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MASTER OF ARTS IN EDUCATION

ADVANCED PROGRAMS

offered by



OTTERBEIN
UNIVERSITY

Accreditation

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

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



The Standard of Excellence
in Teacher Preparation

The National Council for Accreditation of Teacher Education is a non-profit, non-governmental organization founded in 1954. More than 30 national associations representing the education profession at large make up the council. NCATE accreditation is a mark of distinction, and provides recognition that the education program has met national professional standards for the preparation of teachers and other educators. In NCATE's performance-based accreditation system, institutions must provide evidence of competent teacher candidate performance. Teacher candidates must know their subject matter and how to teach effectively so that all students learn.

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August, 2017

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Mission Statement and Conceptual Framework

Mission Statement

The professional education unit of Otterbein University is committed to providing a coherent, developmentally-based teacher education program that prepares teachers to create and work within learning communities which maximize the potential of all learners. The program promotes collaborative learning and critical reflection as a way to develop a community of life-long learners who can respect diverse perspectives, make informed decisions, and be responsive to the changing needs of 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 ethnicity, gender, social class, sexual orientation, and special needs.

- **The Possibilities of Technology**

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

- **The Necessity of Reflection**

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

- **The Merit of Experiential Learning**

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

tional 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*, with majors in 1) Curriculum & Instruction, 2) Reading, and 3) Special Education. 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 framework for the systemic reform of teacher preparation and professional development.

Otterbein Teacher Education Standards

- Standard #1*—The candidate understands the discipline(s) he or she teaches and can create learning experiences that make subject matter meaningful for students
- Standard #2*—The candidate understands how students learn and develop and provides learning opportunities that support their intellectual, career, social and personal development.
- Standard #3*—The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.
- Standard #4*—The candidate plans instruction based upon the knowledge-base of the subjects, student population, community needs, curriculum goals, and Ohio approved curriculum models.
- Standard #5*—The candidate is proficient in utilizing a variety of instructional models to encourage critical thinking, problem-solving, and performance skills.
- Standard #6*—The candidate motivates individual students and groups of students by creating a positive, encouraging, active learning environment.
- Standard #7*—The candidate uses effective forms of communication to foster interaction in the classroom.
- Standard #8*—The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Standard #9*—The candidate is a reflective practitioner who actively seeks out opportunities to grow professionally.
- Standard #10*—The candidate fosters relationships with school colleagues, parents, and the larger community to support students' learning and well-being.

Critical Dispositions

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

Critical Dispositions

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

Degrees Offered in Teacher Education

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

Post-Baccalaureate Licensure Programs

All of the licensure programs available for undergraduate candidates are also available for qualified candidates who already have a baccalaureate degree from an accredited college or university. This is an undergraduate licensure-only program and does not lead to a degree. For further information, contact the Education Department at 614-823-1214. Post Baccalaureate requirements may differ from the undergraduate program requirements.

Teaching Licenses/Endorsements Offered

Otterbein offers the following licenses and endorsements:

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

- Intervention Specialist License may be added to the Early Childhood License.
- Early Childhood 4-5 Generalist Endorsement may be added to the Early Childhood License if the candidate desires the ability to teach four content areas in grades 4 or 5.

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

- Middle Childhood Generalist Endorsement may be added to the Middle Childhood License if the candidate desires the ability to teach four content areas in a self-contained grade 4, 5, or 6 classroom.

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

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

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

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

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

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 Graduate School. 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 Graduate School. 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.

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. Ap-

plicants 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 Skype.
- 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. Both forms are available on the Graduate School website.
- 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 that 18 semester hours of graduate work will be completed. The following documents must be submitted to the Director of Graduate Programs in Education by the deadlines on the application form.

- A degree candidacy application form (available at www.otterbein.edu/public/Academics/Education/Forms.aspx) 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, 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 Inquiry Project; or Submission of a Portfolio for National Board (NBPTS) Certification. Candidates who wish to propose an alternate to these three options must work with their advisor to develop a plan of action. The Capstone Project must have the approval of the student's Capstone Project Committee. The Project Committee includes the student's Capstone Advisor and a second reader who is another faculty member chosen by the graduate student. The Project Committee will help the student establish the topic, objectives, procedures, and schedule before the inquiry on the Capstone Project is started. 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 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 at the Office of the Registrar or from the Registrar's web page at www.otterbein.edu, under the intranet link. 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.

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. It should document the following about class load demographics for the candidate for at least one year during his or her tenure in the graduate program:

At least two of the following criteria are true about the candidate’s class load (school-wide demographics may not be used):

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

Applicants who are adding licensure in Early Childhood, Middle Childhood, Adolescence to Young Adult and Multi-Age 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 are evaluated at the following Decision Points. All adding licensure candidates must complete at least 6 semester hours of coursework at Otterbein for their new license/endorsement. Documentation of field work 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 advisor when they can begin coursework.

Decision Point 2: Formal Credential Review

- 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 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 Education Department Office
 - 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
 - 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 Director of Graduate programs in Education
 - Licensure test scores for the licensure area being added (sent from testing source except in the case of foreign language which must be delivered by the candidate to the Education Department)
 - A transcript review of courses taken to complete the new licensure including a GPA (must be 2.5 or higher); **an appointment 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 EPP Coordinator in the Education Department (Roush 441).

