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MASTER OF ARTS IN TEACHING

TEACHER EDUCATION PROGRAMS

offered by



Accreditation

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

1. The North Central Association of Colleges and Secondary Schools.
2. The American Association of University Women.
3. The Association of American Colleges and Universities.
4. The National Association of Schools of Music.
5. The Ohio College Association.
6. The Ohio Department of Education (ODE).
7. The 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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August 2017

For information on programs or teacher licensure, please contact:

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Please visit the Graduate Education page at <http://www.otterbein.edu/graduate-school/education.aspx> 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 with in learning communities which maximize the potential of all learners. The program promotes collaborative learning and critical reflection as a way to develop a community of life-long learners who can respect diverse perspectives, make informed decisions, and be responsive to the changing needs of children in our society.

We Believe In

- **The Power of Knowledge**
Effective teachers are knowledgeable and see themselves and their students as life-long learners. Our graduates will be able to make informed decisions based on complex data.
- **The Interdependency of Pedagogy and Content**
Knowledge is not a series of discrete bits of information. Effective teachers help their students see relationships among different areas of study and their application to the real world. In our curriculum, liberal arts and professional courses are intentionally connected. In the same manner, pedagogy and content often are addressed together.
- **The Potential of All Children**
Every child deserves to be taught by quality teachers who believe that each child is capable of learning. The Otterbein teacher education program provides its candidates with the knowledge, skills and dispositions for creating learning environments that are developmentally responsive for each of the students they teach.
- **The Richness of Diversity**
Our program prepares teachers to accept, honor and enhance the diversity within the school environment. Diversity includes but is not limited to ethnicity, gender, social class, sexual orientation, and special needs.
- **The Possibilities of Technology**
As teaching and learning become more complex, the effective use of technology within the classroom becomes even more essential. During their teacher education program, Otterbein students will not only use technology as an integral part of their own professional preparation and see technology modeled for classroom productivity, but they will also learn how to use technology effectively in their classroom.
- **The Necessity of Reflection**
The transition from being a student to becoming a teacher requires a great deal of reflection and introspection on the part of teacher education candidates. In order to truly discover their teacher persona, teacher education candidates must take a critical look at what they believe about teaching and learning throughout their program and strive to incorporate those values in their own teaching.
- **The Merit of Experiential Learning**
Otterbein is committed to continuous and progressive field experiences. The program exposes teacher education candidates to a variety of educational settings.
- **The Importance of Accountability**
Our program is committed to the formative and summative assessment of the knowledge, dispositions, and skills of teacher education candidates in order to assure that graduates from the program are effective and qualified teachers. Furthermore, the unit will use the information obtained from these assessments to change, alter, and/or modify the program so that the quality is maintained.

Model for Teacher Education at Otterbein

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

- A four-year undergraduate program for Early Childhood, Middle Childhood, and AYA/Multi-age Licensure;
- A post-baccalaureate licensure-only program for Early Childhood, Middle Childhood, and

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

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

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

Purposes and Goals of Teacher Education

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

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

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

Otterbein Teacher Education Standards

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

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

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

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

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

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

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

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

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

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

Critical Dispositions

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

Critical Dispositions

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

Degrees Offered in Teacher Education

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

Post-Baccalaureate Licensure Programs

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

Teaching Licenses/Endorsements Offered

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

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

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

The Early Childhood Intervention Specialist License may be added to the Early Childhood License

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

Optional Middle Childhood Generalist Endorsement may be added to the Middle Childhood License if the candidate desires the ability to teach four content areas in a self-contained grade 4, 5, or 6 classroom. Courses are offered at the graduate and undergraduate levels.

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

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

Intervention Specialist licenses for mild/moderate and moderate/intensive are grades K-12 and only offered at the graduate level.

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

TESOL Endorsement (PK-12) may be added at the graduate level to another licensure area.

SCORING RUBRIC FOR OTTERBEIN TEACHER EDUCATION CRITICAL DISPOSITIONS				
Disposition	Exceeds Expectations 4	Meets Expectations 3	Uneven or Marginal Performance 2	Unacceptable Performance 1
Hard-Working	<ul style="list-style-type: none">• Is responsible, reliable, punctual• Is a self-starter who is generous with time, talents, and resources	<ul style="list-style-type: none">• Is responsible, reliable, punctual• Fulfills requirements in a timely manner	<ul style="list-style-type: none">• Has trouble with lateness, absence• Has trouble meeting deadlines	<ul style="list-style-type: none">• Does not meet commitments• Does not meet deadlines
Principled	<ul style="list-style-type: none">• Values and acts upon the principles of honesty, fairness, mutual respect, and compassion	<ul style="list-style-type: none">• Values and tried to act upon the principles of honesty, fairness, mutual respect, and compassion	<ul style="list-style-type: none">• Values but frequently fails to act upon the principles of honesty, fairness, mutual respect, and compassion	<ul style="list-style-type: none">• Neither values nor acts upon the principles of honest, fairness, mutual respect, and compassion

SCORING RUBRIC FOR OTTERBEIN TEACHER EDUCATION CRITICAL DISPOSITIONS (CONTINUED)

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

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, continuation in program, 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: Criteria for Registration in MAT Courses

- Completed Admissions application.
- Interview with an advisor.
- Official transcripts for all previous college and/or university coursework. In order to be considered official, transcripts must be sent directly from the issuing institution to the Graduate School. If hand-delivered, transcripts must be in an unopened envelope from the issuing institution. The minimum overall undergraduate grade point average for is 2.75 based on the A=4.0 system. Middle childhood students must also have a minimum GPA of 2.75 in each of their selected content areas.
- Students are not permitted to register for more than 10 semester hours of graduate credit (no limit on undergraduate hours) before they are admitted to the MAT program.

