

Master of Arts in Education Advanced Programs

offered by



OTTERBEIN
UNIVERSITY

Accreditation

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

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



The 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 professionat 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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Please visit the Graduate Education page at
www.otterbein.edu/gradschool/education-graduate/

Mission Statement and Conceptual Framework

Mission Statement

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

We Believe In

The Power of Knowledge

Effective teachers are knowledgeable and see themselves and their students as life-long learners. Our graduates will be able to make informed decisions based on complex data.

The Interdependency of Pedagogy and Content

Knowledge is not a series of discrete bits of information. Effective teachers help their students see relationships among different areas of study and their application to the real world. In our curriculum, liberal arts and professional courses are intentionally connected. In the same manner, pedagogy and content often are addressed together.

The Potential of All Children

Every child deserves to be taught by quality teachers who believe that each child is capable of learning. The Otterbein teacher education program provides its candidates with the knowledge, skills and dispositions for creating learning environments that are developmentally responsive for each of the students they teach.

The Richness of Diversity

Our program prepares teachers to accept, honor and enhance the diversity within the school environment. Diversity includes but is not limited to race, ethnicity, language, gender identity, social class, sexual orientation, and special needs.

The Possibilities of Technology

As teaching and learning become more complex, the effective use of technology within the classroom becomes even more essential. During their teacher education program, Otterbein students will not only use technology as an integral part of their own professional preparation and see technology modeled for classroom productivity, but they will also learn how to use technology effectively in their classroom and facilitate productive remote learning.

The Necessity of Reflection

The transition from being a student to becoming a teacher requires a great deal of reflection and introspection on the part of teacher education candidates. In order to truly discover their teacher persona, teacher education candidates must take a critical look at what they believe about teaching and learning throughout their program and strive to incorporate those values in their own teaching.

The Merit of Experiential Learning

Otterbein is committed to continuous and progressive field experiences. The program exposes teacher education candidates to a variety of educational settings.

The Importance of Accountability

Our program is committed to the formative and summative assessment of the knowledge, dispositions, and skills of teacher education candidates in order to assure that graduates from the program are effective and qualified teachers. Furthermore, the unit will use the information obtained from these assessments to change, alter, and/or modify the program so that the quality is maintained.

Model for Teacher Education at Otterbein

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

The Educator Preparation Provider (EPP) also offers continuing professional development for certified/licensed teachers and other professionals through a *Master of Arts in Education degree program* in Curriculum and Instruction. The MAE program is designed to develop professional empowerment through study, research, and reflection. Both the MAE program design and the scheduling of classes serve the needs of practicing teachers. The Educator Preparation Provider also offers an MAE Curriculum and Instruction degree program for professionals with backgrounds in education who are not licensed teachers.

Purposes and Goals of Teacher Education

The Teacher Education Program at Otterbein University is based on the philosophy that a liberal education is best for teachers. The broad aim of teacher education is to help licensure candidates acquire knowledge, develop skills, and exhibit dispositions that 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 Board of Regents, 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 frame-work for the systemic reform of teacher preparation and professional development.

Graduate Standards Table

MAE Performance Outcomes	Unit Conceptual Framework	CAEP Standards A.1 Candidate Competencies
Discovers independently an issue or problem, which is in need of a solution	Power of Knowledge; Merits of Experiential Learning; Potential of all Students	Professional Dispositions
Selects high-quality sources independently and efficiently	Interdependency of Pedagogy and Content	Data Literacy
Designs a study that is ethical, methodologically sound, and is likely to answer the research question.	Merits of Experiential Learning	Research Methodologies
Articulates and analyzes the findings based on data collection	Possibilities of Technology; Merit of Experiential Learning	Data Analysis
Synthesizes data to make decisions and or suggest solutions	Potential of all Students	
Creates a paper with structure and style that is coherent and clear	Necessity of Reflection	
Creates and presents a final project which effectively addresses the original problems and questions	Necessity of Reflection; Importance of Accountability	

University KMERI Standards	National Board Standards
Knowledgeable; inquisitive; engaged; responsible	Model what it means to be an educated person – read, question, create and are willing to try new things.
Multi-literate; resourceful	Are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
Engaged; responsible; knowledgeable	
Inquisitive; knowledgeable	Critically examine practice on a regular basis to deepen knowledge, expand repertoire of skills, and incorporate new findings into practice.
Resourceful; knowledgeable; inquisitive	Model what it means to be an educated person – read, question, create and are willing to try new things.
Multi-literate; resourceful	
Engaged; responsible;	

Otterbein Teacher Education Standards

Otterbein Teacher Education Standards
InTASC Model Core Teaching Standards (2013)

- Standard #1: Learner Development* The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences* The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments* The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard #4: Content Knowledge* The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5: Application of Content* The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard #6: Assessment* The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard #7: Planning for Instruction* The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies* The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Standard #9: Professional Learning and Ethical Practice* The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Critical Dispositions

In addition to standards that guide the preparation and licensure of candidates' knowledge of content and ability to teach, candidates are also evaluated on critical dispositions essential for success in education. Critical Dispositions are defined by NCATE/CAEP as “attitudes, beliefs, values, and commitments that influence behaviors.” We expect these dispositions to be evidenced in the Otterbein classroom and in the field as candidates apply new learning to their professional practice.