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

Early Childhood Teaching License: Licensure for teaching ages 3-8 (grades PK-3)

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

Early Childhood 4-5 Generalist Endorsement for those with existing Early Childhood licenses

Middle Childhood Teaching License: Licensure for teaching ages 8-14 (grades 4-9) with concentrations in one or more areas from Language Arts, Mathematics, Science, and Social Studies

Middle Childhood 4-6 Generalist Endorsement for those with existing Middle Childhood licenses with two concentration areas

Adolescence to Young Adult Teaching Licensure: Licensure for teaching ages 12-21 (grades 7-12) available in Integrated Language Arts, Integrated Mathematics, Integrated Science, Integrated Social Studies, Life Sciences, and Physical Sciences (Chemistry and/or Physics)

Multi-Age Teaching Licensure: Licensure for teaching ages 3-21 (grades PK-12) available in Visual Art, Foreign Language (French or Spanish), Health, Music, Physical Education

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

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

Intervention Specialist (K-12): Options available for both mild/moderate and moderate/intensive. May be added at the graduate level 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 Support Center and Writing Clinic

Students in need of additional tutoring, assistance with writing, or other academic support may contact the Academic Support Center on the second floor of the Library: 614-823-1610 or writingcenter@otterbein.edu.

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 or adding licensure 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 experience. 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

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

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.

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 take place in the candidate's own classroom or, in the case where a candidate is not employed in an appropriate school setting, 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.languageTesting.com.

Out-of-State Teacher Licenses

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

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

Portfolio Requirement

To complete the MAE degree, Curriculum & Instruction program candidates, TESOL Endorsement candidates, Special Education, and/or Reading Endorsement candidates are required to submit an electronic portfolio that documents their mastery of program standards. Elements of the portfolio will be developed throughout the program. The electronic platform for the portfolio is an on-line service called TaskStream. **Students are responsible for purchasing individual subscriptions to 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 semester hours of graduate coursework offered by or through Otterbein University to include no more than 10 semester 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 for adequate and unusual cause beyond the control of the student may be obtained from the Graduate School and submitted to the Education Department's Director of Graduate Programs.

Transfer Credit

A maximum of 10 semester hours of graduate work may be accepted in transfer from other accredited colleges and universities. Transfer work must have been taken within the previous 5 years and must carry a grade of "B" or better. No more than 4 semester hours of ungraded workshop credit will be accepted. 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.

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.

Workshop Credit

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

Master of Arts in Education

Program Curriculum

The Master of Arts in Education (MAE) degree majors are planned to serve the needs of certified/licensed teachers who desire to improve their knowledge and skills and perhaps seek additional licensure. Three major areas of study are offered: 1) Curriculum and Instruction, 2) Reading, and 3) Special Education. The MAE majors require a core of 8 semester hours of work and a Capstone Project. The Curriculum and Instruction major requires a minimum of 30-33 semester hours, the Reading major requires a minimum of 33 semester hours, and the Special Education major requires a minimum of 33 semester hours.

Curriculum and Instruction Major

Knowledge Base: Theme Statement of Curriculum and Instruction Major

The Curriculum and Instruction major 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 major 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 Major

The MAE Curriculum and Instruction major is broken down into the following parts:

CORE COURSES

- _____ EDUC 6000 Foundations of Democratic Education (4)
- _____ EDUC 6400 Foundations of Education Research (4)
- _____ EDUC 7000 Capstone Project (4) OR
- _____ EDUC 7001 Capstone Seminar (4)

MAJOR COURSES

- _____ EDUC 6100 21st Century Curriculum / Technology (3)
- _____ EDUC 6110 Principles of Instruction & Assessment (3) OR
EDUC 6230 Strategies for Instruction & Assessment of ELLs (3)
(TESOL Endorsement candidates only)
- _____ EDUC 6120 Data Driven Decision Making for Teacher Leaders (3)
- OR
EDUC 6250 TESOL Practicum (3) **(TESOL Endorsement
candidates only)**

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: Early Childhood 4-5 Generalist, Middle Childhood 4-6 Generalist, Professional Development, or TESOL Endorsement. The Theory and Research Strand is designed for candidates eventually considering a doctoral program.

EARLY CHILDHOOD 4-5 GENERALIST STRAND (12 sem. hrs.)

Those adding the Generalist Endorsement must take the appropriate content area licensure tests.

- _____ EDUC 6510 Advanced Pedagogical Content Knowledge:
Science 4-5 (2)
- _____ EDUC 6520 Advanced Pedagogical Content Knowledge:
Math 4-5 (2)
- _____ EDUC 6530 Advanced Pedagogical Content Knowledge:
Social Studies 4-5 (2)
- _____ EDUC 6540 Advanced Pedagogical Content Knowledge:
Language Arts 4-5 (2)
- _____ EDUC 6550 Development, Learning & Instruction for Intermediate
Grade Students (4)

MIDDLE CHILDHOOD 4-6 GENERALIST STRAND (12 sem. hrs.)

Those adding the Generalist Endorsement must take the appropriate content area licensure tests. Choose the strands of classes for the content in which licensure is being sought. This means taking the OTHER concentration areas that are not in your original license. So, if you are a language arts and science middle childhood candidate, you would take the math and social studies classes from the list below.

Language Arts:

_____ EDUC 6545 Advanced Pedagogical Content Know.: Language Arts 4-6 (2)

_____ EDUC 6580 Language Arts Methods in the Inter. Classroom (4)
(paired with EDUC 3640)

Mathematics:

_____ EDUC 6525 Advanced Pedagogical Content Know.: Math 4-6 (2)

_____ MATH 6526 Math for Middle Childhood: Numbers & Variables (4)

_____ MATH 6527 Math for Middle Childhood: Measurement &
Geometry (4)

Science:

_____ EDUC 6515 Advanced Pedagogical Content Knowledge: Science 4-6 (2)

_____ EDUC 6570 Science Methods in the Intermediate Classroom (4)
(paired with EDUC 2500)

Social Studies:

_____ EDUC 6535 Advanced Pedagogical Content Know.: Social Studies 4-6 (2)

_____ EDUC 6560 Social Studies Methods in the Intermediate Classroom
(4) (paired with EDUC 2400)

PROFESSIONAL DEVELOPMENT STRAND (at least 9 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.

TESOL ENDORSEMENT STRAND (12 sem. hrs.)