Decision Point 2: Criteria for Admission to the MAT Degree Program

- Completion of Decision Point 1 requirements. These will be reviewed as part of program admissions.
- Submit standardized test scores in English/Writing and Math. Options include: GRE, ACT, SAT, Praxis Core.
- Two completed professional recommendations related to teaching success and/or qualifications to pursue graduate studies in education. Forms are available online.
- Once all of the above items are submitted, participate in the MAT Admissions Event, which is offered once every academic term. Contact the Education Department to schedule your session. During the two-hour admission event candidates will:
 - Complete and submit an application essay. Instructions for preparing for the essay can be obtained from the Graduate Education Advisor in the Department of Education.
 - Interview with faculty.

Middle Childhood Candidates Only: Evidence of at least 25 hours of experience working with young adolescents (students in grades 4-9) and an evaluation form completed by someone supervising the experience. Forms are available in the Education Department.

NOTE: An additional 25 hours of evaluated field experiences must be fulfilled before candidates are accepted as Degree Candidates. The 25 hours required in EDUC 5100 (Educational Psychology) or field hours associated with other MAT courses may be used to fulfill either of these field requirements. See Decision Point 3 for additional information.

The Graduate Education Committee may consider other data related to success in teaching at the discretion of the committee. Applicants who do not meet all of the criteria may petition the Graduate Education Committee—contact the Education Department for details. The Graduate Education Committee reserves the right to reject any candidate who does not meet the outlined criteria.

Applications are reviewed once each term including summer. 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 Graduate School and/or Education Department for application deadlines.

Conditional Admission to the MAT Degree Program: The Graduate Education Committee may grant conditional admission, but must inform the candidate in writing of the reasons for conditional admission and how the conditions of admission are to be satisfied.

Decision Point 3: Degree Candidacy (Prior to EDUC 5400 or 5470)

Students in good standing (e.g., 3.0 cumulative GPA in all graduate coursework; 2.75 GPA in each middle childhood teaching area) will be required to apply for degree candidacy during the term that 18 semester hours of graduate work will be completed. The following documents must be submitted to the Director of Graduate Programs in Education by the deadlines on the application form.

- A degree candidacy application form (available at www.otterbein.edu/public/Academics/Departments/Education/Forms.aspx) signed by the student and the student's faculty advisor, including coursework completed and plan for completing the program.
- Documentation of Field Experience:
 - Middle Childhood—at least 25 hours of additional evaluated field experience working with young adolescents in grades 4-9, preferably in a school setting. These hours must be beyond those required for admission to the program. See Decision Point 2 for additional information.
 - Special Education—documentation from two field experiences connected to required courses.
- The Graduate Education Committee will examine the record of the candidate, admit the student to degree candidacy status or deny candidacy and advise the student to discontinue the program. Students admitted to degree candidacy may continue their program as planned unless modifications in the program have been noted by the Graduate Education Committee.
- It is strongly recommended that students apply for Degree Candidacy status prior to taking EDUC 5400 or 5470. Degree Candidacy status is required for admission to the MAT Student Teaching.
- A completed degree audit, indicating reasonable progress toward the completion of degree and successful completion of 18 hours of coursework. Note: all courses at all institutions must be listed on the application.

After the applications are filed, the Graduate Education Committee will examine the record of the candidate, admit the student to degree candidacy status, deny candidacy, and/or advise the student to revise his/her program.

Decision Point 4: MAT Student Teaching

The MAT Student Teaching includes full-time experience in the schools from **January through April** or **August through December** and is the culmination of the MAT program. Some field hours will be required during the fall methods semester.

- An application for the MAT Student Teaching, signed by the student, is to be submitted to the Director of Field Experiences during January one year prior to student teaching. An update of coursework completed or a plan for completing it must be included in the application if submitted a different term than the application for Degree Candidacy. Applications for the MAT Student Teaching and subsequent placements in the schools are approved by the Director of Field Experiences.
- MAT students must be admitted as Degree Candidates in order to be eligible for the MAT Student Teaching.
- Successful completion of EDUC 5400 or 5470 with a 3.0 GPA or above and recommendation of the methods instructor are required to be placed for the MAT Student Teaching.
- Methods Requirements:
 - Middle Childhood—Participation in an interdisciplinary methods class and two content area methods classes are required before student teaching. Content methods courses must be taken with EDUC 5400 in the fall.
 - Intervention Specialist—Participation in the various methods classes across the program is required before student teaching.

- A weekly Seminar is required during the MAT Student Teaching experience.
- An electronic program portfolio must be completed during methods, and an electronic exit portfolio must be completed during the MAT Student Teaching.
- Fingerprinting and background checks are required prior to beginning any field experience including methods and MAT Student Teaching experiences and are valid for 12 months. Some districts require TB tests. Information about fingerprinting and background checks is available in the Education Department Office.