Degrees Offered in Teacher Education

1. The Bachelor of Arts or Bachelor of Science degrees are granted to candidates seeking Adolescence to Young Adult (AYA, grades 7-12). These candidates major in their teaching/subject area but also complete teacher licensure requirements.
2. The Bachelor of Music Education degree is designed to lead to Multi-Age (PreK-12) licensure. Candidates major in Music Education.
3. The Bachelor of Science in Education degree is designed for candidates seeking PreK-5 Primary Education, Dual PreK-5 Primary/Intervention Specialist, Middle Childhood (4-9), or (pending Ohio Department of Higher Education approval) Intervention Specialist (K-12) licensure. These candidates are Education majors.
4. The Master of Arts in Teaching degree is designed for individuals who have earned a bachelor's degree. The MAT provides a graduate route to teacher licensure in Middle Childhood Education for grades 4-9 or in Special Education for grades K-12. Mild/Moderate and Moderate/Intensive options are both available in the Special Education program.
5. The Master of Arts in Education degree is designed to empower teachers to maximize learner potential through study, research, and reflection.

Teaching Licenses/Endorsements Offered

Graduate MAE and non-degree candidates may add a license or endorsement to their current, active teaching license in any area for which Otterbein has an approved program. Approved Otterbein programs include:

Primary Education (PreK-5)

- PreK-5 Intervention Specialist License may be added to the PreK-5 Primary Education License.

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

Adolescence to Young Adult (AYA, 7-12) – Math, Physics, Chemistry, Life Science, Language Arts, or Social Studies.

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

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

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

***Please Note: Policy and time limit on applying for additional license or endorsement at the MAE Level:**

The time limit for MAE candidates to apply for an additional teaching license or endorsement through Otterbein is 2 years from program or degree completion. If the licensure requirements are completed after degree completion, the time limit is 2 years from the date of completion of the final licensure requirement (e.g., an OAE test).

Candidates wishing to complete a program license after the two-year limit will be required to take additional course work, to be determined by the Department Chair, based on an updated transcript review.

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

Critical Decision Points and Assessment Benchmarks for Master of Arts in 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 program.*

Decision Point 1: Provisional Admission Criteria

- Graduate application.
- Evidence of a state-issued teaching license. Applicants who hold an Ohio teaching license should indicate the license number on the application. Applicants who hold an out-of-state license will need to provide a copy of their teaching license and official transcripts documenting completion of a bachelor's degree.
- Candidates without a teaching certificate/license who have a background in education must be accepted for full admission before they can enroll in any graduate coursework.
- Applicants who hold a non-standard teaching certificate/license are strongly encouraged to meet with the Graduate Education Advisor prior to enrollment in classes.

Students who have been provisionally admitted may register for up to 12 graduate semester hours. Students at or beyond 12 graduate semester hours will be kept from enrolling in further coursework until they are fully admitted. Students who complete an endorsement program at Otterbein or have graduate coursework from Otterbein prior to enrolling in the MAE program will have these graduate course hours counted toward the 12 graduate semester hours.

Decision Point 2: Full Admission Criteria

- All materials required for Provisional Admission (listed above).
- Official transcripts for college and/or university work that fulfilled teacher licensure requirements. Unlicensed candidates must submit all official transcripts from all college / university work. 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.
- Cumulative minimum undergraduate grade point average of 3.0 based on the A=4.0 system. Grade Point Averages between 2.5 and 3.0 may be considered for admission on a conditional basis for candidates demonstrating particular strengths in other criteria.

- Cumulative minimum graduate grade point average of 3.0 based on the A=4.0 system for any previous graduate work. **A minimum of 6 semester hours of graduate coursework must be completed prior to application for full admission. This criterion does not apply to candidates who do not hold a teaching license.**
- One professional recommendation related to teaching success and/or qualifications to pursue graduate studies in education. Forms are available from the Education Department. Otterbein University reserves the right to contact persons providing recommendations and to contact a recommender to acknowledge receipt of a recommendation.
- One academic recommendation related to academic success and/or capacity to succeed in graduate-level academic work. This recommendation should be completed by an instructor of the applicant's graduate-level coursework. Forms are available from the Education Department. Otterbein University reserves the right to contact persons providing recommendations and to contact a recommender to acknowledge receipt of a recommendation.
- Interview with the Graduate Education Advisor.
- MAE application essay. Instructions are available in the Education Department or online.