The TESOL endorsement requires 75 clock hours of field experience. Up to 50 hours may be documented prior to the field practicum, with approval of the Practicum instructor. A minimum of 25 hours must be completed under Otterbein supervision in conjunction with EDUC 6250. EDUC 6230 and 6250 are required for the endorsement and listed under Major Courses in the previous section. Those adding the TESOL Endorsement must take the appropriate content area licensure test. **NOTE: For those who have participated at the COELEC Summer TESOL Academies, you may already have credit for EDUC 6230, 6250 and 6260. Please check with your advisor or Amy Featherstone for more details. The course prefix of the Summer TESOL Academy is EDCU 6720, various sections.**

- _____ 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 Practicum (3)
- _____ EDUC 6260 Reading Instruction for Students with Diverse Learning Needs (3)



READING MAJOR

Knowledge Base: Theme Statement of Reading Program

The Reading program prepares education professionals who understand literacy to be a constructive language process with critical linguistic, cognitive, and socio-cultural dimensions. Graduates will be able to conceptualize and create reading instruction which is sensitive to the thought and language of individual readers, authors and the texts they create, and situational and cultural contexts.

The Reading Major is planned to offer classroom teachers an opportunity to improve their knowledge and skills in the teaching of reading and to provide a reading teacher endorsement for those who may desire to become special reading teachers. The courses required by the Ohio Department of Education for the reading endorsement are included in the program. Those applying for the Reading Endorsement must pass the appropriate licensure exams.

Students who complete the full degree program in reading will take a minimum of 33 semester hours of work at the graduate level. Reading Endorsement and major programs require a minimum of 100 clock hours of substantive field experience. These hours are distributed across EDUC 6640, 6650, 6660 and 6670 and, with permission of the instructor, may be completed in the student's reading-based classroom. Student performance in the field is formally evaluated by a university-appointed supervisor. Because of the sequential nature of the Reading Endorsement courses, the student should seek the advice of the Graduate Education advisor at the beginning of the Reading Endorsement Program.

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 Reading Major

The MAE Reading major is broken down into the following parts:

CORE COURSES

- _____ EDUC 6000 Foundations of Democratic Education (4)
- _____ EDUC 6400 Foundations of Education Research (4)
- _____ EDUC 7000 Capstone Project (4) OR
- _____ EDUC 7001 Capstone Seminar (4)

MAJOR COURSES

- _____ EDUC 6600 Reading Foundations (3)
- _____ 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)
- _____ EDUC 6680 Clinical II: Literacy Coaching (3)
- _____ EDUC 6790 Special Topics in Literacy Education (3) (variable credit course; need at least 3 total hours)



INTERVENTION SPECIALIST MAJOR

Program Description

The Masters of Art in Education (MAE) is for licensed teachers who are seeking to earn a master's degree and add licensure in special education. Teachers seeking a master's degree and licensure as an intervention specialist complete a full program which includes core coursework, specialization classes in special education, field experiences, and a research capstone.

The Intervention Specialist license can be earned in two areas; mild/moderate or moderate/intensive. Students can choose one or both licensure areas. Completion of the coursework in the strands below enables you to provide intervention specialist services to students in grades K-12. Licensure exams are required.

Highly Qualified Teacher (HQT)

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

Courses for the Intervention Specialist Major

The MAE Special Education major is broken down into the following parts:

CORE COURSES

- _____ EDUC 6000 Foundations of Democratic Education (4)
- _____ EDUC 6400 Foundations of Education Research (4)
- _____ EDUC 7000 Capstone Project (4) OR
- _____ EDUC 7001 Capstone Seminar (4)

MAJOR COURSES

- _____ EDUC 6310 Profiles of Learners (3)
- _____ EDUC 6320 Specialized Instructional Planning (3)
- _____ EDUC 6330 Behavior & Learning Environments (3)
- _____ EDUC 6470 Clinical: Graduate Practicum in Special Education (3)

Candidates choose one set of strand courses from the options below based on the level of their license.

MILD TO MODERATE STRAND COURSES

This licensure area enables you to provide intervention specialist services to students with any kind of mild to moderate disability in grades K-12. With this license, you will work with students who primarily receive their education through the regular classroom with accommodations. You will work in partnership with the classroom teacher or work with students in a small group setting. The student population might include students with learning disabilities, cognitive disabilities, and communication problems. The learners may have mild/moderate emotional disabilities, hearing losses, visual problems or autism spectrum disorders.

_____ EDUC 6340 Methods of Specialized Instruction for Learners with Mild to Moderate Disabilities (3)

_____ EDUC 6350 Collaborative Methods for Learners with Mild to Moderate Disabilities (3)

_____ EDUC 6360 Assessment & Progress Monitoring in Special Education for Learners with Mild to Moderate Disabilities (3)

MODERATE TO INTENSIVE STRAND COURSES

With this licensure, you will provide intervention services to students with moderate to intensive learning needs in grades K-12. You will serve students with multiple disabilities, moderate to significant cognitive disabilities, hearing/vision programs, or autism spectrum disorders. With this license, you will typically serve students in a resource or special education classroom. You might co-teach in a regular classroom setting or work with students on a life skills curriculum tied to Ohio's extended content standards. This track is built to ensure that you have the skills to help prepare students with multiple disabilities for successful school and life experiences.

_____ EDUC 6341 Methods of Specialized Instruction for Learners with Moderate to Intensive Disabilities (3)

_____ EDUC 6351 Collaborative Methods for Learners with Moderate to Intensive Disabilities (3)

_____ EDUC 6361 Alternate Assessment of Students with Moderate/Intensive Needs (3)

ADDITIONAL REQUIREMENTS

If special education candidates have not completed 12 semester hours of literacy instruction and an introductory special education course at the undergraduate level, the candidate shall complete the following courses as needed.