Decision Point 5: Program Completion and Recommendation for Licensure

- Successful completion of MAT Student Teaching Clinical Practice and recommendation of the Supervisor and the Seminar instructor are required for licensure. An unsuccessful MAT Student Teaching experience may result in a candidate having to repeat the experience or graduating without a recommendation for licensure. Note: Approval of the Chairperson of the Education Department and the Director of Graduate Programs is required to repeat the MAT Student Teaching
- Successful completion of MAT Student Teaching Seminar and workshop requirements including an electronic exit portfolio; and submission of Teacher Performance Assessment;
- Completion of all required coursework, including a 3.0 cumulative grade point average in Professional Education courses;
- Verification of Middle Childhood teaching area GPA requirements;
- Valid Fingerprinting and Background Check is required for licensure;
- Application for graduation/program completion (See Registrar's Office for details at least two terms before you plan to complete your program); all financial obligations must be met before students may participate in graduation, receive their transcripts, or receive their diploma.;
- Successful completion of licensure tests required for the specific licensure area(s). (See section on Licensure Testing for further details.)

Policies, Procedures, Information, and Resources

This is not meant to be an exhaustive list of policies, procedures, information, and resources. Consult the Graduate 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 Director of Graduate Programs in Education. 3. Discuss the matter with the Chair of the Education Department. 4. Present evidence in writing, then discuss the matter with the Dean of the Graduate School. 5. Appeal in writing with supporting evidence to the Graduate Academic Appeals Council. Details regarding the appeal process are available from the Graduate School.

Academic Support Center and Writing Clinic

Students in need of additional tutoring, assistance with writing, or other academic support may contact the Academic Support Center on the second floor of the Library. (614-823-1610 for more information).

Advising

MAT students are advised by the Graduate Education Advisor until full admission to the program (up to 10 hours of graduate coursework). Upon admission to the program, students will be assigned to a faculty member in the Education Department who will advise them through the completion of their program. 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 field experience students must notify both the cooperating teacher (or school) and the University supervisor in advance, if possible, of absence for any cause. Days missed in student teaching and field experience may be added to the completion date of the experience. University supervisors may excuse no more than two days absence for good cause without extending the completion date. Days missed in field experiences will not be counted in hours accumulated. Excessive or irresponsible absences may result in withdrawing the student from the experience. **Falsification of time sheets may be grounds for dismissal from the program.**

Credit by Examination

According to the University Catalog, students are not permitted to take CLEP exams once they have reached senior status (135 or more earned hours). Also, students who have already earned Bachelor's degrees are not permitted to take CLEP exams. None of the hours may be used to fulfill the 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 page 14 for information on field experiences.

Grade Policy

Graduate students must maintain a 3.0 cumulative average. Students will be placed on academic probation when the overall GPA falls below 3.0. Grades of B-, C+, and C, while acceptable in meeting graduate degree requirements, are considered "marginal progress" outcomes. In some cases, students earning a marginal progress may be required to repeat the course. Please refer to the Academic Standing policy in the Academic Policies section of the graduate catalog for further details. To be recommended for licensure, candidates must successfully complete the methods courses and MAT Student Teaching with a grade of B or above. If the candidate is not recommended for licensure, he/she may petition the Director of Graduate Program in Education to seek permission to repeat the MAT Student Teaching or to complete the MAT degree without licensure.

In order to meet licensure requirement Middle Childhood students must maintain a teaching area GPA of 2.75 or higher during the entire program. Content area courses transferred from other institutions must be at a C or higher.

Highly Qualified Teacher (HQT)

The No Child Left Behind (NCLB) legislation of 2002 requires all teachers to meet the definition of *Highly Qualified Teacher (HQT)*. In Ohio, K-6 Intervention Specialists must meet the same HQT requirements as those for regular elementary teachers. Intervention Specialists teaching core subjects in grades 7-12 must meet the HQT requirements for each core subject area they teach (e.g., math, language arts). The Department of Education encourages teacher candidates in the Special Education Program to visit the Ohio Department of Education website for more information about HQT and intervention specialists at <http://education.ohio.gov/>.

Job Search Assistance—Center for Career and Professional Development

The Otterbein Center for Career and Professional Development provides a menu of services including resume-building, cover letter writing, practice interviews, and job search assistance. In addition, staff will advise students on assembling a strong credential file, the collection of documents that support your application (transcripts, letters of reference, test scores, etc.). **All students will prepare and manage their own credential file.** All student teachers are required to attend an orientation session at the Center for Career and Professional Development to learn about the job search process.

Licensure Testing

To become a licensed teacher in Ohio's schools, a person must successfully complete required licensure tests: Ohio Assessments for Educators-OAE, Praxis II, and/or ACTFL-LTI (foreign language candidates) examinations. Candidates are eligible for the examinations once 75% of the coursework in the licensure program including methods is completed. Students will be expected to take tests covering professional education and curriculum content or specialization. The most recent list of licensure test qualifying scores for specified licenses in Ohio is available in the Education Department Office. Study materials are available from the individual testing services. Some printed study materials are available in the Education Department Office and the Library. ACTFL-LTI guidelines and preparation materials can be found at www.languageTesting.com.

Out-of-State Teacher Licenses

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

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

Portfolio Requirement

To be recommended for licensure, teacher candidates are required to submit an electronic portfolio that documents their mastery of department standards. Elements of the portfolio will be developed throughout the program, with completion during student teaching. MAT Student Teaching Seminar instructors will provide support and feedback, and faculty members will be assigned to evaluate the final portfolio. The electronic platform for the portfolio is an online service called TaskStream.

Transcript Evaluation

A student may present unofficial transcripts to the Graduate Education Advisor in the during the initial interview. The Advisor will work with the student to determine which courses to propose to the Director of Graduate Programs in Education for transfer, waiver, or substitution. Following the initial meeting, the advisor will submit the proposal to the Director who makes all final decisions regarding proposals for course transfers, waivers, and substitutions.