The Graduate Education Committee may consider other data related to successful completion of the Master's program at the discretion of the committee. Applicants who do not meet all of the criteria may petition the Graduate Education Committee—see the Graduate Education Advisor for details. The Graduate Education Committee reserves the right to reject any candidate who does not meet the outlined criteria.

Applications are reviewed twice per term and once during the summer. Applicants will be notified of the action of the Committee in writing within two weeks of the decision.

***Decision Point 2: International Student Admission Requirements (subject to change)**

This program is designed for education professionals to develop professional empowerment through study, research, and reflection. It aims to help practicing professionals maximize the potential of all learners. Applicants for the MAE programs should have undergraduate coursework in education equivalent to that required for teaching licensure in the United States.

- Step 1: Submit an online application to the Graduate School.
- Step 2: Submit all official transcripts. A WES evaluation may be required. Transcripts should confirm that the applicant possesses the equivalent of at least a GPA of 3.0 on the A=4.0 system and undergraduate coursework in education equivalent to that required for teaching licensure in the United States.

- Step 3: Interview with a Graduate Education Advisor. This can be done over the phone or an internet connection such as Zoom.
- Step 4: Submit a professional recommendation form. Ideally, the form would be completed by someone familiar with your work as a teacher. Submit an academic recommendation from a university professor who is familiar with your academic work. Forms are available from the Education Department.
- **Step 5: Submit an application essay.**
- **Step 6: If your native language is not English, you must send an official report of a score of at least 550 on the TOEFL or 79 on the internet-based TOEFL or 6.5 on the IELTS. Score reports should be sent directly to Otterbein.**
- **Step 7: Send a bank statement, an Affidavit of Support, and/or a sponsor's letter indicating sufficient funds are on deposit or can be made available and will be used for your education.**

Decision Point 3: Degree Candidacy

Students in good standing with a 3.0 cumulative GPA will apply for degree candidacy during the semester in which 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 (in the Department Office, Roush 430) signed by the student as well as the student's Capstone advisor and second reader.
- The Capstone Project Prospectus, approved and signed by the student's Capstone advisor and second reader.
- Documentation indicating approval to do research by the Institutional Review Board (if required).
- A completed Diversity Form, indicating that diversity requirements have been met.
- A completed degree audit, indicating reasonable progress toward the completion of degree and successful completion of 18 hours of coursework.

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

Decision Point 4: Completion of the Capstone Project

The MAE Capstone Project is intended to be a substantial study designed to consolidate and unify the coursework of the Master's degree into a meaningful single body of work. There are three options for the MAE Capstone Project: an Instructional Inquiry Project; a Curriculum Analysis or Development Project; or Submission of a Portfolio for National Board (NBPTS) Certification. Candidates who wish to propose an alternative to these three options must work with their advisor to develop a plan of action. The candidate's Capstone advisor and second reader (selected by the candidate) will help the student establish the topic, objectives, procedures, and schedule prior to beginning work on the Capstone Project.

The Capstone Project must have the approval of the student's Capstone Project Committee. The Project Committee includes the student's Capstone Advisor, a second reader who is another faculty member chosen by the graduate student, and a third reader designated by the Graduate Director. An explanation of criteria for the Capstone Project is available in the MAE Capstone Project Handbook. Students may enroll for 1-4 Capstone hours in the term in which they will be working on the project. **A public presentation or defense of the Capstone Project is required for final approval of the project. Students must be enrolled in Capstone during the term of this public presentation, or, when necessary, this can occur during the term immediately following the student's last enrollment.** An explanation of this process may be found in the MAE Capstone Project Handbook. There will be an additional fee for every Capstone hour for which the student registers. This fee is not covered by a fee waiver. Please consult the University's website or contact the Business Office for a complete list of fees.

Decision Point 5: Program Completion

Students must submit a Request for Degree Application to the Office of the Registrar two terms prior to the completion of all graduate work. This form may be obtained from the Registrar's web page. All financial obligations must be met before students may participate in graduation, receive their transcripts, or receive their diploma. The following criteria must be fulfilled to complete the MAE Program:

- A 3.0 cumulative graduate grade point average with all grades at a C or higher.
- Successful completion of the MAE Capstone Project.
- Some programs require a Teaching Portfolio that is completed during required coursework. Course syllabi indicate whether this is a requirement.
- Successful completion of all required coursework and field/clinical experiences (deadlines can be found on your degree works audit under Capstone).

Diversity Standard

If discussions, readings, and reflection about diversity are to have real meaning and application in classes and assignments, we believe that our MAE degree candidates ought to be working with diverse students during their enrollment in the MAE degree program. The NCATE/CAEP standard reads: “The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 school.”

To ensure that our graduate students have these experiences, a diversity requirement must be met. Prior to admission to Degree Candidacy (18 semester hours), the candidate will submit a form that provides evidence of meeting the standard in relationship to diverse students in his or her classroom (or alternative educational setting) during the candidate’s MAE enrollment. This form needs to be co-signed by the candidate’s immediate supervisor (usually the Principal or Assistant Principal) who must rank the candidate on her/his efforts to meet the educational needs of all students. One copy shall be submitted to the Director of Graduate Programs prior to admission as a Degree Candidate, and one copy shall be given to the candidate’s advisor. This form should document that the candidate has met at least two of the criteria listed below.

