2280 - Cinema: History, Theory and Criticism (3)

*Complete 2 courses from the following:*

ENGL 2264 - Intermediate Screenwriting (3)

FMST 3280 - Studies in Directors and/or Movements (3)

FMST 3281 - Film and Cultural Studies (3)

### **Human and Community Service Concentration (15 hours)**

MGMT 3555 - Non-Profit Management (3)

SOCL 3060 - Sociology of Race and Ethnicity (3)

SOCL 3100 - Human and Community Service: Organizing Across Race, Class,  
Gender and Age (3)

*Additional 6 hours in consultation with your academic advisor*

### **Literary Studies Concentration (12 hours)**

ENGL 1155 - How Literature Matters (3)

*Complete 1 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 Literatures Before 1900 (3)

ENGL 2255 - Studies in American Literatures After 1900 (3)

*Complete 1 course from the following:*

ENGL 2230 - Studies in African American Literatures - Writing Intensive (3)

ENGL 2231 - Studies in Women's Literatures - Writing Intensive (3)

ENGL 2232 - Studies in Diverse Literary Cultures - Writing Intensive (3)

ENGL 2233 - Studies in World Literatures (3)

ENGL 2234 - Studies in GLBTQ Literatures - Writing Intensive (3)

*Complete 1 course from the following:*

ENGL 3325 - Studies in Literature, History and Culture (3)

ENGL 3340 - Studies in Individual Authors (3)

ENGL 3350 - Shakespeare - Writing Intensive (3)

ENGL 3355 - Studies in Literary and Critical Theory (3)

ENGL 3380 - Studies in Adolescent Literatures (3)

ENGL 3381 - Studies in Genre (3)

### **Psychology Concentration (15 hours)**

PSYC 1000 - Psychology for Non-Majors (3)

*Complete 1 course from the following:*

PSYC 2000 - Lifespan Development (3)

PSYC 2310 - Child and Adolescent Development (3)

## **Psychology Concentration (continued)**

*Complete 3 courses from the following:*

- PSYC 2330 - Psychology of Personality (3)
- PSYC 2410 - Diversity in Psychology (3)
- PSYC 2610 - Social Psychology (3)
- PSYC 3110 - Physiological Psychology (3)
- PSYC 3120 - Psychology of Perception (3)
- PSYC 3130 - Stress and Health Psychology (3)
- PSYC 3210 - Abnormal Psychology (3)
- PSYC 3420 - Psychology of Women (3)
- PSYC 3510 - Assessment (3)
- PSYC 3610 - Cognitive Psychology (3)

## **Religion Concentration (19 hours)**

*Required Foundation Course*

- RELG 1000 - Introduction to Religion (3)

*Select 4 electives and one course must be a RELG 4000 level*

- RELG 1300 - Philosophy of Religion (3)
- RELG 2150 - History of Modern Christianity (3)
- RELG 2200 - Religion in America (3)
- RELG 2300 - Introduction to Judaism and the Hebrew Bible/Old Testament (3)
- RELG 2400 - Introduction to the New Testament/Christian Origins (3)
- RELG 2500 - The Muslim Faith (3)
- RELG 2600 - Introduction to Buddhism (3)
- RELG 3100 - Paul and His Letters (3)
- RELG 3150 - History of Early Christianity (3)
- RELG 3200 - Life and Teachings of Jesus (3)
- RELG 3300 - Native American Religions (3)
- RELG 3400 - Buddhism and Daoism in Dialogue (3)
- RELG 3600 - Weaving Women's Mythologies: Ancient and Modern (3)
- RELG 3700 - Women and Religion (3)
- RELG 3800 - Special Topics in Religion at least 3 hrs
- RELG 3900 - Independent Study at least 3 hrs

*Required Senior Seminar or Internship*

- RELG 4000 - Seminar in Religion - Writing Intensive (4)
- RELG 4900 - Internship complete a minimum of 4 hours (will also fulfill the Ed. Studies Internship requirement)

## **Women's, Gender, and Sexuality Studies Concentration (18 hours)**

WGSS 1100 - Introduction to Women's, Gender, and Sexuality Studies (3)

WGSS 2001 - Theories and Methods: Feminisms - Writing Intensive (3)

WGSS 2002 - Theories and Methods: Gender and Sexuality Studies (3)

*Complete 9 hrs from the following:*

WGSS 3000 - Special Topics in Women's, Gender, and Sexuality Studies 1-3 hrs

WGSS 3010 - Bodies That Move (3)

WGSS 4026 - Female Trouble: The Pathologies of Femininity, Femininity as Pathology (3)

ARTH 3300 - Gender and Sexuality in Art History (3)

COMM 4100 - Gender and Communication (3)

FMST 3281 - Film and Cultural Studies (3)

INST 3501 - Inscribing the Body: Sexual Identity in Contemporary German Women's Fiction (3)

INST 3504 - Escaping From the Shadows, Coming into Voice; Violence Against Women and Girls (3)

INST 4011 - Sex As Art: Sex and Sexuality in Visual Art (3)

## **D. Internship (required, consult with your advisor and meet with the field experience coordinator)**

EDUC 4900 or equivalent 2-9 hrs

## **III. Residency Requirements**

In order to graduate from any university a student should take a significant proportion of the hours for his or her program of study from that university, take a significant proportion of hours in the major from that university, and take a significant proportion of the "signature elements" of that university's general education requirements.

*See course catalog for more details.*

## **VI. Required Total Hours for the Degree**

*See course catalog*

## **V. Minimum GPA Overall and in the Major**

A GPA of 2.0 overall as well as in the major must be achieved. To be licensed to teach, a GPA of 2.75 overall must be achieved.

## **VI. Application for Degree**

A prospective graduate must complete an Application for Degree at the Registrar's Office two terms prior to the term in which the degree is to be completed.