Final decisions will not be available until all official transcripts are received.

Field Experiences and Clinical Practice

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

Field experiences and student teaching assignments are made in public and private schools and agencies within convenient travel distance from the University. Written agreements between the University and cooperating schools and agencies are required, and placements will be made in

schools and agencies that have agreements with the University. Students are expected to provide their own transportation.

Field experience assignments are required across the program. MAT Student Teaching is a full-time experience in the schools from January through April or August through December as the culmination of the MAT program. **Students should carry no other academic coursework during the student teaching terms.**

Fingerprinting and Background Checks are required for all field experiences and must remain current (issued within one year) during the entire field experience. On-campus services will be available each term, or students may contact any WebCheck location or police department.

Note: There are additional fees attached to specific courses to cover assessment and supervision costs. Please consult the university's website or contact the Business Office for a complete list of fees.



Master of Arts in Teaching

Middle Childhood Teacher Education Program

Teaching Licenses

This MAT program leads to an Ohio four year Middle Childhood Resident Educator License valid for teaching grades four through nine in two content areas. Attention is called to additional license possibilities by completing the Middle Childhood Generalist Endorsement (Grades 4-6) or Reading Endorsement.

Program Description

The courses required for the MAT Middle Childhood program are presented on the next few pages. A recommended sequence may be discussed with the Education Advisor. Course substitutions require the written permission of the Chairperson of the Education Department or Director of Graduate Programs in Education.

The MAT degree requires a minimum of 34 hours of coursework at the graduate level. Additional coursework is required at the undergraduate level.

Middle Childhood teacher candidates at Otterbein University must complete two concentration areas. The approved concentration areas, including the coursework that is acceptable, are displayed on pages 15-16. Middle Childhood candidates choose two of the following four approved concentration area options: Language Arts, Mathematics, Science, and Social Studies.

Middle Childhood Course Requirements

General Education Requirements

All MAT candidates in the Middle Childhood program are required to have general education coursework in the following areas. The remaining semester hours will be completed through concentration area requirements.

Course Number and Title	Transfer-Approved
English (<i>One course</i>)	
_____	_____
Mathematics (<i>One college level course</i>)	
_____	_____
Arts/Humanities (<i>One course from art, dance, music, philosophy, or theatre</i>)	
_____	_____
Science (<i>One course from biology, chemistry, physical science, earth science, or astronomy</i>)	
_____	_____
Social Studies (<i>One course from history, political science, or psychology</i>)	
_____	_____

Continued

Professional Education Requirements

All MAT candidates in the Middle Childhood program are required to take the following professional education coursework. The course descriptions contain information about required field hours and course sequence.

Core Courses

EDUC 5000 School & Society: A Reflective Inquiry (3)	_____
EDUC 5100 Educational Psychology (3)	_____
EDUC 5200 Issues in Equity & Multicultural Education (3)	_____
EDUC 5970 MAT Student Teaching (9)	_____

Major Courses

EDUC 5300 Exceptional Children (3)	_____
EDUC 5380 Literacies for Young Adolescents (4)	_____

EDUC 5400 MAT Responsive Schools & Methods Internship (3)	_____
EDUC 5400 Lab MAT Responsive Schools & Methods Internship (1)	_____
AND select two courses to match concentration areas	
Fall EDUC 5430 Middle Grades Language Arts Methods (3)	_____
Only! EDUC 5440 Middle Grades Math Methods (3)	_____
EDUC 5450 Middle Grades Science Methods (3)	_____
EDUC 5460 Middle Grades Social Studies Methods (3)	_____

Technology Course

EDUC 2100 Educational Technology: Adolescence (2)	_____
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Reading Courses (*12 semester hours are required*)

EDUC 1710 Phonics & Language Study: Middle Childhood (4)	_____
EDUC 5380 Literacies for Young Adolescents (4)	_____
<i>Select one course from the following:</i>	
EDUC 3630 Adolescent Literature in a Comprehensive Reading Program (4)	_____
EDUC 3800 Literacies in the Content Area (4)	_____

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

Two Concentration Areas Required

Coursework in two approved teaching concentration areas are required. Specific course requirements are outlined below. Students may receive credit for some of these courses through previous undergraduate work to be determined by a transcript evaluation.

Continued

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

- _____ 1. EDUC 1710 Phonics & Language Study: Middle Childhood (4)
- _____ 2. EDUC 3630 Adolescent Literature in a Comprehensive Reading Program (4)
- _____ 3. EDUC 5380 Literacies for Young Adolescence (4)
- _____ 4. EDUC 5430 Middle Grades: Language Arts Methods (4)
- _____ 5. ENGL 1155 Reading, Writing, & the Literary Imagination (4)
- _____ 6. ENGL 3380 Studies in Adolescent Literatures (4)
- _____ 7. INST 1500 Level Identity Projects: Writing & Literature (4)

8. *Select one course from the following:*

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

9. *Select one course from the following:*

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

MATHEMATICS (24 sem. hrs.)

- _____ 1. EDUC 5440 Middle Grades Mathematics Methods (4)
- _____ 2. MATH 1210 Nature of Mathematics (4) or MATH 1500 Introduction to Mathematical Thought (4)
- _____ 3. MATH 1250 Elementary Functions (4)
- _____ 4. MATH 1700 Calculus I (4)
- _____ 5. MATH 2150 Math for Middle Childhood: Numbers & Variables (4)
- _____ 6. MATH 2170 Math for Middle Childhood: Measurement & Geometry (4)

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

SCIENCE (28 sem. hrs.)