- Class/Teaching load includes at least 15% students from the following racial, ethnic groups: African American, Latino (Latina), Asian (including Indian), Native American, multiracial
- Class/Teaching load includes at least 25% students on free and/or reduced-price lunch
- Class/Teaching load includes at least 10% students with identified special needs (have IEP’s or 504 plans)
- Class/Teaching load includes children who are English Language Learners (ELL)

If a candidate cannot document diversity within his or her own class load (using two of the above criteria), then the candidate is required to submit documentation of at least 30 hours working with diverse children in an alternative educational setting (e.g., after-school, weekend, or summer programs). Possible work could include; course-related field experience, tutoring, mentoring, working as a camp counselor, recreation leader, participating in church-sponsored programs, or coaching. Questions regarding the eligibility of activities should be referred to the Director of Graduate Programs. Candidates need to accumulate these hours before Degree Candidacy.

Critical Decision Points and Assessment Benchmarks for Advanced (i.e., Adding an endorsement/license with a field experience requirement) and Advanced Add-On Programs (adding a license without a field experience requirement)

Applicants who are adding licensure in PreK-5 Primary Education, Middle Childhood, Adolescence to Young Adult and Multi-Age (i.e., Advanced Add-On) may enroll in up to 12 semester hours of graduate education credit hours and unlimited undergraduate credit hours. Applicants wishing to add licensure should be aware that they will likely need to take undergraduate classes during the day. **Applicants who do not have a minimum undergraduate GPA of 2.5 or higher will not be eligible to add licensure at Otterbein University.**

Candidates wishing to add a license and/or endorsement to their existing teaching certificate or license through Otterbein University (i.e., Advanced Program Candidates) are evaluated at the following Decision Points.

NOTE: All adding licensure candidates must complete at least 6 semester hours of coursework at Otterbein for their new license/endorsement. Documentation of fieldwork required for the new license/endorsement must use Otterbein evaluation criteria.

Students who complete an endorsement program at Otterbein or have graduate coursework from Otterbein prior to enrolling in the MAE program will have these graduate course hours counted toward the 12 graduate semester hours. Students at or beyond 12 graduate semester hours will be kept from enrolling in further coursework toward the MAE degree until they are fully admitted.

Decision Point 1: Pre-Admission

(Applicants must submit the following)

- Graduate application
- Verification of a teaching certificate or license
- Official transcripts reflecting coursework that fulfilled teacher licensure requirements are needed by Decision Point 2. Candidates are encouraged to submit them as early in the process as possible. Additional transcripts may be needed at the time the license application is sent to the Ohio Department of Education
- Applicants must interview with the graduate advisor
- Applicants will be informed by the graduate advisor when they can begin coursework

Decision Point 2: Formal Credential Review (Full Admission)

- Official transcripts reflecting coursework that fulfilled teacher licensure requirements; additional transcripts may be needed at the time the license application is sent to the Ohio Department of Education
- A post-evaluation transfer GPA will be computed for all courses required for the new licensure (must be 2.5 or higher)
- The Graduate Director (with notification to the Graduate Education Committee) will review credentials
- Candidates will be informed by the Director of Graduate Programs in Education in writing, if they may continue in the program.

Decision Point 3: Exit Requirements

Applicants must submit the following:

- Ohio Department of Education license application to the OH/ID licensing database of ODE
- Notification of completion of the add-on program to the Department of Education
- Current background check to the Ohio Department of Education; a background check will be required by the Ohio Department of Education if the new license differs in grade range from the previous certificate or license
- Advanced program folio, if applicable (Note: The Graduate Advisor will inform you of the requirements)
- Diversity Requirement form to the Director of Graduate Programs in Education
- Documentation of satisfactory field experience indicated by signed timesheets and field evaluations to the Department of Education and the Director of Graduate programs in Education
- Licensure test scores for the add on license
- A transcript review of courses taken to complete the new licensure including a GPA (must be 2.5 or higher). Note: an appointment and/or communication with the Graduate Education advisor is required before licensure paperwork is submitted to the Education Department.

Once the above criteria are met, candidates may complete the online licensure/ endorsement application through the Ohio Department of Education; licensure information is available from the Education Academic Coordinator, Gaby Miller (Roush 430).

Licensure Areas Offered

The following areas can be added to a certificate or license at Otterbein University:

PreK-5 Primary Education Teaching License: Licensure for teaching ages 3-11 (grades PK-5)

Early Childhood Intervention Specialist Teaching License: Licensure for teaching ages 3-11 (grades PreK-5) for those with existing certificates or licenses in PreK-5 Primary Education, Elementary 1-8/K-8, Multi-Age Intervention Specialist, or Special Education K-12

TESOL Endorsement (PreK-12) may be added at the graduate level to another licensure area only after the initial license has been granted. NOTE: This endorsement is offered as a cohort program, meaning some courses will be offered intermittently.