## Education Course Descriptions

*Consult the University Catalog for additional course descriptions and information.*

### **EDUC 0901 - PRAXIS PREP: WRITING/GRAMMAR**

**1 hr.**

Recognition of standard written English, focused primarily on both usage and sentence structure. The knowledge of grammar that is needed to successfully pass the PRAXIS I Writing section will be stressed. Many practice tests will be taken throughout the three weeks of the course.

Corequisites: EDUC 0902.

Hours do not count towards graduation requirements.

### **EDUC 0902 - PRAXIS PREP: WRITING/ESSAY**

**1 hr.**

Enhances ability to compose arguments in timed writing situations while preparing to be successful in the essay writing portion of the PRAXIS I.

Hours do not count towards graduation requirements.

### **EDUC 0903 - PRAXIS PREP: MATH**

**1 hr.**

Instruction, practice and test-taking strategies for the PPST PRAXIS I Test in Mathematics. Review of the mathematics content areas appearing on the test (arithmetic, algebra, geometry and measurement, data interpretation, and reasoning) and opportunities to practice problem-solving for multiple-choice tests.

Hours do not count towards graduation requirements.

### **EDUC 1200 - TEACHING ELEMENTARY CHILDREN IN & THROUGH THE ARTS**

**3 hrs.**

Understanding the importance of the arts in the life of every elementary child. Appreciation of the importance of the arts cultivating the whole child. Development of many kinds of literacy while also developing intuition, reasoning, imagination and dexterity, and creativity through the arts. Teaching strategies to enrich the elementary classroom experience in and through the arts.

### **EDUC 1600 - STUDY OF THE SCHOOL**

**4 hrs.**

Critical examination of beliefs about education and exploration of the role teachers and schools play in creating an equal education that results in powerful learning and democratic participation. Emphasizes the impact that social and political events have had on the history and philosophy of education. Dispositions and skills that are critical to becoming a successful teacher. Activities may include: intensive readings, group discussion, class presentations, research and writing assignments. 45 off campus field hours required.

Prerequisites: Permission of department; ACT score 20 or above on English and Math or SAT score 500 or above on Critical Writing and Math or Praxis I score 172 or above on Writing and Math or Praxis Core Academic Skills for Educators (as of 9/1/14) with score of 150 on Math and/or 162 on Writing; overall 2.5 GPA or better on all coursework; current BCI/FBI background check must be on file in the Education office.

Notes: This course has an additional fee

### **EDUC 1700 - PHONICS & LANGUAGE STUDY: PREK-5**

**3 hrs.**

Developmental patterns in first and second language acquisition, phonemic awareness, and phonics knowledge. Assessing children's understanding in these three domains and using this data to design instruction that supports and extends children's learning in the context of a comprehensive and differentiated early literacy program



## **EDUC 1710 - PHONICS & LANGUAGE STUDY: MIDDLE CHILDHOOD**

**3 hrs.**

Developing a foundation on which to use literacy and language as tools to promote learning in the classroom. This foundational knowledge comprises topics such as language development, English language development for second language learners, the cultural and social aspects of literacy and language learning, and the role of non-standard English dialects in language learning. Teacher candidates will explore the role of phonics and vocabulary instruction as mechanisms for fostering word knowledge. Likewise, teacher candidates will administer multiple language assessments within an assessment case study project

## **EDUC 2000 - EDUCATIONAL PSYCHOLOGY: ADOLESCENCE**

**3 hrs.**

A study of cognitive, social/emotional, moral, and physical development and the impact of developmental regularities and variations on classroom practice. Other topics include: behavioral and cognitive views of teaching and learning; planning instruction; motivation; classroom ecology and management; traditional and alternative forms of assessment. A minimum of 20 off campus field hours in tutoring required.

Prerequisites: EDUC 1600; current BCI/FBI Background check on file in the Education office; ACT scores 20 or above on English and Math OR SAT scores 500 or above on Critical Reading and Math or Praxis Core Academic Skills for Educators scores 162 or above on Writing and 150 or above on Math.

Notes: This course has an additional fee

## **EDUC 2100 - EDUCATIONAL TECHNOLOGY: ADOLESCENCE**

**3 hrs.**

Development of skills and knowledge required for successful integration of technology with instruction in elementary and secondary classrooms to make learning more efficient, effective, and engaging. Completion of projects that enable the development of competence as it relates to the International Society for Technology in Education standards, implementing them in methods placements, and displaying work in a web-based portfolio.

Prerequisites: EDUC 1600 and 2000 with minimum grades of C or better.

Corequisites: EDUC 3410 or 3700, or permission of instructor.

Notes: This course has an additional fee.

## **EDUC 2200 - EDUCATIONAL PSYCHOLOGY: EARLY CHILDHOOD**

**3 hrs.**

Child growth and development, and the principles of learning applied to early PreK-5 Primary Education. Emphasis on using and interpreting assessment strategies and working with families as partners in the child's education. Formal and informal assessments on typical and atypical language development. Developmentally appropriate curricular practices (instruction, materials, and environment) are explored. Minimum of 20 off campus field hours in tutoring required.

Prerequisites: EDUC 1600; current BCI/FBI background check must be on file in the Education Office; ACT scores 20 or above on English and Math or SAT scores 500 or above on Critical Reading and Math or Praxis Core Academic Skills for Educators scores 162 or above on Writing and 150 or above on Math.

Notes: This course has an additional fee.

## **EDUC 2300 - EDUCATIONAL TECHNOLOGY: EARLY CHILDHOOD**

**3 hrs.**

Development of skills and knowledge required for successful integration of technology with instruction in PreK-5 Primary Education instructional settings to make learning more efficient, effective, and engaging. Completion of projects that enable the development of competence as it relates to the International Society for Technology in Education standards, implementing them in methods placements, and displaying work in a web-based portfolio.