- _____ 1. BIO 1000 Principles of Biology (4)
- _____ 2. BMB 2300 Chemistry of Everyday Life for Middle Childhood Education Majors (4)
- _____ 3. EDUC 5450 Middle Grades Science Methods (4)
- _____ 4. ESCI 1001 Introduction to Environmental Science (4)
- _____ 5. INST 2403 The Expanding Universe (4)
- _____ 6. PHYS 2100 Introduction to Physical Science (4)

7. *Select one course from the following:*

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

Continued

SOCIAL STUDIES (28 sem. hrs.)

- _____ 1. EDUC 5460 Middle Grades Social Studies Methods (4)
- _____ 2. GEOG 1000 World Regional Geography (4)
- _____ 3. INST 2001 The Making of Global Society (4)
- _____ 4. POLS 1000 American National Government (4)
- 5. *Select one course from the following:*
 - _____ HIST 1100 The American Experience to 1865 (4)
 - _____ HIST 1200 The American Experience since 1865 (4)
- 6. *Select one course from the following:*
 - _____ HIST 2100 History Seminar (4)
 - _____ POLS 2300 Methods of Research & Inquiry in Political Science (4)
- 7. *Select one course from the following:*
 - _____ ECON 2100 Principles of Microeconomics (4) (*prerequisites: MATH 1210, 1220, 1230, 1240, or 1250*)
 - _____ HIST 3200 Global Capitalism (4)
 - _____ HIST 4210 The Industrial Revolution in a Global Perspective (4)



Middle Childhood Generalist Endorsement (Grades 4-6)

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

Language Arts

- _____ EDUC 6545 Advanced Pedagogical Content Know.: Language Arts 4-6 (2)
- _____ EDUC 6580 Language Arts Methods in the Intermediate Classroom (4) (paired with EDUC 3640)

Mathematics

- _____ EDUC 6525 Advanced Pedagogical Content Know.: Math 4-6 (2)
- _____ EDUC 6526 Numbers & Variables (3)
- _____ EDUC 6527 Measurement & Geometry (3)

Science

- _____ EDUC 6570 Science Methods in the Intermediate Classroom (4) (paired with EDUC 2500)
- _____ EDUC 6515 Advanced Pedagogical Content Knowledge: Science 4-6 (2)

Social Studies

- _____ EDUC 6560 Social Studies Methods in the Intermediate Classroom (4) (paired with EDUC 2400)
- _____ EDUC 6535 Advanced Pedagogical Content Know.: Social Studies 4-6 (2)

Master of Arts in Teaching Intervention Specialist Education Program

Teaching Licenses

This MAT program leads to an Ohio four year Resident Educator License valid for special education kindergarten through grade 12 licensure for either mild to moderate or moderate to intensive disabilities or both.

Program Description

The courses required for the MAT Intervention Specialist program are presented on the next few pages. A recommended sequence may be discussed with the Education Advisor. Course substitutions require the written permission of the Chairperson of the Education Department or Director of Graduate Programs in Education.

The MAT degree requires a minimum of 34 hours of coursework at the graduate level. Additional coursework is required at the undergraduate level.

Highly Qualified Teacher (HQT)

With the December 10th, 2015 passage of the Every Student Succeeds Act (ESSA), states are no longer federally required to ensure all teachers of core subjects are highly qualified. However, **Ohio will continue to require highly-qualified teachers in core academic subjects in the 2016-2017 transition year as dictated by current** state legislation, report card requirements, and the state equity plan. Moving forward through this transition year, the Department will work with stakeholders to redefine teacher qualifications in Ohio. Ohio will continue to provide a Highly-Qualified Teacher Toolkit to support districts during the 2016-2017 transition year. Please refer to the Ohio Department of Education website for the most up-to-date information.

Intervention Specialist Course Requirements

General Education Requirements

All MAT candidates in the Special Education program are required to have general education coursework in the following areas.

Course Number and Title	Transfer Approved
English (<i>One course</i>)	
Mathematics (<i>One college level course</i>)	
Arts/Humanities (<i>One course from art, dance, music, philosophy, or theatre</i>)	
Science (<i>One course from biology, chemistry, physical science, earth science, or astronomy</i>)	
Social Studies (<i>One course from history, political science, or psychology</i>)	

Continued

Professional Education Requirements

All MAT candidates in the Special Education program are required to take the following professional education coursework. The course descriptions contain information about required field hours and course sequence.

Core Courses

- EDUC 5000 School & Society: A Reflective Inquiry (3) _____
- EDUC 5100 Educational Psychology (3) _____
- EDUC 5200 Issues in Equity & Multicultural Education (3) _____
- EDUC 5970 MAT Student Teaching (9) _____

Major Courses

- EDUC 5310 Profiles of Learners (3) or EDUC 5300 (3) with permission
of the Director of Graduate Programs _____
- EDUC 5320 Specialized Instructional Planning (3) _____
- EDUC 5330 Behavior & Learning Environment (3) _____
- EDUC 5470 Internship in Special Education (3) _____

Mild to Moderate K-12 Strand (all courses in the strand are required for mild to moderate licensure)

- EDUC 5340 Methods of Specialized Instruction for Learners
with Mild to Moderate Disabilities (3) _____
- EDUC 5350 Collaborative Methods for Learners
with Mild to Moderate Disabilities (3) _____
- EDUC 5360 Assessment & Progress Monitoring in Special Education
for Learners with Mild to Moderate Disabilities (3) _____