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

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 Coaching

The Academic Support Center provides academic coaching for graduate students who want to focus on time management, organization, study strategies, test taking strategies, etc.

For more information, contact the Academic Support Center, call 614-823-1610 or email academicsupportctrdept@otterbein.edu.

Academic Support Center (including Disability Services)

Located on the second floor (rear) of Courtright Memorial Library, the Academic Support Center offers a range of support services for graduate students.

Advising

MAE students are advised by the Graduate Education advisor until they are fully admitted to the program (Decision Point 2). After admission candidates are assigned to a faculty member in the Department of Education. Students may change advisors with the permission of the new advisor. Teachers who are enrolled on a non-degree basis are advised by the Graduate Education advisor. Students are encouraged to work closely with their advisor to ensure appropriate progress through the program.

Attendance Policy for Classes and Field Experiences

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.

- Attendance is expected at all class sessions and required field experiences. A record of student attendance shall be kept by the instructor and attendance may be a factor in arriving at the final grade for courses in education.
- Specific attendance policies for each course and field experience will be included in the course syllabus.
- **Falsification of documentation may be grounds for dismissal from the program.**

Capstone

The Capstone Manual is available online at the Otterbein University Education Resources page.

There is an additional fee for each Capstone hour. Please consult the University website or contact the Business Office for a complete list of fees. Fee waivers may not be used to cover the additional Capstone fee.

Uploading Capstone Projects to Otterbein University's Digital Commons and OhioLINK ETD

After completing capstone projects, students are strongly encouraged to upload them to Otterbein's Digital Commons and OhioLINK ETD (Electronic Theses and Dissertations). The Digital Commons @ Otterbein and OhioLINK ETD are free, online repositories of academic scholarship and creative work. Submitting your work to these databases makes it visible and accessible to a global community, provides a stable URL for your work, and has served as a path toward publication for some.

- Information about Otterbein's Digital Commons and OhioLINK ETD can be found at <https://www.otterbein.edu/library/services/thesis-dissertation-service/>.
- General information about Digital Commons @ Otterbein, including a map presenting global readership, can be found at <https://digitalcommons.otterbein.edu/>.
- Details and benefits of submitting your work to Digital Commons can be found at <https://digitalcommons.otterbein.edu/faq.html>.

Change in Major/Program of Study

Students who wish to change their declared major or program of study should talk with their advisor to explore what this change will mean in relation to required coursework. After making the decision to change a major or program of study, students should contact the Registrar to request the appropriate form for making the change.

Disability Services (DS)/Accessibility Resources

Disability Services provides academic services and accommodations for students with diagnosed disabilities. Accommodations are based on an individual's specific diagnosed disability.

- To talk with the Disability Services Coordinator, Kera Manley, visit the DS Offices on the second floor (rear) of Otterbein's Courtright Memorial Library, email kmanley@otterbein.edu, or call 614-823-1618.
- To learn more about resources and accommodations offered through DS, visit Otterbein's Student Accommodations and Support webpage: www.otterbein.edu/asc/academic-support-center/disability-services/accomodations/.
- To register with the Office of Disability Services, follow the "How to Register" link on the DS webpage: <https://www.otterbein.edu/asc/academic-support-center/disability-services/>.

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

Field experiences for advanced program candidates may take place through specialized university clinics, in the candidate's own classroom or, in a placement identified in collaboration with the candidate, the graduate program director, and field placement coordinator. Field experience requirements are completed in conjunction with several courses and systematically evaluated. Candidates in field placements arranged by Otterbein are required to have current (issued within one year) Fingerprinting and Background Checks on file which remain current during the entire field experience. On-campus services are available most terms or students may obtain checks through any WebCheck location or police department.

Grade Policy

For students seeking a Master's degree, a minimum grade of C is required in all graduate coursework. If a grade lower than a C is earned, the course must be repeated and a grade of C or higher must be earned in order to satisfactorily complete the course.

A cumulative graduate grade point average of 3.0 or higher is required in order to remain in good standing and to graduate. Please refer to the Academic Standing Policy in the Academic Policies section of the Graduate Catalog for further details

Interruption in Attendance

After admission to a graduate program, continuous progress toward completion of the degree is expected. Students not enrolled for one year must submit an updated admission application to the Graduate School. Official college transcripts must be submitted if additional college or university courses were taken during the time of absence. Additional documents may need to be resubmitted depending on the length of absence. Contact the Graduate School to verify required materials. Students should be aware that new program requirements may be in effect and are encouraged to contact the program director prior to reenrollment.