Prerequisites: EDUC 1600 and 2200 with minimum grades of C or better.

Notes: This course has an additional fee.

## **EDUC 2400 - PEDAGOGICAL CONTENT KNOWLEDGE IN THE PREK-3 SOCIAL STUDIES CLASSROOM**

**3 hrs.**

Social studies curriculum in preschool through grade three classrooms. Grounded in state and national standards, as well as the curricular themes from the National Council for the Teaching of Social Studies (culture; time, continuity, and change; people, places, and environment; individual development and identity; individuals, groups, and institutions; power, authority, and governance; production, distribution, and consumption; science, technology, and society; global connections; and civic ideals and practices). Children's literature will be a major vehicle through which the methods, materials, and content of social studies are explored.

Prerequisites: EDUC 1600 and either EDUC 2000 or 2200 with minimum grades of C. Corequisites: EDUC 3200 or permission of instructor.

## **EDUC 2500 - PEDAGOGICAL CONTENT KNOWLEDGE IN THE PREK-3 SCIENCE CLASSROOM**

**3 hrs.**

Basic topics in life, earth and physical science and the application of content appropriate for teaching primary and intermediate grades students. Design and participate in science investigations, consider the nature of science and scientific inquiry, and examine the role of science and technology in human society. Discuss and plan instructional and assessment strategies for teaching science according to content standards and in the context of diverse learner needs. The management of science activities and materials, including specific science safety issues.

Prerequisites: EDUC 1600 and either EDUC 2000 or 2200 with minimum grades of C.

Corequisites: EDUC 3200 or permission of instructor.

## **EDUC 2510 - EXCEPTIONAL CHILDREN: EARLY CHILDHOOD**

**3 hrs.**

PreK-5 Primary Education special education and the knowledge necessary to meet the needs of young children with disabilities and their families in PreK-5 Primary Education classrooms. Topics include foundations of PreK-5 Primary Education special education, federal legislation, collaboration with families and professionals, the educational needs of young children with disabilities, assessments, instructional strategies, and planning developmentally and individually appropriate instruction.

Prerequisites: EDUC 1600 and 2200 with minimum grades of C. Current BCI/FBI background check must be on file in the Education Department. Corequisites: EDUC 2555, and 2600.

Note: 50 off campus field hours are required through EDUC 2555.

## **EDUC 2550 - POSITIVE BEHAVIOR MANAGEMENT, TEAMING, AND COLLABORATION**

**3 hrs.**

This course provides an overview of classroom management and collaborative strategies for the PreK-5 Primary Education childhood classroom. Topics include arranging the physical environment for a diverse group of learners, establishing rules and procedures, and using instructional strategies to promote a positive classroom environment. Additional topics will cover designing intervention, individual, group, and whole class systems and collaborating with professionals, paraprofessionals and parents. Models of teaming will be examined and students will be expected to engage in research and role playing activities.

Prerequisites: EDUC 1600 and 2200.

## **EDUC 2555 - PRESCHOOL INTERVENTION**

### **INTERNSHIP**

**1-2 hrs.**

An intensive and extended teaching apprenticeship within an intervention preschool classroom. Interns serve at least 50 hours routinely engaging in cycles of assessment, instructional planning, lesson implementation, and evaluation of teaching/learning outcomes. Interns are expected to co-teach and collaborate with other professionals and families to support student learning. Interns take on the role of classroom teacher as much as possible with the support of a cooperating teacher and faculty coach. The overarching goal is to provide opportunities to refine teaching efficacy through faculty supported data-driven instructional reflections and systematic faculty coaching. Current BCI/FBI background check must be on file in the Education Office.

Corequisites: EDUC 2510 and 2600.

## **EDUC 2600 - EMERGENT LITERACY IN INCLUSIVE**

### **ENVIRONMENTS - WRITING INTENSIVE**

**3 hrs.**

The socio-linguistic foundations of literacy learning and childhood development. Emphasis on assessment, observation, and description of emergent literacy learning. Teacher candidates learn to use assessment tools and techniques to inform the creation of learning environments, select methods and materials, and design differentiated individual, small group, and whole class instruction.

Prerequisites: EDUC 1600, 1700, and either 2000 or 2200;

Note: 50 off campus field hours are required through EDUC 2555.

## **EDUC 3200 - INTEGRATED CURRICULUM**

### **INTERNSHIP PREK-3**

**3 hrs.**

Methods and materials which are developmentally appropriate for young children. Emphasis on using strategies and creating environments to encourage children's development and meet the diverse needs of students in the PreK-3 classroom. Developing an integrated unit that synthesizes learning activities from the content areas in the PreK-3 Primary Education curriculum. 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 PreK-3 Primary professional in advocacy and ethical practice is also addressed. Minimum of 50 off campus field hours required.

Prerequisites: EDUC 1600, 2200 and 2600; permission of the department and teacher education admission is required; current BCI/FBI background check must be on file with the Education Department.

Prerequisites or Corequisites: EDUC 2400, 2500, 3640 and MATH 2100.

Notes: This course has an additional fee.

## **EDUC 3210 - PEDAGOGICAL CONTENT KNOWLEDGE IN GRADES 4-5 SCIENCE CLASSROOMS**

**3 hrs.**

Basic topics in life, earth and physical science and the application of content appropriate for teaching fourth and fifth grade students. Designing and participation in science investigations, considering the nature of science and scientific inquiry, and examining the role of science and technology in human society. Class activities, including discussion of instructional strategies and classroom management of science activities, are designed to develop standards-based pedagogical content knowledge in upper-elementary-level science.

Prerequisites: EDUC 1600, 2500, and 2000 or 2200 or 5100.