Moderate to Intensive K-12 Strand (all courses in the strand are required for moderate to intensive licensure)

- EDUC 5341 Methods of Specialized Instruction for Learners
with Moderate to Intensive Disabilities (3) _____
- EDUC 5351 Collaborative Methods for Learners
with Moderate to Intensive Disabilities (3) _____
- EDUC 5361 Alternate Assessment of Students with
Moderate/Intensive Needs (3) _____

Technology Course

- EDUC 2100 Educational Technology: Adolescence (2) or _____
- EDUC 6780 Special Topics in Assistive Technology (2) _____

Continued

Reading Courses (12 semester hours are required)

Phonics (*choose one of the following*) _____

EDUC 1700 Phonics & Language Study: Early Childhood (4)

EDUC 1710 Phonics & Language Study: Middle Childhood (4)

EDUC 3640 Elementary Literacy Assessment & Instruction (4) * _____

(Alternative courses to EDUC 3640 include EDUC 6580, or

EDUC 6640 and 6650, or EDUC 2600)

Select one course from the following: _____

EDUC 3800 Literacies in the Content Area (4)

EDUC 5380 Literacies for Young Adolescents (4) _____

** EDUC 1700 or 1710 must be taken before EDUC 3640. Enrollment in EDUC 3640 may require permission of the instructor.*

Highly Qualified Teacher (HQT)

With the December 10th, 2015 passage of the Every Student Succeeds Act (ESSA), states are no longer federally required to ensure all teachers of core subjects are highly qualified. However, **Ohio will continue to require highly-qualified teachers in core academic subjects in the 2016-2017 transition year as dictated by current** state legislation, report card requirements, and the state equity plan. Moving forward through this transition year, the Department will work with stakeholders to redefine teacher qualifications in Ohio. Ohio will continue to provide a Highly-Qualified Teacher Toolkit to support districts during the 2016-2017 transition year. Please refer to the Ohio Department of Education website for the most up-to-date information.

MAT Course Descriptions

EDUC 1700 Phonics & Language Study: Early Childhood

4 hrs.

This course examines developmental patterns in first and second language acquisition, phonemic awareness, and phonics knowledge. Students will learn how to assess children's understanding in these three domains and use this data to design instruction that supports and extends children's learning in the context of a comprehensive and differentiated early literacy program.

EDUC 1710 Phonics & Language Study: Middle Childhood

4 hrs.

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

EDUC 2100 Educational Technology: Adolescence

2 hrs.

Students in this course develop skills and knowledge required for successful integration of technology with instruction in elementary and secondary classrooms to make learning more efficient, effective, and engaging. Students complete projects that enable them to develop competence as it relates to the ISTE (International Society for Technology in Education) standards, implement them in their methods placements, and display their work in a web-based portfolio.

EDUC 3630 Adolescent Literature in a Comprehensive Reading Program

4 hrs.

This course will require students to read and analyze a wide variety of literature for adolescents from the following perspectives: embedding reading instruction in a meaningful context, importance of reading instruction as a means to access information and enhance quality of life, providing for differences among learners and how these differences influence reading, understanding the influence on the reading process of what the reader brings to the experience, and exploring strategies to encourage and motivate students to pursue and respond to reading and writing for personal growth and fulfillment. *Prerequisites: EDUC 5100 or permission of instructor.*

EDUC 3640 Elementary Literacy Assessment & Instruction

4 hrs.

This course builds on the pedagogical content knowledge and instruction strategies introduced in EDUC 2600 Emergent Literacy in Inclusive Environments. While students are introduced to state of the art research supported elementary literacy methods, teaching techniques, and materials, emphasis is placed on the role of assessment to guide differentiated instructional design and teacher decision making in elementary literacy and content area classrooms. *Prerequisites: EDUC 2600 or 3850 or permission of instructor.* Clock Hours: Requires 50 off campus field hours. Current BCI/FBI Background check must be on file in the Education office.

EDUC 3800 Literacies in the Content Area**4 hrs.**

Literacies in the Content Area examines and allows participants to implement research-based strategies that promote content area literacy in 4-12 classrooms. Major course topics include: adolescent readers, reading comprehension, vocabulary instruction, selecting appropriate texts, writing-to-learn strategies, questioning and discussion strategies, thinking skills, and study skills in the content areas (e.g., health, music, science, etc.). This course also addresses the following: information about teaching English language learners, general assessment tools and terminology, and characteristics of a positive classroom culture. Students conduct small-scale research, build their repertoire of teaching strategies, and complete a field-based project related to teaching English learners. *Prerequisites: EDUC 5100 or permission of instructor.* Clock Hours: May require 25 off campus field hours. Current BCI/FBI Background check must be on file in the Education office.

EDUC 5000 School & Society: A Reflective Inquiry**3 hrs.**

In this course, students will explore foundational ideas about education to critically reflect on their own beliefs about education, the role of the teacher, and the school's relationship to society. Emphasis is placed on the impact that changing social and political contexts have had on the historical development of educational aims and practices.

EDUC 5100 Educational Psychology**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. Clock Hours: A 25-hour off campus field experience is part of the course requirements. Current BCI/FBI Background check must be on file in the Education office.