Licensure Testing

To become a licensed teacher or to add a new licensure area or endorsement in Ohio's schools, a person must successfully complete required licensure tests: **Ohio Assessments for Educators-OAE, and/or ACTFL-LTI** (foreign language candidates) examinations. Candidates are required to take the subject area tests. The professional area test is **ONLY** required if a candidate's original license did not require a professional knowledge or principles of learning and teaching test. The most recent list of licensure test qualifying scores for specified licenses in Ohio is available in the Education Department Office. Study materials for the OAE tests can be found at <http://www.oh.nesinc.com>. ACTFL-LTI guidelines and preparation materials can be found at www.languageesting.com.

Nondiscrimination Policy

Otterbein University is committed to providing a welcoming environment free from discrimination. To this end, Otterbein does not discriminate on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, marital status, military status, national origin, partnership status, pregnancy, race, religion, sex, sexual orientation, veteran status, or any other legally protected status in admissions, in access to or in treatment within its educational programs or activities, in employment, recruiting, or policy administration.

In addition, Otterbein will not tolerate harassment by or of its employees, faculty, students, vendors, or visitors through words or actions based on the above. For more information about Otterbein's nondiscrimination policy, contact the Office of Human Resources at <https://www.otterbein.edu/about/careers/>.

Out-of-State Teacher Licenses

Because states determine their own teacher education programs, licensure may differ from state to state. It is the duty of the student to see that the special requirements of states other than Ohio are met. See Otterbein's Professional Licensure Disclosure page at <https://www.otterbein.edu/about/sara/professional-licensure-disclosures/>. Information on licensure may be obtained from each state department of education's division of teacher education and certification. Teacher licensure is simplified in many states through Interstate Reciprocity Agreements and on graduation from institutions accredited by the National

Council for the Accreditation of Teacher Education (NCATE) or the Council for the Accreditation of Educator Preparation (CAEP). Most states require passage of teacher competency tests prior to licensure. See <https://www.teachercertificationdegrees.com/reciprocity/> . Students planning to teach in another state should consider also obtaining their Ohio teaching license.

Portfolio Requirement

Certain MAE programs may require completion of an electronic portfolio, documenting their mastery of program standards. The electronic platform for the portfolio is Watermark-TaskStream. Students are responsible for purchasing individual subscriptions to Watermark-TaskStream which will provide access to the portfolio template throughout their program.

Residency Requirement

A student is considered to be in residence when registered for graduate coursework offered at Otterbein University. MAE students must complete at least 30-33 semesterhours of graduate coursework offered by or through Otterbein University to include no more than 10 semester hours (including course hours and workshop hours) in transfer credit.

Time Limit for Program Completion

A time limit for coursework at Otterbein to be applied to the degree is five years. The time limit is computed from the date credit is recorded on the University transcript until the degree requirements are completed. Extension of time requested foradequate and unusual cause beyond the control of the student may be obtained fromthe Graduate School and submitted to the Education Department’s Director of Graduate Programs.

Transfer Credit

A maximum of 9 semester hours of graduate work may be accepted in transfer fromother accredited colleges and universities. Transfer work must have been taken within the previous 5 years and must carry a grade of “B” or better. Credit will not be recorded until an official transcript has been received from the offering institution. Transfer credit must be approved by the Director of Graduate Programs in Education.

Workshop Credit

No more than four semester hour credits (transferred or at Otterbein) in graduatecredit workshops apply toward the MAE degree.

Writing Center

The Writing Center (WC) offers a range of services that can help graduate students with specific writing assignments and/or address concerns about their writing. Graduate students may work directly with the Writing Services and Tutoring Coordinator or with WC-trained peer assistants. Consultations are in-person or remote. In addition, some graduate classes may include a writing workshop session facilitated by Writing Center staff.

To make an appointment, use the online form:

<https://www.otterbein.edu/asc/academic-support-center/writing-center/>.

Tuition Waivers

Teachers in schools with student teaching and field experience agreements with Otterbein University may qualify for tuition waiver certificates. Otterbein University provides these waivers to districts or independent schools in return for their provision of field placements for Otterbein students. However, Otterbein University has no control over the distribution of the waivers to teachers, which is determined by each district/school. The following provisions and conditions apply:

- Tuition waiver certificates may be assigned by the proper school officials to school employees admitted to graduate study at Otterbein University. Admission to graduate study is solely at the option of the University. There is no obligation on the part of the institution to admit students because of this agreement who would not otherwise meet graduate study admission requirements.
- Students may use multiple fee waivers within a semester, however, the number of fee waiver credits may not exceed the number of course credits taken.
- Teachers paying tuition with tuition waiver certificates from their schools must submit a valid waiver certificate at the time of registration or make other arrangements with the Business office. Otterbein University has the right to refuse acceptance of an “expired” fee waiver.
- Tuition waivers do not cover the costs of special fees for testing, Capstone hours, or computer labs.