### **EDUC 3220 - PEDAGOGICAL CONTENT KNOWLEDGE IN GRADES 4-5 MATHEMATICS CLASSROOM**

**3 hrs.**

Introduction to integral components of the intermediate mathematics curriculum. With an emphasis on mathematical content, teaching methods including the use of multiple representations and technology will also be underscored. Development of the real number system and arithmetic operations, measurement, probability, data analysis, and geometry.

Prerequisites: EDUC 1600, MATH 2100, and EDUC 2000 or 2200 or 5100 with minimum grades of C

### **EDUC 3230 - PEDAGOGICAL CONTENT KNOWLEDGE IN GRADES 4-5 SOCIAL STUDIES CLASSROOM**

**3 hrs.**

Introduction to integral components of the grade 4-5 social studies curriculum grounded in state and national standards. With an emphasis on social studies content, teaching methods including the use of multiple social and historical inquiries and technology will also be underscored.

Prerequisites: EDUC 1600, and 2000 or 2200 with a minimum grade of C

### **EDUC 3240 - READING AND WRITING ACROSS THE DISCIPLINES (GRADES 4-5)**

**3 hrs.**

The teaching of language arts in the intermediate grades (i.e., grades 4, 5). Topics include teaching writing, integrating language skills in unit planning, designing and using assessments to guide instruction, promoting comprehension of informational texts, and supporting student development of research skills.

Prerequisites: EDUC 1600; 2000 or 2200 or 5100; and 2600 or 3850

### **EDUC 3250—INTEGRATED CURRICULUM INTERNSHIP GRADES 4-5**

**3 hrs.**

The nature and needs of young adolescents, characteristics of responsive schools, resources for the grade 4-5 teacher, characteristics of effective 4-5 teachers, and middle childhood curriculum and instruction. Reflecting on personal beliefs, research, theory, and practice. Includes a 50-hour field experience in which students assess 4th and 5th grade students, develop and integrate an integrated unit plan that meets student developmental and academic needs, and reflect on effectiveness of their instruction. 50 off campus field hours required.

Prerequisites: EDUC 1600 and 2200 with minimum grades of C; current BCI/FBI Background Checks must be on file with the Education Department.

Prerequisites or Corequisites: EDUC 3210, 3220, 3230, 3240.

### **EDUC 3300 - EARLY CHILDHOOD INTERNSHIP**

**3 hrs.**

An intensive and extended teaching apprenticeship within an elementary K-5 classroom. Interns serve at least 75 hours. Activities include gathering information about the children in the classroom (their individual needs, interests, cultural strengths, etc.), becoming familiar with the school and community contexts of the classroom, practicing authentic assessment techniques that inform next steps for the children's activities, designing and implementing learning activities that align with the classroom curriculum, and engaging in interactive communication with the children's families. Interns take on the role of classroom teacher as much as possible with the support of cooperating teacher and faculty coach. An opportunity to refine teaching efficacy through faculty supported data-driven instructional reflections and systematic faculty coaching.

Corequisites: EDUC 3200.

Notes: This course has at least 75 off campus field hours.

## **EDUC 3410 - MIDDLE CHILDHOOD METHODS I**

**3 hrs.**

Nature and needs of young adolescents, characteristics of responsive schools, resources for the middle level 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. Examining the organizational structures of middle schools, including flexible scheduling, teaming, the use of technology as an instructional resource, and integrated curriculum. The role of other stakeholders is also examined. Integrated units are developed. 40 off campus field hours required. Prerequisites: EDUC 1600 and 2000 with minimum grades of C, and current BCI/FBI background check must be on file in the Education Department.

## **EDUC 3420 - MIDDLE CHILDHOOD METHODS II**

**3 hrs.**

Implementation of 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. Requires 60 off campus field hours in an urban middle childhood setting in one of the teaching areas for which licensure is sought.

Prerequisites: EDUC 3410 with a minimum grade of C, EDUC 3850, permission of the department, teacher education admission, Jr standing, current BCI/FBI background check must be on file in the Education Department.

Corequisites: Must concurrently be enrolled in two content methods courses (from language arts, math, science, social studies).

Notes: This course has an additional fee.

## **EDUC 3430 - MIDDLE GRADES: LANGUAGE ARTS**

### **METHODS**

**3 hrs.**

Topics include, but are not limited to, the structure of language, construction of meaning, application and multidisciplinary issues of reading, writing, listening, visual literacy, and oral communication for middle grades language arts instruction.

Prerequisites: EDUC 1710. Corequisites: EDUC 3410 or 3420; or permission of instructor.

## **EDUC 3440 - MIDDLE GRADES: MATH METHODS**

**3 hrs.**

Topics include, but are not limited to, problem solving, reasoning, communication of mathematical concepts, and the use of manipulatives and technology as they pertain to mathematics in the middle grades mathematics curriculum.

Corequisites: EDUC 3410 or 3420; or permission of instructor.

## **EDUC 3450 - MIDDLE GRADES: SCIENCE METHODS**

**3 hrs.**

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

Corequisites: EDUC 3410 or 3420; or permission of instructor.

## **EDUC 3460 - MIDDLE GRADES: SOCIAL STUDIES**

### **METHODS**

**3 hrs.**

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

Corequisites: EDUC 3410 or 3420, or permission of instructor.

## **EDUC 3600 - MULTICULTURAL EDUCATION**

**3 hrs.**

This course will address pedagogy and research relevant to multicultural, diversity, equity, and social justice issues. Curriculum planning and teaching strategies for diverse student needs will be examined.

Prerequisites: EDUC 1600 and either 2000 or 2200. Teacher candidates must achieve a grade of C or better. Corequisites: EDUC 3200, 3420, or 3700.

Notes: Teacher candidates must achieve a grade of C or better.

## **EDUC 3630 - ADOLESCENT LITERATURE IN COMPREHENSIVE READING PROGRAM**

**3 hrs.**

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

Prerequisites: EDUC 1600, 2000 with minimum grades of C.