Reading Core (12 semester hours)

- _____ EDUC 1700 or 1710 Phonics & Language Study (4)
- _____ EDUC 3640 Elementary Literacy Assessment & Instruction (4)
- (Alternative course equivalents: EDUC 6640 AND EDUC 6650,
6 total hours or EDUC 6580 (4) or EDUC 2600 (4)
- _____ EDUC 3800 Literacy in the Content Area (4) or EDUC 5380
Literacies for Young Adolescents (4)

Introductory Special Education Course (3 semester hours)

- EDUC 2510 or 4500 or 5300 Exceptional Children (3)



Graduate Level Endorsement and Licensure Programs

Candidates wishing to add an endorsement or license must follow Decision Point requirements outlined on pages 9-10. The addition of an endorsement or license requires completion of the appropriate licensure exam.

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

Early Childhood 4-5 Generalist Endorsement

Applicants who are pursuing an Early Childhood 4-5 Generalist 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 licensed Early Childhood teacher may add the Early Childhood 4-5 Generalist Endorsement to a valid Ohio Teaching License.

The Early Childhood 4-5 Generalist Endorsement requires clock hours of substantive field experience during EDUC 6550. Those applying for the Early Childhood 4-5 Generalist Endorsement must take an additional licensure exam.

- _____ EDUC 6510 Advanced Pedagogical Content Knowledge:
Science 4-5 (2)
- _____ EDUC 6520 Advanced Pedagogical Content Knowledge:
Math 4-5 (2)
- _____ EDUC 6530 Advanced Pedagogical Content Knowledge:
Social Studies 4-5 (2)
- _____ EDUC 6540 Advanced Pedagogical Content Knowledge:
Language Arts 4-5 (2)
- _____ EDUC 6550 Development, Learning & Instruction for Intermediate
Grade Students (4)

Middle Childhood 4-6 Generalist Endorsement

The Middle Childhood Generalist Endorsement (Grades 4-6) can **ONLY** be added to a valid Middle Childhood Teaching License with two content areas. The candidate will take additional undergraduate coursework in the concentration areas **not** covered in the original license. The required course sequences are listed below. Choose the sets of classes for the content in which licensure is being sought. Additional licensure exams are required. Only available at the graduate level.

Language Arts:

- _____ EDUC 6545 Advanced Pedagogical Content Knowledge:
Intermediate Language Arts (2)
- _____ EDUC 6580 Elementary Literacy Assessment & Instruction (4)

Mathematics:

- _____ EDUC 6525 Advanced Pedagogical Content Knowledge
Intermediate Math (2)
- _____ MATH 6526 Math for Middle Childhood: Numbers & Variables (4)
- _____ MATH 6527 Math for Middle Childhood: Measurement &
Geometry (4)

Science:

- _____ EDUC 6570 Science in the Primary & Intermediate Classroom (4)
- _____ EDUC 6515 Advanced Pedagogical Content Knowledge:
Intermediate Science (2)

Social Studies:

- _____ EDUC 6535 Advanced Pedagogical Content Knowledge:
Intermediate Social Studies (2)
- _____ EDUC 6560 Social Studies in the Primary & Intermediate
Classroom (4)



Reading Endorsement

Applicants who are pursuing a Reading 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. These hours are concentrated in reading instruction. A Reading Endorsement may be added to any valid Ohio Teaching Certificate/License.

Reading Endorsement and major programs require a minimum of 100 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.

Student wishing to enroll in the Reading Endorsement program must have the following prerequisite courses work prior to admission to the program:

- **For individuals holding early childhood or middle childhood licenses: 12 semester hours of reading coursework, including phonics, is required at the undergraduate level or higher. If additional hours are needed to reach the 12 semester hours prerequisite, the coursework must be at the graduate level.**
- **For individuals holding adolescence to young adult or multi-age licenses: 9 semester hours of reading coursework, including phonics, is required at the undergraduate level or higher. If additional hours are needed the coursework must be at the graduate level.**

_____ EDUC 6260 Reading Instruction for Students with Diverse Learning Needs (3) **or** EDUC 5380 Literacies for Young Adolescents (4) **or** approved graduate reading elective (3-4)

_____ 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)

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 15 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.

The TESOL Endorsement requires 75 clock hours of field experience. Up to 50 hours may be documented prior to the field practicum, with approval of the Practicum instructor. A minimum of 25 of these hours must be completed in conjunction with EDUC 6250. Those applying for the TESOL Endorsement must take the appropriate licensure test.

- _____ 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)
- _____ EDUC 6260 Reading Instruction for Students with Diverse Learning Needs (3)



Intervention Specialist License

Program Description

Applicants who are pursuing Intervention Specialist (K-12) licensure and who meet the Decision Point criteria will be admitted to enroll in the graduate semester hours required for completion of the license. The program which includes specialization classes in special education and field experiences.

The Intervention Specialist license can be earned in two areas; mild/moderate or moderate/intensive. Students can choose one or both licensure areas. Completion of the coursework in the strands below enables you to provide intervention specialist services to students in grades K-12. Licensure exam is required.

Highly Qualified Teacher (HOT)

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

COURSES FOR BOTH LICENSURE TYPES

- _____ EDUC 6310 Profiles of Learners (3)
- _____ EDUC 6320 Specialized Instructional Planning (3)
- _____ EDUC 6330 Behavior & Learning Environments (3)
- _____ EDUC 6470 Clinical: Graduate Practicum in Special Education (3)

Candidates choose one set of strand courses from the options below based on the level of their license:

MILD TO MODERATE STRAND COURSES

This licensure area enables you to provide intervention specialist services to students with any kind of mild to moderate disability in grades K-12. With this license, you will work with students who primarily receive their education through the regular classroom with accommodations. You will work in partnership with the classroom teacher or work with students in a small group setting. The student population might include students with learning disabilities, cognitive disabilities, and communication problems. The learners may have mild/moderate emotional disabilities, hearing losses, visual problems or autism spectrum disorders.