Student Concerns

As a starting point, graduate students can speak to their advisors or another member of their department when they have a question or concern related to their academic progress. The Otterbein University Student Concerns Information webpage identifies individuals and offices that can help students find answers to a range of other concerns:

<https://www.otterbein.edu/about/sara/student-concerns-information/>.

Otterbein University's Policy on Discrimination and Harassment:

<https://www.otterbein.edu/about/title-ix/> .

Graduate School Opportunities

Graduate Student Events

The Graduate School hosts the following annual events to build a scholarly community, support graduate students in academic life, and engage with the broader community.

Guest Lecture Series

The Graduate School hosts a Guest Lecture Series event in most Fall and Spring Semesters. The Series exposes graduate students to in-depth discussions of current industry topics and trends and is intended to be relevant across all graduate programs. Speakers are successful executives and leaders who may also discuss their career paths and the challenges and achievements they faced along the way. Bringing students, faculty, staff, and the community together, the Series offers social and professional networking opportunities before and after each lecture. Students, faculty, and staff are notified of these events via campus email.

Graduate Student Conference

The Graduate Student Conference is held each Spring Semester. The conference highlights graduate student work from all five graduate programs—Allied Health, Business, Education, Educational Mathematics, and Nursing. This event celebrates the research, scholarship, and creative work of Otterbein graduate students and faculty, and fulfills the presentation component of capstone projects. The Conference features posters and presentations from current graduate students as well as posters highlighting faculty sabbatical projects.

Graduate Commencement

Graduate Commencement is held once a year, on the first Saturday after Spring Semester ends. All graduates, along with family and friends, are invited to attend this graduation ceremony, which is held on campus at Memorial Stadium.

Any student planning to graduate must request a Graduation Application one term prior to the term in which the degree is to be completed. (The application is available through Banner or the Registrar.) It is the student's responsibility to be aware of this requirement, to initiate the request, and to sign/return the application on time.

To participate in the Graduate Commencement Ceremony, a student must:

- Complete all academic degree requirements.
- Submit a completed Graduation Application (available through Banner or the Registrar).
- Submit any additional paperwork required in the Graduation Application.
- Meet all outstanding financial obligations.

Graduating students receive information about the commencement ceremony and the academic regalia required for the ceremony during the spring semester. Students can check [O-zone](#)—>[Resources](#)—>[A-Z List](#)—>[Commencement](#) throughout the year for deadlines, dates, and information about graduation.

Master of Arts in Education

Program Curriculum

The Master of Arts in Education (MAE) degree is planned to serve the needs of certified/licensed teachers who desire to improve their knowledge and skills and perhaps seek additional licensure. The MAE program requires a core of 14 semester hours of work culminating in a Capstone Project. Additional credits are earned through candidates' selected path. The Curriculum and Instruction program requires a minimum total of 30 semester hours.

Curriculum and Instruction Program

Knowledge Base: Theme Statement of Curriculum and Instruction Program

The Curriculum and Instruction program is designed to further the professional development of teachers who wish to improve their teaching knowledge and skills for greater effectiveness in the classroom. Through the critical analysis of theory and practice, the program challenges teachers to strengthen their professional knowledge and skills in curriculum planning, learning theory, teaching methodology, integration of technology. Likewise, the program supports teachers with making instructional decisions based on assessment data, learner developmental and contextual needs, and current research on learning, cognition, and sociocultural aspects of instruction. Graduate coursework and the Capstone Project are designed to prepare teachers to maximize the potential of every child and to take a leadership role at the school or district level to assure that the learning needs of all students are met.

Courses for the Curriculum and Instruction Program

The MAE Curriculum and Instruction program consists of the following:

CORE COURSES

- _____ EDUC 6000 Foundations of Democratic Education (4)
- _____ EDUC 6100 21st Century Curriculum and Technology (3)
- _____ EDUC 6120 Data Driven Decision Making (3)
- _____ EDUC 6400 Foundations of Education Research (4)
- _____ EDUC 7000 Capstone Project (4) OR EDUC 7001 Capstone Seminar (4)

ADDITIONAL REQUIREMENTS

- _____ Elective Strand—See below for options

Elective Strands

MAE Curriculum and Instruction students must select one of the following strands to complete their program: Professional Development, TESOL Endorsement, or Reading Endorsement.

READING ENDORSEMENT STRAND (12 sem. hrs.)

Reading Endorsement and major programs require a minimum of 50 clock hours of substantive field experience. These hours are distributed across the four required courses. Candidate performance in the field is formally evaluated by a university-appointed supervisor. Those applying for the Reading Endorsement must take the appropriate licensure test for reading.

Candidates seeking Reading Endorsement must meet Ohio Department of Education guidelines for Reading Endorsement. In addition to being a licensed teacher, candidates must have completed a minimum of 12 hours of undergraduate or graduate reading course work (including a course in Phonics) prior to enrollment in the sequence below. Candidates who do not have 12 hours upon program entry must take remaining reading hours at the graduate level. **See advisor for recommendations for additional graduate reading course work.**

Because of the sequential nature of the Reading Endorsement courses, the student should seek the advice of the Graduate Education Advisor in the Graduate School at the beginning of the program.