EDUC 5200 Issues in Equity & Multicultural Education**3 hrs.**

This course focuses on the topic of equity and diversity in education. Students will explore the role of culturally relevant pedagogy in developing curriculum and teaching strategies that address the problems of racism and sexism and meets the needs of a racially, culturally, sexually, socio-economically, and linguistically diverse population. Students will also consider the way teachers, community members, and policy makers have used reform efforts to create institutional equity within a diverse society.

EDUC 5300 Exceptional Children**3 hrs.**

This course provides an overview of special education and the knowledge necessary for teachers to meet the needs of students with exceptionalities in middle childhood and adolescent 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. Clock Hours: Clinical hours required. Current BCI/FBI Background check must be on file in the Education office.

EDUC 5310 MAT: Profiles of Learners**3 hrs.**

Graduate teacher education candidates study typical and atypical human growth and development with emphasis on types of disabilities recognized under the Individuals with Disabilities Education Act. Topics include cultural context of disabilities; language, behavior, and learning characteristics; foundations of special education; and educational implications of disabilities.

EDUC 5320 MAT: Specialized Instructional Planning**3 hrs.**

Graduate teacher education candidates plan specialized instruction based on the learning needs of students with disabilities. Studies include IEP development, lesson and unit planning, and accommodations and modifications of instruction. *Prerequisites: EDUC 5100 and EDUC 5310 or concurrent enrollment.*

EDUC 5330 MAT: Behavior & Learning Environments**3 hrs.**

Graduate teacher education candidates analyze social and behavioral characteristics of learners. Topics include functional assessment of pupil behavior, analysis of learning environment demands, behavior improvement plans and strategies, and progress monitoring. *Prerequisites: EDUC 5100 and EDUC 5310 or concurrent enrollment.* Clock Hours: Requires 30 off campus field hours. Current BCI/FBI Background check must be on file in the Education office.

EDUC 5340 MAT: Methods of Specialized Instruction for Learners with Mild to Moderate Disabilities**3 hrs.**

Graduate teacher education candidates engage in evidence-based practices to meet the basic skill development needs of learners with disabilities. Course content includes inclusive practices, research-based resource selection, and specialized instruction in reading, writing, and mathematics. Emphasis is given to strategies to help children and youth with exceptional learning needs succeed in the general education curriculum. Clock Hours: Requires 30 hour off campus field experience. Current BCI/FBI Background check must be on file in the Education office. *Prerequisites: EDUC 5100 and EDUC 5310 or concurrent enrollment.*

EDUC 5341 MAT: Methods of Specialized Instruction for Learners with Moderate to Intensive Disabilities**3 hrs.**

Graduate teacher education candidates engage in evidence-based practices to meet the life skill development needs of children and youth with moderate to intensive disabilities. Topics include task analysis, research-based resource selection, and specialized instruction in self-help and individual independence curricula. Clock Hours: Requires 30 hour off campus field experience. Current BCI/FBI Background check must be on file in the Education office. *Prerequisites: EDUC 5100 and EDUC 5310 or concurrent enrollment.*

EDUC 5350 MAT: Collaborative Methods for Learners with Mild to Moderate Disabilities**3 hrs.**

Graduate teacher education candidates examine and utilize evidence-based practices for teaching content to students with mild to moderate disabilities. Course content includes co-teaching, team processes, collaboration with families, assistive technology, and transition planning. Clock Hours: Requires 30 hour off campus field experience. Current BCI/FBI Background check must be on file in the Education office. *Prerequisites: EDUC 5100 and 5340.*

**EDUC 5351 MAT: Collaborative Methods for Learners
with Moderate to Intensive Disabilities**

3 hrs.

Graduate teacher education candidates analyze and use evidence-based practices for teaching modified curricula to students with moderate to intensive disabilities. Topics include teaching functional academics and pre-vocational skills, use of assistive technology, collaboration with families and agencies, and transition planning. Clock Hours: Requires 30 hour off campus field experience. Current BCI/FBI Background check must be on file in the Education office. *Prerequisites: EDUC 5100 and 5341.*

**EDUC 5360 MAT: Assessment & Progress in Special Education:
Mild/Moderate**

3 hrs.

Graduate teacher education candidates will become familiar with basic terminology used in assessment, as well as legal and ethical implications of assessment. Norm-referenced tests and curriculum-based measures used by special education professionals will be reviewed in the context of decision-making for special education. *Prerequisites: EDUC 5100 and 5310.*

**EDUC 5361 MAT: Alternate Assessment of Students
with Moderate/Intensive Needs**

3 hrs.

Graduate teacher education candidates will become familiar with basic terminology used in assessment, legal and ethical implications of assessment, and appropriate use of assessment for decision-making in special education. Emphasis will be given to alternate assessment methods appropriate for use with students with moderate to severe disabilities. *Prerequisites: EDUC 5100 and 5310.*

EDUC 5380 Literacies for Young Adolescents

4 hrs.

This course introduces participants to the theories and practices of teaching reading and writing in the middle grades. It is grounded in and builds on knowledge and understanding of the linguistic foundations of literacy learning and of young adolescent development. The emphases of the course are the multiple psychological and social processes that contribute to reading comprehension and the methods, techniques, and materials of instruction that promote and motivate students' comprehension of texts in all content area classes. This course also stresses the thinking and decision-making processes teachers use to ensure high-quality literacy learning environments and instruction that allows young adolescents to experience authentic interactions and transactions with text. Clock Hours: 25 off campus field hours required. Current BCI/FBI Background check must be on file in the Education office.

EDUC 5400 MAT Responsive Schools & Methods Internship

1-3 hrs.