- _____ EDUC 6340 Methods of Specialized Instruction for Learners with Mild to Moderate Disabilities (3)
- _____ EDUC 6350 Collaborative Methods for Learners with Mild to Moderate Disabilities (3)
- _____ EDUC 6360 Assessment & Progress Monitoring in Special Education for Learners with Mild to Moderate Disabilities (3)

MODERATE TO INTENSIVE STRAND COURSES

With this licensure, you will provide intervention services to students with moderate to intensive learning needs in grades K-12. You will serve students with multiple disabilities, moderate to significant cognitive disabilities, hearing/vision programs, or autism spectrum disorders. With this license, you will typically serve students in a resource or special education classroom. You might co-teach in a regular classroom setting or work with students on a life skills curriculum tied to Ohio's extended content standards. This track is built to ensure that you have the skills to help prepare students with multiple disabilities for success full school and life experiences.

- _____ EDUC 6341 Methods of Specialized Instruction for Learners with Moderate to Intensive Disabilities (3)
- _____ EDUC 6351 Collaborative Methods for Learners with Moderate to Intensive Disabilities (3)
- _____ EDUC 6361 Alternate Assessment of Students with Moderate/Intensive Needs (3)

ADDITIONAL REQUIREMENTS

If special education candidates have not completed 12 semester hours of literacy instruction and an introductory special education course at the undergraduate level, the candidate shall complete the following courses as needed.

Reading Core (12 semester hours)

- _____ EDUC 1700 or 1710 Phonics & Language Study (4)
- _____ EDUC 3640 Elementary Literacy Assessment & Instruction (4)
(Alternative course equivalents: EDUC 6640 AND EDUC 6650,
6 total hours or EDUC 6580 (4) or EDUC 2600 (4))
- _____ EDUC 3800 Literacy in the Content Area (4) or EDUC 5380
Literacies for Young Adolescents (4)

MAE Course Descriptions

Consult the University Catalog for additional course descriptions and information.

EDUC 6000 Foundations of Democratic Education

4 hrs.

In this course, students will explore the ongoing formation of democratic education. Starting with the philosophical foundations of democratic education, the course will examine its historical development, contemporary challenges, and recent reform efforts. Special emphasis is placed on issues of equity, diversity, and social justice. Assignments may be differentiated for students in the MAE C&I Theory and Research Strand.

EDUC 6100 21st Century Curriculum/Tech

3 hrs.

In this course, curriculum theory and design are explored and analyzed. The content of the course is individualized in that students select relevant curricular elements in their own disciplines to investigate and explore. Another focus of the course is contemporary curriculum design and issues, emphasizing 21st Century skills via the 4Cs (Communication, Collaboration, Critical Thinking, and Creativity) and the technologies that enhance blended and online curriculum design. Students incorporate 21st Century technology and tools in their own teaching practice. Likewise, this course is blended.

EDUC 6110 Principles of Instruction & Assessment

3 hrs.

The course focuses on models of teaching, recent research on theories of learning, and the application of these models and the research in order to align instructional goals and objectives with classroom assessment. Particular attention is given to the purposeful use of technology in instructional design. The importance of transforming theory into practice in order to improve teacher effectiveness is central to the course.

EDUC 6120 Data Driven Decision Making for Teacher Leaders

3 hrs.

This course gives teachers the opportunity to understand the purposes of and strategies for generating, using, and analyzing assessment and other data, such as classroom observations and focus group interviews, to make decisions about ways to improve classroom instruction and instructional programs. Topics may include Teacher Work Sample, instructional coaching, value-added measures and analysis, and state and national measures of student achievement and college readiness. Assignments may be differentiated for students in the MAE C&I Theory and Research strand. NOTE: This course requires a field component.

EDUC 6210 Linguistics & Language Acquisition

3 hrs.

This course offers a foundation in approaches and techniques for teaching second language from the vantage point of linguistics and second language acquisition (SLA) research. While the course is designed to introduce current SLA research and theories, it is not a theory course per se. Rather the course will help develop a strong theoretical foundation. Topics include: Theories of first and second language acquisition, including the many issues involved in language learning, history of methods of language teaching and learning, current approaches to SLA, and language teaching techniques based on sound principles of SLA.

EDUC 6230 Strategies for Instruction & Assessment of ELLs

3 hrs.

Participants will gain knowledge of practical instructional and assessment strategies that can be used to teach English language learners (ELLs) in K-12 settings. They will learn how to differentiate instruction and assessment to accommodate ELLs' English language proficiency while giving them access to standards-based and age/grade ap

appropriate curriculum. Participants will analyze and interpret assessment data for the purposes of developing unit and lesson plans for ELLs. Particular focus will be given to alternative and performance-based assessment and communicating results to learners and their caregivers. *May substitute for EDUC 6110 for TESOL Endorsement candidates.*

EDUC 6240 TESOL in School & Society

3 hrs.

This course will provide a foundation for ESL teachers to undertake a leadership role in a building and to serve as an advocate for English Language Learners. Participants will investigate major areas of concern and develop models for practical reference.

EDUC 6250 TESOL Teacher Work Sample

3 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. Clock Hours: 75 field hours required; up to 50 hours may be documented prior to the Practicum, with prior approval of the Practicum instructor. May substitute for EDUC 6120 for TESOL Endorsement candidates. Current BCI/FBI must be on file*

EDUC 6260 Reading Instruction for Students with Diverse Learning Needs

3 hrs.

This course provides practicing and pre-service teachers the opportunity to explore specific research-based teaching strategies for K-12 students who, for a variety of reasons, may encounter difficulty with reading and writing. Specific student populations to be addressed include: English Language Learners, older non-readers, struggling new readers, poor decoders, poor comprehension, and reluctant readers.

EDUC 6310 MAE: Profiles of Learners

3 hrs.

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

EDUC 6320 MAE: Specialized Instructional Planning

3 hrs.