- _____ EDUC 6640 Reading Assessment & Instruction (3)
- _____ EDUC 6650 Research-Based Reading & Writing PK-3 (3)
- _____ EDUC 6660 Research-Based Reading and Writing 4-12 (3)
- _____ EDUC 6670 Clinical I: Advanced Literacy Instruction (3)

TESOL ENDORSEMENT STRAND (12 sem. hrs.)

During the practicum, students will be assigned to a school or community agency to work with English Language learners under supervision. Students will be expected to plan instruction, implement lessons, and assess students. Prerequisite: EDUC 6230. The State mandates 50 field hours for the TESOL Endorsements; up to 20 hours may be documented prior to the Practicum, with prior approval. Current BCI/FBI must be on file.

- _____ EDUC 6210 Linguistics & Language Acquisition (3)
- _____ EDUC 6230 Strategies for Instruction & Assessment of ELLs (3)
- _____ EDUC 6240 TESOL in School & Society (3)
- _____ EDUC 6250 TESOL Teacher Work Sample (3)

PROFESSIONAL DEVELOPMENT STRAND (at least 12 sem. hrs.)

In the Professional Development Strand, students make a thoughtful selection of electives, guided by the advisor, in order to increase expertise in a particular area or to facilitate professional growth. Selections must be formally reported by the advisor to the Office of the Registrar before credit toward program completion is granted. Electives may be chosen from other graduate courses not required in the Curriculum and Instruction major, EDUC 6900- MAE Independent Study (approval required), courses designated as Special Topics, or approved transfer courses.

Graduate Level Endorsement and Licensure Programs

Candidates wishing to add an endorsement or license must follow Decision Point requirements outlined on pages 15-16. The addition of an endorsement or license requires completion of the appropriate licensure exams and an advance program portfolio.

Students who complete an endorsement or licensure program at Otterbein or have graduate coursework from Otterbein prior to enrolling in the MAE program will have these graduate course hours counted toward the 12 graduate semester hours. Students at or beyond 12 graduate semester hours will be kept from enrolling in further coursework until they are fully admitted

TESOL Endorsement

Applicants who are pursuing a Teaching of English to Speakers of Other Languages (TESOL) Endorsement and who meet Decision Point criteria will be admitted to enroll in up to 12 graduate semester hours required for completion of the Endorsement. A certified/licensed teacher may add the TESOL Endorsement to any valid Ohio Teaching Certificate/License.

During the practicum, students will be assigned to a school or community agency to work with English Language learners under supervision. Students will be expected to plan instruction, implement lessons, and assess students. Prerequisite: EDUC 6230. The State mandates 50 field hours for the TESOL Endorsements; up to 20 hours may be documented prior to the Practicum, with prior approval. Current BCI/FBI must be on file. Those applying for the TESOL Endorsement must take the appropriate licensure test.

*NOTE: This endorsement is offered as a cohort program, meaning some courses will be offered intermittently

_____ EDUC 6210 Linguistics & Language Acquisition (3)

_____ EDUC 6230 Strategies for Instruction & Assessment of ELLs (3)

_____ EDUC 6240 TESOL in School & Society (3)

_____ EDUC 6250 TESOL Teacher Work Sample (3)

Reading Endorsement

A Reading Endorsement may be added to any valid Ohio Teaching Certificate/License. Applicants who are pursuing a Reading Endorsement and who meet Decision Point criteria will be permitted to enroll in up to 12 graduate semester hours required for completion of the Endorsement. These hours are concentrated in reading instruction.

Reading Endorsement and major programs require a minimum of 50 clock hours of substantive field experience. These hours are distributed across the four required courses. Student performance in the field is formally evaluated by a university-appointed supervisor. Those applying for the Reading Endorsement must take the appropriate licensure test for reading. Because of the sequential nature of the Reading Endorsement courses, the student should seek the advice of the Graduate Education Advisor in the Graduate School at the beginning of the Reading Endorsement program.

Candidates seeking Reading Endorsement must meet Ohio Department of Education guidelines for Reading Endorsement. In addition to being a licensed teacher, candidates must have completed a minimum of 12 hours of undergraduate or graduate reading course work (including a course in Phonics) prior to enrollment in the sequence below. **Candidates who do not have 12 hours upon program entry must take remaining reading hours at the graduate level. See advisor for recommendations for additional graduate reading course work.**

- _____ EDUC 6640 Reading Assessment & Instruction (3)
- _____ EDUC 6650 Research-Based Reading & Writing PK-3 (3)
- _____ EDUC 6660 Research-Based Reading & Writing 4-12 (3)
- _____ EDUC 6670 Clinical I: Advanced Literacy Instruction (3)

MAE Course Descriptions

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