## **EDUC 3640 - ELEMENTARY LITERACY ASSESSMENT & INSTRUCTION**

**3 hrs.**

Builds on the pedagogical content knowledge and instruction strategies introduced in EDUC 2600. Introduction to state of the art research supported elementary literacy methods, teaching techniques, and materials. Emphasis is placed on the role of assessment to guide differentiated instructional design and teacher decision making in elementary literacy and content area classrooms. 50 off campus field hours required.

Prerequisites: EDUC 1600 and 2600 with minimum grades of C; current BCI/FBI background checks must be on file with the Education Department.

## **EDUC 3650 - READING AND WRITING ACROSS THE DISCIPLINES (PreK-5)**

**3 hrs.**

Pedagogical content knowledge needed to support listening, speaking, writing, and content area reading in grades PreK through 5, with a particular emphasis on developing vocabulary, comprehension, and writing skills (including composing and handwriting/keyboarding). Children's and young adult literature will serve as a primary, meaningful context for investigating literary elements and research-based strategies for supporting student language arts development.

Prerequisites: EDUC 1700.

### **EDUC 3700 - Introduction to Adolescent/Young Adult and Multi-age Pedagogy** **3 hrs.**

A study of multi-age and secondary school curriculum, emphasizing short and long-term instructional design and planning, a variety of instructional strategies and materials, culturally relevant classroom management, and formal/informal assessment strategies. Exploring the appropriate Ohio Model Curriculum Standards, methods of assessment, and national standards that shape the teaching of the disciplines. Implementing long and short-term planning, using expository texts, inquiry, and small group instructional strategies and integrating technology as an instructional tool and resource to promote student learning and achievement. This course has up to 25 off campus field hours.

Prerequisites: EDUC 1600 and 2000 with a minimum grade of C, teacher education admission, and Soph. standing.

Corequisites: Disciplinary content methods course.

### **EDUC 3705 – AYA/Multi-Age Teaching Practicum** **3 hrs.**

A weekly seminar and 75 hour teaching practicum in area schools. Developing a two week unit that synthesizes learning from the content areas in the adolescent and young adult content or multiage curriculum.

Using strategies and creating environments to encourage student development and achievement and to meet the diverse needs of all students, regardless of learning exceptionalities, home language, culture, or ethnicity. A modified teacher performance assessment to support the capacity to explain, evaluate, and write about instructional practice.

Prerequisites: EDUC 3700 and current BCI/FBI background check must be on file in the Education Department.

Notes: This course has an additional fee.

### **EDUC 3710 - CONTENT METHODS FOR SECONDARY & MULTI-AGE CLASSROOMS: SCIENCE SEMINAR** **3 hrs.**

Secondary level teaching methods in life, earth and space, and physical science, including planning and implementing standards-based inquiry investigations, and integrating history and philosophy of science and societal issues in the science curricula. Developing instructional and assessment strategies based on knowledge of secondary students' difficulties in learning science. Cultivating a science-specific professional knowledge base, including awareness of: safety issues involved in organizing and maintaining a science classroom, science-related community resources, and science teacher professional organizations.

Prerequisites: EDUC 1600 and 2000 with minimum grades of C; teacher education admission; Jr standing. Corequisites: EDUC 3700.

### **EDUC 3720 - CONTENT METHODS FOR SECONDARY & MULTI-AGE CLASSROOMS: MATHEMATICS SEMINAR** **3 hrs.**

Secondary school mathematics teaching methods, student assessment and curriculum planning. Includes development of knowledge of the Ohio Academic Content Standards with a focus on problem solving, mathematical communication and reasoning, connections among mathematical strands and with other disciplines, and real world applications of mathematics for the secondary student.

Prerequisites: EDUC 1600 and 2000 with minimum grades of C; teacher education admission;

Corequisites: EDUC 3700.

**EDUC 3740 -CONTENT METHODS FOR SECONDARY & MULTI-AGE CLASSROOMS: SOCIAL STUDIES SEMINAR** **3 hrs.**

Secondary school social studies teaching methods, student assessment and curriculum planning. Includes development of a knowledge of the Ohio Academic Content Standards with a focus on studying the past and present from multiple perspectives, knowing democratic principles, and valuing civil competence for the secondary student.

Prerequisites: EDUC 1600 and 2000 with minimum grades of C; teacher education admission; Jr standing.  
Corequisites: EDUC 3700.

**EDUC 3750 - CONTENT METHODS FOR SECONDARY & MULTI-AGE CLASSROOMS: INTEGRATED LANGUAGE ARTS SEMINAR** **3 hrs.**

Secondary school language arts teaching methods, student assessment and curriculum planning. Includes development of knowledge of the Ohio Academic Content Standards with a focus on reading, writing, literature and speaking for the secondary student.

Prerequisites: EDUC 1600 and 2000 with minimum grades of C; teacher education admission; Jr standing.  
Corequisites: EDUC 3700.

**EDUC 3760 - CONTENT METHODS FOR SECONDARY& MULTI-AGE CLASSROOMS: VISUAL ARTS SEMINAR** **3 hrs.**

Secondary school visual arts teaching methods, student assessment and curriculum planning. Includes development of knowledge of the state curriculum model with a focus on developing creative problem solving, studio techniques, personal expression, and critical response for the secondary student.

Prerequisites: EDUC 1600 and 2000 with minimum grades of C; teacher education admission; Jr standing.  
Corequisites: EDUC 3700.

**EDUC 3800 - LITERACIES IN THE CONTENT AREA** **3 hrs.**

Implementation of research-based strategies that promote content area literacy in 4-12 classrooms. Major course topics include: adolescent readers, reading comprehension, vocabulary instruction, selecting appropriate texts, writing-to-learn strategies, questioning and discussion strategies, thinking skills, and study skills in the content areas (e.g., health, music, science, etc.). Also addresses the following: information about teaching English language learners, general assessment tools and terminology, and characteristics of a positive classroom culture. Conducting small-scale research, building repertoire of teaching strategies, and completing a field-based project related to teaching English learners.