Graduate teacher education candidates plan specialized instruction based on the learning needs of students with disabilities. Studies include IEP development, lesson and unit planning, and accommodations and modifications of instruction. *Prerequisites: EDUC 6310 or concurrent enrollment.*

EDUC 6330 MAE: Behavior & Learning Environments

3 hrs.

Graduate teacher education candidates analyze social and behavioral characteristics of learners. Topics include functional assessment of pupil behavior, analysis of learning environment demands, behavior improvement plans and strategies, and progress

monitoring. *Prerequisites: EDUC 6310 or concurrent enrollment.* Clock Hours: Requires 30 off campus field hours. Current BCI/FBI Background check must be on file in the Education office.

EDUC 6340 MAE: Methods of Specialized Instruction for Learners with Mild to Moderate Disabilities

3 hrs.

Graduate teacher education candidates engage in evidence-based practices to meet the basic skill development needs of learners with disabilities. Course content includes inclusive practices, research-based resource selection, and specialized instruction in reading, writing, and mathematics. Emphasis is given to strategies to help children and

youth with exceptional learning needs succeed in the general education curriculum. Clock Hours: Requires 30 hour off campus field experience. Current BCI/FBI Background check must be on file in the Education office. *Prerequisites: EDUC 6310 or concurrent enrollment.*

EDUC 6341 MAE: Methods of Specialized Instruction for Learners with Moderate to Intensive Disabilities

3 hrs.

Graduate teacher education candidates engage in evidence-based practices to meet the life skill development needs of children and youth with moderate to intensive disabilities. Topics include task analysis, research-based resource selection, and specialized instruction in self-help and individual independence curricula. Clock Hours: Requires 30 hour off campus field experience. Current BCI/FBI Background check must be on file in the Education office. *Prerequisites: EDUC 6310 or concurrent enrollment.*

EDUC 6350 MAE: Collaborative Methods for Learners with Mild to Moderate Disabilities

3 hrs.

Graduate teacher education candidates examine and utilize evidence-based practices for teaching content to students with mild to moderate disabilities. Course content includes co-teaching, team processes, collaboration with families, assistive technology, and transition planning. Clock Hours: Requires 30 hour off campus field experience. Current BCI/FBI Background check must be on file in the Education office. *Prerequisites: EDUC 6340 or concurrent enrollment.*

EDUC 6351 MAE: Collaborative Methods for Learners with Moderate to Intensive Disabilities

3 hrs.

Graduate teacher education candidates analyze and use evidence-based practices for teaching modified curricula to students with moderate to intensive disabilities. Topics include teaching functional academics and pre-vocational skills, use of assistive technology, collaboration with families and agencies, and transition planning. Clock Hours: Requires 30 hour off campus field experience. Current BCI/FBI Background check must be on file in the Education office. *Prerequisites: EDUC 6341.*

EDUC 6360 MAE: Assessment & Progress in Special Education: Mild/Moderate

3 hrs.

Graduate teacher education candidates will become familiar with basic terminology used in assessment, as well as legal and ethical implications of assessment. Norm-referenced tests and curriculum-based measures used by special education professionals will be reviewed in the context of decision-making for special education. *Prerequisites: EDUC 6310.*

EDUC 6361 MAE: Alternate Assessment of Students with Moderate/Intensive Needs

3 hrs.

Graduate teacher education candidates will become familiar with basic terminology used in assessment, legal and ethical implications of assessment, and appropriate use of assessment for decision-making in special education. Emphasis will be given to alternate assessment methods appropriate for use with students with moderate to severe disabilities. *Prerequisites: EDUC 6310.*

EDUC 6400 Foundations of Education Research

4 hrs.

This class introduces students to the forms and functions of educational research. Types of educational research are described with accompanying illustrations from the research literature; the broad differences between qualitative and quantitative research designs are considered. The course will also focus specifically on teacher research and provide an introduction to techniques useful for the type of classroom inquiry required

in the MAE Capstone Project. This course is recommended 1 to 2 semesters prior to completion of the Capstone Project.

EDUC 6470 MAE: Clinical: Graduate Practicum in Special Education 3 hrs.

Graduate teacher education candidates provide specialized instruction in a special education setting appropriate to the intended area of licensure. They will reflect upon their practice and gather evidence of teaching efficacy. Candidates synthesize knowledge of assessment, planning, instruction, resource selection, collaboration, and legal and ethical practice. A weekly seminar supports the experience. Clock Hours: Requires a 4-week full-time off campus placement serving as an intervention specialist in a school setting. Current BCI/FBI Background check must be on file in the Education office. *Prerequisites: EDUC 6350 or 6351.*

EDUC 6510 Advanced Pedagogical Content Knowledge: Science 4-5 2 hrs.

A study of basic topics in life, earth and physical science and the application of content appropriate for teaching fourth and fifth grade students. Students will design and participate in science investigations, consider the nature of science and scientific inquiry, and examine the role of science and technology in human society. Class activities, including discussion of instructional strategies and classroom management of science activities, are designed to develop students' pedagogical content knowledge in elementary-level science. *Prerequisite: Early Childhood License or permission of instructor.*

EDUC 6515 Advanced Pedagogical Content Knowledge: Science 4-6 2 hrs.

A study of basic topics in life, earth and physical science and the application of content appropriate for teaching fourth and sixth grade students. Students will design and participate in science investigations, consider the nature of science and scientific inquiry, and examine the role of science and technology in human society. Class activities, including discussion of instructional strategies and classroom management of science activities, are designed to develop students' pedagogical content knowledge in elementary-level science. *Prerequisite: Middle Childhood License or permission of instructor.*

EDUC 6525 Advanced Pedagogical Content Knowledge: Math 4-6 2 hrs.

The purpose of this course is to introduce integral components of the intermediate (4-6 grade) mathematics curriculum. While the focus is on mathematical content, teaching methods including the use of multiple representations and technology will be underscored throughout the term. The major thrust of the course will be development of the real number system and arithmetic operations, measurement, probability, data analysis, and geometry. *Prerequisites: Middle Childhood License or permission of instructor.*

EDUC 6530 Advanced Pedagogical Content Knowledge: Social Studies 4-5 2 hrs.

