Master of Arts in Teaching

Teacher Education Programs

offered by

OTTERBEIN
UNIVERSITY

Accreditation

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

1. The North Central Association of Colleges and Secondary Schools.
2. The American Association of University Women.
3. The Association of American Colleges and Universities.
4. The National Association of Schools of Music.
5. The Ohio 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).

NCATE
The Standard of Excellence in Teacher Preparation
An NCATE Accredited Institution

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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Please visit the Graduate Education page at
www.otterben.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

The Education Department serves as the Educator Preparation Program (EPP) and Unit of Otterbein University, providing professional courses for pre-service teachers through:

- A four-year *undergraduate program* leading to Primary Education (PreK-5 or Dual PreK-5 Primary/Intervention Specialist (PreK-5), Middle Childhood (4-9), AYA (7-12), and Music Education (PreK-12) licensure, and a K-12 Special Education (Intervention Specialist, K-12) license.
- A *post-baccalaureate licensure-only program* for Primary Education (PreK-5 or Dual PreK-5 Primary/Intervention Specialist) Primary Education, Middle Childhood (4-9), AYA (7-12), and Music Education (PreK-12) licensure, built on the undergraduate teacher education program, and a K-12 Special Education (Intervention Specialist, K-12) license.
- A *Master of Arts in Teaching* program designed to provide students a graduate-level path to Middle Childhood (4-9) or Special Education Licensure (K-12) that are responsive to the needs of second-career adults.

Building on a liberal arts foundation that emphasizes multidisciplinary and interdisciplinary ways of knowing, professional education requires teacher candidates 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 realistic settings to test theories and professional competencies against the cognitive and affective needs of children in schools.

The EPP Unit also offers continuing professional development for certified/licensed teachers through non-degree graduate-level coursework and a Master of Arts in Education degree program, with a major in Curriculum & Instruction offering concentrations in Reading, TESOL, or a Professional Development Strand. 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 arts education is best for teachers. The broad aim of teacher education is to help licensure candidates acquire knowledge, develop skills, and exhibit dispositions which they will need in order to be successful teachers of children.

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

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

InTASC Model Core Teaching Standards (2013)

Standard #1: Learner Development

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

Standard #2: Learning Differences

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

Standard #3: Learning Environments

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

Standard #4: Content Knowledge

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

Standard #5: Application of Content

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

Standard #6: Assessment

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

Standard #7: Planning for Instruction

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

Standard #8: Instructional Strategies

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

Standard #9: Professional Learning and Ethical Practice

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

Standard #10: Leadership and Collaboration

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

Critical Dispositions

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

CPAST and Pre-CPAST Assessments of Critical Dispositions

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

Professional Commitment and Behaviors

K. **Demonstrates Punctuality**

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

L. **Meets Deadlines and Obligations**

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

Professional Relationships

M. **Collaboration**

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

Critical Thinking and Reflective Practice

N. **Responds Positively to Feedback and Constructive Criticism**

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

Degrees Offered in Teacher Education

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

Post-Baccalaureate Licensure Programs

All licensure programs available for undergraduate candidates are also available for qualified candidates who already have a baccalaureate degree from anaccredited 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 under-graduate program requirements.

Teaching Licenses/Endorsements Offered

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

PreK-5 Primary Education

Dual PreK-5/PreK-5 Intervention Specialist License

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

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

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

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

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

Intervention Specialist (K-12) license in Mild/Moderate and/or Moderate/Intensive may be added at the graduate level.

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

If a licensure candidate does NOT apply for a teaching license at the time they graduate from Otterbein, they must adhere to the guidelines below. The time limit for all candidates to apply for a teaching license is 2 years from the end of their licensure program. If the licensure program ends at the time of graduation, then the time limit is 2 years from graduation. If the licensure program is finished after graduation, the time limit is 2 years from the date of completion of the last requirement for the license (e.g., an OAE test).

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

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 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 12 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, and Accuplacer tests

Standardized Test	Minimum Score
ACT Math	17
SAT Math	430
Praxis Core Math	141
Accuplacer Next-Generation Qualitative Reasoning, Algebra, and Statistics (arrange test through the Education Department)	246
GRE Math	34th percentile
ACT Reading	17
SAT Reading	420
Praxis Core Reading	159
Accuplacer Next-Generation Reading (arrange test through the Education Department)	246
GRE Verbal	34th percentile

- Two completed professional recommendations related to teaching success and/ or qualifications to pursue graduate studies in education. Forms are available online.
- 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.

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 asDegree 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.

Applications are reviewed once each term including summer. During the admissions review, the Graduate Education Committee reviews the materials enumerated above, and considers the strength of the applicant's overall application. 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 any of the outlined criteria. 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 enrolling in 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 or at least prior to the term 18 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 in the Education Department Office) 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 schoolsetting. 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 Methods Course. 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. Field hours will be required during the methods semester prior to student teaching.