Prerequisites: EDUC 1600, and 2000 or 2200 or 5100 all with minimum grades of C.



## **EDUC 3850 - USING LITERACY ACROSS DISCIPLINES IN THE**

### **MIDDLE GRADES**

**3 hrs.**

The theories and practices of teaching reading and writing in the middle grades. Grounded in and builds on knowledge and understanding of the linguistic foundations of literacy learning and of young adolescent development. Emphasis on the multiple psychological and social processes that contribute to reading comprehension and the methods, techniques, and materials of instruction that promote and motivate students' comprehension of texts in all content area classes. The thinking and decision-making processes teachers use to ensure high-quality literacy learning environments and instruction that allows young adolescents to experience authentic interactions and transactions with text. 25 off campus field hours required.

Prerequisites: EDUC 1600, and 2000 or 2200; current BCI/FBI background checks must be on file in the Education Office.

### **EDUC 3900 - INDEPENDENT STUDY**

**1-12 hrs.**

Individual or group research or practicum in education.

Prerequisites: Permission of the department required.

### **EDUC 3910 - EXPERIMENTAL COURSE TOPICS**

**1-3 hrs.**

Experimental course topics.

Notes: This course is repeatable.

### **EDUC 4000 - FIELD EXPERIENCES**

**1-3 hrs.**

Teaching experience in grades 7-12 (AYA) or K-12 (Multi-Age) under the supervision of a cooperating teacher and a University supervisor (12 weeks, full-time). Participation in all aspects of school life including curriculum design, student assessment, classroom management, teaching methodologies and professional development. Demonstration of competence in all program standards and solo-teaching in order to be recommended for licensure. No other course work (except Seminar) should be taken with student teaching. Requires a capstone portfolio.

Prerequisites: EDUC 3700 and specific licensure methods course (EDUC 3710, 3720, 3740, 3750, 3760, or SPAN 3700, or PUBH 4000 and PHED 4000, or MUSC 3032 and MUSC 3033 or 3034) with minimum grades of C; permission of Education Department; fingerprinting/background check is required prior to placement for student teaching.

Corequisites: EDUC 4110. See department for more information about requirements and application deadlines.

Notes: This course has an additional fee.

### **EDUC 4100 - STUDENT TEACHING AYA/MULTI-AGE**

**10 hrs.**

Teaching experience in grades 7-12 (AYA) or K-12 (Multi-Age) under the supervision of a cooperating teacher and a University supervisor (12 weeks, full-time). Participation in all aspects of school life including curriculum design, student assessment, classroom management, teaching methodologies and professional development. Demonstration of competence in all program standards and solo-teaching in order to be recommended for licensure. No other course work (except Seminar) should be taken with student teaching. Requires a capstone portfolio.

Prerequisites: EDUC 3700 and specific licensure methods course (EDUC 3710, 3720, 3740, 3750, 3760, or SPAN 3700, or PUBH 4000 and PHED 4000, or MUSC 3032 and MUSC 3033 or 3034) with minimum grades of C; permission of Education Department; fingerprinting/background check is required prior to placement for student teaching.

Corequisites: EDUC 4110. See department for more information about requirements and application deadlines.

Notes: This course has an additional fee.

## **EDUC 4110 - STUDENT TEACHING SEMINAR**

### **AYA/MULTI-AGE**

**2 hrs.**

Taken in conjunction with student teaching.

Prerequisites: Current BCI/FBI Background Checks must be on file with the Education Department; EDUC 3700 and specific licensure methods course (EDUC 3710, 3720, 3740, 3750, 3760, or SPAN 3700, or PUBH 4000 and PHED 4000, or MUSC 3032 and MUSC 3033 or 3034) with minimum grades of C, and recommendation of Education Department. See department for more information about requirements and application deadlines.

## **EDUC 4130 - STUDENT TEACHING AT MCCURDY:**

### **AYA/MULTI-AGE**

**9 hrs.**

Teaching experience in grades 7-12 (AYA) or K-12 (Multi-Age) under the supervision of a cooperating teacher and a University supervisor (12 weeks, full-time). Participation in all aspects of school life including curriculum design, student assessment, classroom management, teaching methodologies and professional development. Demonstration of competence in all program standards and solo-teaching in order to be recommended for licensure. No other course work (except Seminar) should be taken with student teaching. Requires a capstone portfolio.

Prerequisites: EDUC 3700 and specific licensure methods course (EDUC 3710, 3720, 3740, 3750, 3760, or SPAN 3700, or PUBH 4000 and PHED 4000, or MUSC 3032 and MUSC 3033 or 3034) with minimum grades of C; permission of Education Department; fingerprinting/background check is required prior to placement for student teaching. Corequisites: EDUC 4140.

Notes: See department for more information about requirements and application deadlines.

## **EDUC 4140 - MCCURDY SEMINAR : AYA/MULTI-AGE**

**2 hrs.**

Taken in conjunction with student teaching.

Prerequisites: EDUC 3700 and specific licensure methods course (EDUC 3710, 3720, 3740, 3750, 3760, or SPAN 3700, or HLED 400 and PHED 4000, or MUSC 3032 and MUSC 3033 or 3034) with minimum grades of C and recommendation of Education Department.

Notes: Current BCI/FBI Background check must be on file in the Education office. See department for more information about requirements and application deadlines.

## **EDUC 4430 - SPECIAL TOPICS IN SOCIAL STUDIES**

### **EDUCATION**

**1-3 hrs.**

An opportunity to study, in-depth, current research-based programs and practices related to K-12 social studies education. The specific topic will change as research-based practices and school-based programs are updated and highlighted.