The purpose of this course is to introduce integral components of the intermediate (4-5 grade) social studies curriculum. While the focus is on social studies content, teaching methods including the use of multiple social and historical inquiries and technology will be underscored throughout the term. *Prerequisites: Early Childhood License or permission of instructor.*

EDUC 6535 Advanced Pedagogical Content Knowledge: Social Studies 4-6 2 hrs.

The purpose of this course is to introduce integral components of the intermediate (4-6 grade) social studies curriculum. While the focus is on social studies content, teaching methods including the use of multiple social and historical inquiries and technology will be underscored throughout the term. *Prerequisites: Middle Childhood License or permission of instructor.*

EDUC 6540 Advanced Pedagogical Content Knowledge: Language Arts 4-52 hrs.

This course examines language arts concepts emphasized in the ODE standards for the intermediate (4-5) grades, including oral/visual communication, vocabulary, comprehension, self-monitoring, reading/writing informational, technical and persuasive text, literary elements, the writing process, narrative, formal/informal, and informational writing; literary response; spelling and writing conventions, and the research process. Instruction and pedagogical exploration is grounded in constructivist, psycholinguistic, and sociocultural theories of learning. Students use parts of the “assess-plan-teach-reflect/assess” cycle and apply relevant ODE 4-5 content knowledge to plan an integrated language arts lesson plan for a student in the 4th or 5th grade. Students conduct small-scale research of a topic related to language arts instruction and give a short presentation of their findings. *Prerequisite: Early Childhood License or permission of instructor.*

EDUC 6545 Advanced Pedagogical Content Knowledge: Language Arts 4-62 hrs.

This course examines language arts concepts emphasized in the ODE standards for the intermediate (4-6) grades, including oral/visual communication, vocabulary, comprehension, self-monitoring, reading/writing informational, technical and persuasive text, literary elements, the writing process, narrative, formal/informal, and informational writing; literary response; spelling and writing conventions, and the research process. Instruction and pedagogical exploration is grounded in constructivist, psycholinguistic, and sociocultural theories of learning. Students use parts of the “assess-plan-teach-reflect/assess” cycle and apply relevant ODE 4-6 content knowledge to plan an integrated language arts lesson plan for a student in the 4th, 5th, or 6th grade. Students conduct small-scale research of a topic related to language arts instruction and give a short presentation of their findings. *Prerequisite: Middle Childhood license or permission of instructor.*

**EDUC 6550 Development, Learning & Instruction
for Intermediate Grades Students****4 hrs.**

Students will examine the nature and needs of young adolescents, characteristics of responsive schools, resources for the intermediate school practitioner, characteristics of effective intermediate grade teachers and middle childhood curriculum and instruction. Reflection on personal beliefs, research, theory, and practice is encouraged.. *Prerequisite: Early Childhood License or permission of instructor.* Clock Hours: Field experience required.

EDUC 6560 Social Studies Methods in the Intermediate Classroom**4 hrs.**

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

EDUC 6570 Science Methods in the Intermediate Classroom**4 hrs.**

A study of the science curriculum and teaching methods for intermediate classrooms. Basic topics in life, earth and physical science and the application of content appropriate for teaching intermediate grades students will be discussed. Students will design and participate in science investigations, consider the nature of science and scientific

inquiry, and examine the role of science and technology in human society. Students

will discuss and plan instructional and assessment strategies for teaching science according to content standards and in the context of diverse learner needs. The management of science activities and materials, including specific science safety issues, will be discussed.

EDUC 6580 Language Arts Methods in the Intermediate Classroom 4 hrs.

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

EDUC 6590 Math Methods in the Intermediate Classroom 4 hrs.

A study of the mathematics curriculum and teaching methods for the intermediate classroom. Mathematical notions central to a comprehensive, connected study of intermediate mathematics education, grounded in state and national standards are addressed, including: development of the real number system, probability and statistics, geometry, measurement, patterning and algebra, and estimation and mental computation. Methodology and materials appropriate for the mathematical development of children will also be discussed.

EDUC 6600 Reading Foundations 3 hrs.

In this course students explore, compare and contrast major theories of language and literacy acquisition, with the emphasis on psychological, sociological, and linguistic models. Students study the reading process in the context of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension and motivation) with particular attention to variations of the process related to cultural and linguistic diversity.

EDUC 6640 Reading Assessment & Instruction 3 hrs.

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

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

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

EDUC 6660 Research-Based Reading & Writing 4-12 3 hrs.

Study of theory and research that informs the literacy skills and processes of transitioning and advanced readers. Specific focus on reading and writing to learn; reading and writing workshop; literacy for students from diverse cultural, linguistic, and developmental backgrounds; multiple literacies; critical literacy; and the role of technology in literacy instruction. Clock Hours: Requires 25 hours of tutoring at the 4-12th grade level.

EDUC 6670 Clinical I: Advanced Literacy Instruction**3 hrs.**

Graduate students engage in deliberate and reflective literacy instruction in a reading and/or writing classroom, supported by weekly seminars. Students synthesize understandings of assessment, planning, instruction, materials, and grouping decisions to provide high-level reading and writing instruction. *Prerequisites: EDUC 6600 and 6640.* Clock Hours: Requires 25 field hours.

EDUC 6680 Clinical II: Literacy Coaching**3 hrs.**

Study of the theory and research of instructional coaching, specifically in the area of literacy. Students review effective assessment-driven practices then facilitate implementation of practices with paraprofessionals, pre-service teacher, or new classroom teachers. Graduate students are required to facilitate a professional literature discussion group and at least two coaching sessions, focusing on assessment, planning, instruction, materials, and grouping decisions. *Prerequisite: EDUC 6670.* Clock Hours: Requires 75 field hours.