- An application for 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 student teaching clinical practice requirements include: All candidates in student teaching must complete and submit the edTPA for national scoring. The Student Teaching Handbook indicates the scoring guide for the edTPA. Retaking the edTPA may be necessary. Successful completion of the associated seminar and workshop requirements, including an electronic exit portfolio and a Senior Year Experience project and presentation.

- 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 the MAT Student Teaching Seminar and workshop requirements including an electronic exit portfolio; and submission of a

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)
- Successful completion of OAE licensure tests required for the specific licensure area(s). (See section on Licensure Testing for further details.)
- Opioid awareness training
- Dyslexia training
- Set up an OH/ID account on the ODE website and apply for licensure

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

If a licensure candidate does NOT apply for a teaching license at the time they graduate from Otterbein, they must adhere to the following guidelines.

The time limit for all candidates to apply for a teaching license is 2 years from degree completion. If the licensure requirements are completed after degree completion, the time limit is 2 years from the date of completion of the final licensure requirement (e.g., an OAE test).

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

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

Policies, Procedures, Information, and Resources

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

Academic 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 decisionsarrived 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 AppealsCouncil. 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

MAT candidates work with an appointed Graduate Education Advisor to apply for the program, review program requirements, and schedule courses. Once MAT candidates have been fully admitted into the program, they are reassigned to a faculty advisor.

Attendance Policy for Classes and Field Experiences

Teachers are responsible for the safety and well-being of pupils; therefore, reliability is an essential quality for teachers. The attendance policies for professional education emphasize the importance of personal responsibility and help teacher education candidates develop a pattern of responsible behavior. The attendance policies listed below shall apply for courses and field experiences offered by the Education Department. However, professors may further define or alter these general policies in course syllabi.

Class Attendance

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

Field Experience Attendance

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

Follow instructor guidelines for keeping and submitting timesheets. Falsification of timesheets may be grounds for dismissal from the program. Forgery of timesheets is grounds for automatic dismissal from the program.

Assessment

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

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/.

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.

Properly Certified or Licensed Toolkit

Properly Certified or Licensed requirements were designed to ensure all students have access to be properly certified or licensed within the State of Ohio. The Ohio Department of Education annually publishes a Properly Certified or Licensed Toolkit to assist in ensuring proper certification and licensure. The Otterbein Department of Education encourages students to access this online Toolkit for guidelines and requirements for highly qualified teacher status. http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Proper-Certification-and-Licensure/Properly-Certified-or-Licensed-Toolkit_2020-2021.pdf.aspx?lang=en-US

Job Search Assistance—Center for Career and Professional Development

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

Licensure Testing

To become a licensed and/or endorsed teacher in Ohio's schools, a person must successfully complete required licensure tests -- the Ohio Assessments for Educators (OAE). **The passing score for all OAEs is 220**. For additional information, visit https://www.oh.nesinc.com/. Study materials are available from the individual testing services and the Library.

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

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

Transcript Evaluation

A student may present unofficial transcripts to the Graduate Education Advisor 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 Graduate Education 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.

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/ .

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/.

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.

Field Experiences and Clinical Practice

Field experiences serve an important place for developing a teaching identity in Otterbein's teacher education program. Field experiences are situated in schools and are designed to help students decide whether teaching is or is not an appropriate career choice, to develop skills in applying methods and management techniques, and to observe teachers executing various roles 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 <u>all</u> field experiences and mustremain current (issued within one year) during the entire field experience. On-campusservices may 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.

Student Teaching Requirements

Student teaching is a full school day for a full semester, where the teacher candidate assumes most, if not all, teaching responsibilities of the cooperating teacher. Students should carry no other academic coursework during the student teaching term. **Likewise, work experiences other than student teaching are discouraged.**

Non-Traditional Clinical Practice Opportunities

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

Assessments in the Field

Assessments of your field experiences are made and documented in your digital assessment portfolio. All supervisors, course instructors, and cooperating teachers complete critical disposition assessments, anecdotal notes, and a final rating to document your effectiveness as a teacher candidate. You will be prompted to send your field assessments to the different evaluators who know your work the best. Please do not disregard the requests to send your assessments. After each semester, you will receive your assessment data and valuable feedback for making adjustments,if needed. Consult your advisor if you have questions.

Master of Arts in Teaching

Middle Childhood Teacher Education Program

Teaching Licenses

Otterbein's 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 including the Reading or TESOL Endorsements.

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 an education advisor or faculty member. 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 21-22. Middle Childhood candidates choose **two** of the following four approved concentration area options: Language Arts and Reading, 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 educationcoursework in the following areas. The remaining semester hours will be completed through concentration area requirements.

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

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 5395 MAT Responsive Schools for Young Adolescents (3) __
EDUC 5300 Exceptional Children (3) _____
EDUC 5380 Literacies for Young Adolescents (3) _____

EDUC 5400 MAT Responsive Schools & Methods Internship (3) _____
EDUC 5400 Lab MAT Responsive Schools & Methods Internship (1-3) _____

AND *select two courses to match concentration areas*

Fall Only!