Prerequisites: Permission of instructor.

Notes: This course is repeatable.

## **EDUC 4440 - SPECIAL TOPICS IN MATHEMATICS**

### **EDUCATION**

**1-3 hrs.**

An opportunity to study contemporary theories and research-based practices related to K-12 Mathematics Education. The specific topic will change as the knowledge-base of effective mathematics instruction continues to expand and evolve.

Prerequisites: Permission of instructor.

Notes: This course is repeatable.

### **EDUC 4450 SPECIAL TOPICS IN SCIENCE EDUCATION** **1-3 hrs.**

An opportunity to study, in-depth, current research-based programs and practices related to K-12 science education. The specific topic will change as research-based practices and school-based programs are updated and highlighted.

Prerequisites: Permission of instructor.

Notes: This course is repeatable.

### **EDUC 4460 - SPECIAL TOPICS IN HEALTH AND PHYSICAL EDUCATION** **1-4 hrs.**

This course offers traditional students and practicing teachers the opportunity to study, in-depth, current research-based programs and practices related to K-12 Health and Physical Education. The specific topic of the course will change as research-based practices and school-based programs are updated and highlighted. Students may receive credit more than once for this course, as topics change.

### **EDUC 4470 - SPECIAL TOPICS IN FINE ARTS** **1-3 hrs.**

An opportunity to study, in-depth, current studio art, music and theatre related arts practices which are applicable to PreK-12 Education. The specific topic will change as practices and school-based programs are updated and highlighted.

Notes: This course is repeatable.

### **EDUC 4480 - SPECIAL TOPICS IN TECHNOLOGY EDUCATION** **1-3 hrs.**

An opportunity to pursue current educational technologies and classroom integration with these technologies. The specific topic will change as new tools and instructional approaches are developed and disseminated.

Notes: This course is repeatable.

### **EDUC 4490 - SPECIAL TOPICS IN LITERACY EDUCATION** **1-3 hrs.**

An opportunity to pursue current educational technologies and classroom integration with these technologies. The specific topic will change as new tools and instructional approaches are developed and disseminated.

Notes: This course is repeatable.

### **EDUC 4500 - EXCEPTIONAL CHILDREN: ADOLESCENCE** **3 hrs.**

An overview of special education and the knowledge necessary for teachers to meet the needs of students with exceptionalities in middle childhood and adolescence classrooms. In addition, time will be spent focusing on the role of the inclusion teacher in preparing pre-referral intervention strategies, collaborating with the intervention specialist, familiarizing themselves with the referral process including the multi-factored evaluation and working with a team of professionals in establishing IEP goals, objectives and services. Other topics include foundations of special education, laws and policies, collaboration with families, characteristics of students with exceptional learning needs, assessments, instructional strategies, and differentiated instruction.

Prerequisites: EDUC 2000 with a minimum grade of C. BCI/FBI background checks must be on file with the Education Department.

## **EDUC 4550 - EARLY CHILDHOOD SPECIAL EDUCATION:**

### **METHODS**

**3 hrs.**

Examination of formal and informal assessment measures, assistive technology, speech, language, social, emotional, cognitive, gross, and fine motor skill development in early childhood students. An in-depth look at legislation, rules, and regulations as well as service delivery options, intervention strategies, and working with families will be emphasized. Participants will learn the tools needed to differentiate instruction and will have the opportunity to apply this skill in their field placements. Evaluation for this course will be based on the participants' ability to meet the Early Childhood Special Needs standards as developed by Council for Exceptional Children.

Prerequisites: EDUC 1600, 2200 and 2510; current BCI/FBI background check must be on file in the Education Office.

## **EDUC 4555 - INTERVENTION SPECIALIST PRACTICUM**

**3 hrs.**

An intensive and extended teaching apprenticeship within an intervention classroom. Interns serve at least 75 hours routinely engaging in cycles of assessment, instructional planning, lesson implementation, and evaluation of teaching/learning outcomes. Interns take on the role of intervention teacher as much as possible with the support of cooperating teacher and faculty coach. Provides the intern opportunities to refine teaching efficacy through faculty supported data-driven instructional reflections and systematic faculty coaching.

Prerequisites: EDUC 2510, 2550, and 2600.

## **EDUC 4710 - STUDENT TEACHING: EARLY CHILDHOOD**

**10 hrs.**

Teaching experience in grades PreK-5 under the supervision of a cooperating teacher and a University supervisor (12 weeks, full-time). Participation in all aspects of school life including curriculum design, student assessment, classroom management, teaching methodologies and professional development. Demonstration of competence in all program standards and solo-teaching in order to be recommended for licensure. No other course work (except SYE Seminar) should be taken with student teaching. Requires a capstone portfolio.

Prerequisites: EDUC 3200 with a minimum grade of C and permission of Education Department; current BCI/FBI background checks must be on file with the Education Department. Corequisites: EDUC 4720.

Notes: See department for more information about requirements and application deadlines. This course has an additional fee.

## **EDUC 4720 - STUDENT TEACHING SEMINAR: EARLY**

### **CHILDHOOD**

**2 hrs.**

Taken in conjunction with student teaching.

Prerequisites: Current BCI/FBI Background Checks must be on file with the Education Department; EDUC 3200 and recommendation of Education Department. See department for more information about requirements and application deadlines.

## **EDUC 4730 - STUDENT TEACHING AT MCCURDY: PRIMARY**

### **EDUCATION**

**10 hrs.**

Teaching experience in grades PK-5 under the supervision of a cooperating teacher and a University supervisor (12 weeks, full-time). Participation in all aspects of school life including curriculum design, student assessment, classroom management, teaching methodologies and professional development. Demonstration of competence in all program standards and solo-teaching in order to be recommended for licensure. No other course work (except SYE Seminar) should be taken with student teaching. Requires a capstone portfolio.