A study of the nature and needs of young adolescents, characteristics of responsive schools, resources for the middle child practitioner, characteristics of effective middle childhood teachers, and critical issues in middle level education. The course focuses on content specific methodology for middle childhood, including planning, instruction, assessment, teacher resources, technology, and classroom climate. Education 5400 is a block of interdisciplinary methodology to develop skills important to the teaming design central to middle childhood instruction. Students register for this course and their two concentration area methods courses (see EDUC 5430-5460). In each of these

courses students become acquainted with the appropriate Ohio academic content standards, subject matter reflected on proficiency tests, subject-specific pedagogy, methods of assessment and national standards or guidelines which shape the teaching of the discipline. EDUC 5400 includes a full time placement in a school, with designated times for Methods courses at the discretion of the Methods instructor. Prerequisites: EDUC 5100; *MAT Degree Candidacy*; and *Approval of MAT Student Teaching application*. *Fall only*. Current BCI/FBI Background check must be on file in the Education office.

EDUC 5400 Lab MAT Responsive Schools & Methods Internship **1 hr.**

The majority of the 100 hour field placement associated with the EDUC 5400 course is taken fall semester. Full time placement in a school is required for the lab course. EDUC 5400-Lab must be completed with a passing grade before student teaching. *Notes: Lab is graded P/F*. Current BCI/FBI Background check must be on file in the Education office.

EDUC 5430 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. *Co-requisite: EDUC 5400, 5970, or permission of instructor.*

EDUC 5440 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. *Co-requisite: EDUC 5400, 5970, or permission of instructor.*

EDUC 5450 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. The course will help cultivate a science-specific professional knowledge base, including awareness of: safety issues involved in organizing and maintaining a science classroom, science-related community resources, and science teacher professional organizations. *Co-requisite: EDUC 5400, 5970, or permission of instructor.*

EDUC 5460 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. *Co-requisite: EDUC 5400, 5970, or permission of instructor.*

EDUC 5470 MAT: Intervention Specialist Internship **1-3 hrs.**

Graduate teacher education candidates provide specialized instruction in a special education setting appropriate to the intended area of licensure. Candidates synthesize knowledge of assessment, planning, instruction, resource selection, collaboration, and legal and ethical practice. A weekly seminar supports the experience. Clock hours: education setting appropriate to the intended area of licensure. Clock hours: Requires a 4-week full-time off campus placement serving as an intervention specialist

in a school setting. Current BCI/FBI Background check must be on file in the Education office. *Prerequisites: EDUC 5350 or 5351.*

EDUC 5900 MAT Independent Study

1-10 hrs.

This course allows MAT students to do independent study or research or take an undergraduate course for graduate credit. All EDUC 5900 work must be approved in writing by the instructor and Director of Graduate Education Programs (forms are available in the Graduate School and the Education Department).

EDUC 5910 Special Topics

1-3 hrs.

Special Topics courses cover a variety of educational topics not covered in the regular curriculum of the MAT program and expand the offering of electives for MAT degree candidates or non-degree students who are re-certifying or seeking professional development. For more information, see the Education Advisor or the current graduate schedule.

EDUC 5970 MAT: Student Teaching

9 hrs.

MAT Student Teaching (9 sem. hrs), taken spring semester, is a full time teaching internship. Students are assigned to a school site for the full school day and are expected to follow the same time schedule as their cooperating teacher. In-school assignments include classroom and student observations, lesson planning and implementation, development of an instructional unit, participation in a variety of school-related events, and other activities the cooperating supervisor see as appropriate. Students meet for a weekly seminar during the MAT Student Teaching experience. Students also complete an electronic portfolio during the MAT Student Teaching. MAT candidates are required to earn a grade of 'B' or better and receive positive recommendations from the College Supervisor and Seminar instructor in order to complete the MAT program successfully. Additional coursework may not be taken during the experience without the permission of the Graduate Education Director. *Prerequisites: Admission to Degree Candidacy and Positive recommendations from the EDUC 5400 or 5470 instructor. Spring only.* Current BCI/FBI Background check must be on file in the Education office.

EDUC 6580 Language Arts Methods in the Intermediate Classroom

4 hrs.

A study of the language arts curriculum and teaching methods for intermediate classrooms. While students are introduced to state of the art research supported elementary literacy methods, teaching techniques, and materials, emphasis is placed on the role of assessment to guide differentiated instructional design and teacher decision making in elementary literacy and content area classrooms.

EDUC 6640 Reading Assessment & Instruction

3 hrs.

A study of techniques and instruments of reading assessment. Topics include critical analysis of current assessment, observation and description of the reading process, and planning individualized and whole-class assessment-driven programs in reading. Clock Hours: Requires 25 field hours.

EDUC 6650 Research-Based Reading & Writing PK-3**3 hrs.**

Study of theoretical constructs and research that inform the acquisition of language and literacy skills in emergent and early readers. Specific focuses on learning to read and write; text leveling and selection; guided reading, multiple literacies; the role of technology in literacy instruction; literacy for students from diverse cultural, linguistic, and developmental backgrounds and the relationships across reading, writing, listening and speaking. Clock Hours: Requires 25 hours of tutoring at the PK-third grade level.

EDUC 6780 Special Topics in Technology Education**1-3 hrs.**

Offers students the opportunity to pursue current educational technologies and classroom integration with these technologies. The specific topic of the course will change as new tools and instructional approaches are developed and disseminated. *Prerequisite: Permission of instructor. Students may receive credit more than once for this course, as topics change.*