EDUC 5430 Middle Grades Language Arts Methods (3) _____
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 (3) _____

Reading Courses (12 semester hours required)

EDUC 1710 Phonics & Language Study: Middle Childhood (3) _____
EDUC 5380 Literacies for Young Adolescents (3) **SPRING ONLY** _____
EDUC 3800 Literacies in Content Area (3) _____
EDUC 3630 Adolescent Literature in a Comprehensive Reading Program (3) **SPRING ONLY** _____

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.

LANGUAGE ARTS & READING (24 sem. hrs.) Does not include Reading Endorsement

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

Select one course from the following:

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

Select one course from the following:

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

MATHEMATICS (19 sem. Hours)

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

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

SCIENCE (25 sem. hrs.)

_____ 1. BIO 1000 Principles of Biology (3)
_____ 2. CHEM 1100 Survey of General Chemistry (3) **and** CHEM 1110 Survey of General Chemistry Lab (1)
_____ 3. EDUC 5450 Middle Grades Science Methods (3)
_____ 4. ESCI 1001 Introduction to Environmental Science (4)
_____ 5. INST 2403 The Expanding Universe (3)
_____ 6. PHYS 1000 Introduction to Physical Science (4)

7. *Select one course from the following:*

___ ESCI 1010 Physical Geology (4)
___ ESCI 1020 Earth Systems History (4)
___ ESCI 2000 Field Geology (4)

SOCIAL STUDIES (21 sem. hrs.)

_____ 1. EDUC 5460 Middle Grades Social Studies Methods (3)
_____ 2. GEOG 1000 World Regional Geography (3)
_____ 3. INST 2803 Making a Global World
_____ 4. POLS 1000 American National Government (3)

5. *Select one course from the following:*
_____ HIST 1100 The American Experience to 1865 (3)
_____ HIST 1200 The American Experience since 1865 (3)

6. Select one 2000 level History course: **consult with your advisor**

7. *Select one course from the following:*
__ ECON 2100 Principles of Microeconomics (3) (prerequisites: MATH 1210, 1220, 1230, 1240, or 1250) **RECOMMENDED course**
__ HIST 3200 Global Capitalism (3)
__ HIST 4210 The Industrial Revolution in a Global Perspective (3)

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 theEducation Department or Director of Graduate Programs in Education.

The MAT degree requires a minimum of 34 hours of coursework at the graduate level.

Properly Certified or Licensed Toolkit

Properly Certified or Licensed requirements were designed to ensure all students haveaccess to be properly certified or licensed within the State of Ohio. The Ohio Department of Education annually publishes an Properly Certified or Licensed Toolkit to assist in ensuring proper certification and licensure. The Otterbein Department of Education encourages students to access this online Toolkit for guidelines and requirements for highly qualified teacher status. Access the handbook at https://bit.ly/3DmJd26

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)	_____
EDUC 5320	Specialized Instructional Planning (3)	_____
EDUC 5330	Behavior & Learning Environment (3)	_____
EDUC 5470	Internship in Special Education (3)	_____

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 *(One course)*	
_____	_____
Mathematics *(One college level course)*	
_____	_____
Arts/Humanities *(One course from art, dance, music, philosophy, or theatre)*	
_____	_____
Science *(One course from biology, chemistry, physical science, earth science, or astronomy)*	
_____	_____
Social Studies *(One course from history, political science, or psychology)*	
_____	_____

NOTE: Additional coursework is required at the undergraduate level.

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 5370 Technology in Special Education (3) _____

Required Reading Courses (12 hours of reading are required for Ohio licensure)

A. Phonics (3 credits)

EDUC 1700 (Phonics Early Childhood) or EDUC 1710 (Phonics for Middle Childhood)

B. Literacies Across the Disciplines (3 credits)

EDUC 3850 (Literacies for Young Adolescents) or EDUC 3800 (Content Area Literacy) (3 credits)

C. Specialized, Systematic Instruction for Students with Reading Disabilities (3 credits)

EDUC 5390 (Specialized Systemic Instruction for Students with Reading Disabilities)

D. Reading Development and Pedagogy (3 credits)

Choose from: EDUC 2600 (Emergent Literacy in Inclusive Environments), 3630 (Adolescent Literature in a Comprehensive Literacy Program), 3640 (Elementary Literacy: Assessment and Instruction), 3650 (Comprehension and Composition in Primary [P-5] Education), 6640 (Reading Assessment and Instruction), 6650 (Research-Based Reading and Writing, P-3).

E. Dyslexia Module (situated in the Blackboard Learning Management System) (0 Credits)

The Dyslexia Module is independently situated in the Blackboard Learning Management System. It is introduced to students and completed while students are enrolled in EDUC 1700 or EDUC 1710. Students who transfer a phonics course into Otterbein from another university are required to successfully complete the Otterbein Dyslexia module before applying for teacher licensure.

[1]Intervention Specialists need 12 hours of literacy; including phonics, one course from the elementary literacy group, and one course from the adolescence literacy group. Students will take a total of four 3 credit hour literacy courses at Otterbein.

[2]EDUC 6640 Ask your advisor about Otterbein's reading endorsement .

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