Prerequisites: EDUC 3200 with a minimum grade of C, and permission of Education Department; current BCI/FBI background checks must be on file with the Education Department. Corequisites: EDUC 4740.

Notes: See department for more information about requirements and application deadlines and application deadlines. Graded Pass/Fail.

## **EDUC 4740 - MCCURDY SEMINAR: PRIMARY EDUCATION**

**2 hrs.**

Taken in conjunction with student teaching.

Prerequisites: EDUC 3200, and permission of Education Department; current BCI/FBI background checks must be on file with the Education Department.

Notes: See department for more information about requirements and application deadlines. Graded Pass/Fail.

## **EDUC 4750 - STUDENT TEACHING OUT-OF-REGION: PRIMARY EDUCATION**

**9 hrs.**

Teaching experience in grades PreK-5 under the supervision of a cooperating teacher and a University supervisor (12 weeks, full-time). Participation in all aspects of school life including curriculum design, student assessment, classroom management, teaching methodologies and professional development. Demonstration of competence in all program standards and solo-teaching in order to be recommended for licensure. No other course work (except SYE Seminar) should be taken with student teaching. Requires a capstone portfolio.

Prerequisites: EDUC 3200 with a minimum grade of C, and permission of Education Department; current BCI/FBI background checks must be on file with the Education Department. Corequisites: EDUC 4760.

Notes: See department for more information about requirements and application deadlines.

## **EDUC 4760 - OUT-OF-REGION SYE SEMINAR: PRIMARY EDUCATION**

**2 hrs.**

Taken in conjunction with student teaching.

Prerequisites: EDUC 3200, and permission of Education Department; current BCI/FBI background checks must be on file with the Education Department.

Notes: See department for more information about requirements and application deadlines. Graded Pass/Fail.

## **EDUC 4810 - STUDENT TEACHING MIDDLE CHILDHOOD**

**10 hrs.**

Teaching experience in grades 4-9 under the supervision of a cooperating teacher and a University supervisor (12 weeks, full-time). Pre-service teachers participate in all aspects of school life including curriculum design, student assessment, classroom management, teaching methodologies and professional development. Students must demonstrate competence in all program standards and solo-teaching in order to be recommended for licensure. No other course work (except SYE Seminar) should be taken with student teaching.

Prerequisites: Fingerprinting/background check is required prior to placement for student teaching; EDUC 3420 and two concentration area methods courses (EDUC 3430, 3440, 3450, or 3460) with minimum grades of C, and recommendation of Education Department. Corequisites: EDUC 4820. See department for more information about requirements and application deadlines.

Notes: This course has an additional fee.

## **EDUC 4820 - STUDENT TEACHING SEMINAR: MIDDLE CHILDHOOD**

**2 hrs.**

Taken in conjunction with student teaching.

Prerequisites: Current BCI/FBI Background Checks must be on file with the Education Department; EDUC 3420 and 2 concentration area methods courses (EDUC 3430, 3440, 3450, or 3460) and recommendation of Education Department. See department for more information about requirements and application deadlines.

## **EDUC 4830 - STUDENT TEACHING AT MCCURDY: MIDDLE**

### **CHILDHOOD**

**9 hrs.**

Teaching experience in grades 4-9 under the supervision of a cooperating teacher and a University supervisor (12 weeks, full-time). Participation in all aspects of school life including curriculum design, student assessment, classroom management, teaching methodologies and professional development. Students must demonstrate competence in all program standards and solo-teaching in order to be recommended for licensure. No other course work (except SYE Seminar) should be taken with student teaching. Requires a capstone portfolio.

Prerequisites: EDUC 3420 and two concentration area methods courses (EDUC 3430, 3440, 3450, or 3460) with minimum grades of C, and permission of Education Department; fingerprinting/background check is required prior to placement for student teaching. Corequisites: EDUC 4840.

Notes: See department for more information about requirements and application deadlines.

## **EDUC 4850 - STUDENT TEACHING OUT-OF-REGION:**

### **MIDDLE CHILDHOOD**

**9 hrs.**

Teaching experience in grades 4-9 under the supervision of a cooperating teacher and a University supervisor (12 weeks, full-time). Participation in all aspects of school life including curriculum design, student assessment, classroom management, teaching methodologies and professional development. Demonstration of competence in all program standards and solo-teaching in order to be recommended for licensure. No other course work (except SYE Seminar) should be taken with student teaching. Requires a capstone portfolio.

Prerequisites: EDUC 3420 and two concentration area methods courses (EDUC 3430, 3440, 3450, or 3460) with minimum grades of C, and permission of Education Department; fingerprinting/background check is required prior to placement for student teaching. Corequisites: EDUC 4860.

Notes: See department for more information about requirements and application deadlines.

## **EDUC 4860 - OUT-OF-REGION STUDENT TEACHEING SEMINAR:**

### **MIDDLE CHILDHOOD**

**2 hrs.**

Teaching experience in elementary, middle or secondary schools under contract to the school and supervised by a cooperating school teacher and a University supervisor.

Prerequisites: Permission of the department and the cooperating school district; current BCI/FBI background check must be on file in the Education Office.

Notes: Repeatable to a maximum of 16 hrs.

## **EDUC 4900 - TEACHING INTERNSHIP**

**1-12 hrs.**

Teaching experience in elementary, middle or secondary schools under contract to the school and supervised by a cooperating school teacher and a University supervisor. Related education experience for those seeking education studies major.

Prerequisites: Permission of the department and the cooperating school district; current BCI/FBI background check must be on file in the Education Office.

Notes: Repeatable to a maximum of 16 hrs. multiple social and historical inquiries and technology will also be underscored.

Prerequisites: EDUC 1600, 2400, and 2000 or 2200 or 5100.

### Schedule Notes

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### Schedule Notes

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# We believe in....