EDUC 6710 Special Topics in Special Education**1-3****hrs.**

This course offers pre-service and practicing teachers the opportunity to study contemporary theories, practices, and research trends that are applicable to K-12 special education. The special topic of the course will change as the current issues and trends in K-12 special education change. *Prerequisite: Permission of instructor.* Students may receive credit more than once for this course as topics change.

EDUC 6720 Special Topics in TESOL Education**1-3 hrs.**

Special Topics in TESOL Education offers teachers and teacher candidates the opportunity to study, in-depth, current research trends and practices that are applicable to preK-12 TESOL Education. The specific topic of the course will change based on current issues and needs in K-12 schools and community. *Prerequisite: Varies with course.* Students may receive credit more than once for this course, as topics change.

EDUC 6730 Special Topics in Social Studies Education**1-3 hrs.**

This course offers preservice and practicing teachers the opportunity to study, in-depth, current research-based programs and practices related to K-12 social studies education. The specific topic of the course will change as research-based practices and school-based programs are updated and highlighted. *Prerequisite: Permission of instructor.* Students may receive credit more than once for this course, as topics change.

EDUC 6740 Special Topics in Mathematics Education**1-3 hrs.**

This course offers preservice and practicing teachers the opportunity to study contemporary theories and research-based practices related to K-12 Mathematics Education. The specific topic of the course will change as the knowledge-base of effective mathematics instruction continues to expand and evolve. *Prerequisite: Permission of instructor.* Students may receive credit more than once for this course, as topics change.

EDUC 6750 Special Topics in Science Education**1-3 hrs.**

Offers students the opportunity to study, in-depth, current research-based programs and practices related to K-12 science education. The specific topic of the course will change as research-based practices and school-based programs are updated and highlighted. *Prerequisite: Permission of instructor.* Students may receive credit more than once for this course, as topics change.

EDUC 6760 Special Topics in Health and Physical Education**1-3 hrs.**

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

EDUC 6770 Special Topics in Fine Arts Education

1-3 hrs.

Offers students the opportunity to study, in-depth, current studio art, music and theatre related arts practices which are applicable to pre-K-12 Education. The specific topic of the course will change as practices and school-based programs are updated and highlighted. *Prerequisite: Permission of instructor. Students may receive credit more than once for this course, as topics change.*

EDUC 6780 Special Topics in Technology Education

1-3 hrs.

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

EDUC 6790 Special Topics in Literacy Education

1-3 hrs.

Offers students the opportunity to study, in-depth, current research-based programs and practices in K-12 Literacy Education. The specific topic of the course will change as research-based practices and school-based programs are updated and highlighted. *Prerequisite: Permission of instructor. Students may receive credit more than once for this course, as topics change.*

EDUC 6880 Problem-Solving in Mathematics Education

3 hrs.

This course provides an in-depth exploration of how students employ strategies and heuristics to solve problems. Based on research, teachers will learn about instructional methods that improve problem-solving performance and how to accurately assess problem-solving skills. Course is part of Master of Arts in Educational Mathematics program but is available for elective credit to qualified candidates in the MAE program.

EDUC 6881 Discourse in Mathematics Education

3 hrs.

This course is an exploration of how students construct mathematics in community, promoting understanding through dialog and writing. Teachers are introduced to influential theories of discourse from sociolinguistics, psycholinguistics, and the philosophy of language and learn about how they have been used to improve mathematics instruction. Course is part of Master of Arts in Educational Mathematics program but is available for elective credit to qualified candidates in the MAE program.

EDUC 6882 Representations in Mathematics Education

3 hrs.

What is a representation? Although our quick answer might be something like, "A representation is a graph of an equation," in this course we will broaden the scope. In fact, representation is central to the learning and use of all mathematics. EDUC 6882 provides an opportunity to explore how students create and use representations to organize, record, model, interpret, transform and translate mathematical ideas. Course is part of Master of Arts in Educational Mathematics program but is available for elective credit to qualified candidates in the MAE program.

EDUC 6900 MAE Independent Study**1-10 hrs.**

This course allows MAE students to do independent study or research or take an undergraduate course for graduate credit. All EDUC 6900 work must be approved in writing by the instructor and Director of Graduate Education Programs (forms are available in the Graduate School and the Education Department).

EDUC 6910 Special Topics**1-3 hrs.**

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

EDUC 7000 Capstone Project**4 hrs.**

A minimum of 4 hours is required for the Capstone Project. Students should enroll in 1-4 Capstone hours during semesters in which they are completing their Capstone Project. Repeatable for a maximum of 8 hours. The Capstone Project is intended to be a substantial capstone study designed to consolidate and unify the various parts of the coursework of the Masters degree into a meaningful single body of work. The student and the Capstone advisor will determine the topic of inquiry, the methodology, and the appropriate option for the Capstone Project. A Capstone Prospectus must be approved during the Degree Candidacy process. For more information, see the MAE Capstone Project Handbook. *Prerequisite: EDUC 6400; Admission to Degree Candidacy, and permission of Capstone Advisor. Pass/Fail. Course has a per credit hour extra fee.*

EDUC 7001 Capstone Seminar**4 hrs.**

All 4 Capstone hours are taken together. To participate in the Capstone Seminar in the spring or summer semester, a student must have taken EDUC 6400 and have the instructor's permission. Students will submit an article based on their research during the Capstone Seminar. *Prerequisite: EDUC 6400; Admission to Degree Candidacy, and permission of the instructor. Spring Quarter Only. Pass/Fail. Course has a per credit hour extra fee.*

EDUC 7400 Advanced Educational Research**3 hrs.**

This course will continue students' exploration of education research design, and will include more in-depth treatment of education research theory and philosophy as well as methods and practice. Students will consider broader research issues such as those related to objectivity, representation and critical agency.

EDUC 7500 History of Education**3 hrs.**

Students will examine how class, race, and gender dynamics have shaped U.S. education during the 20th century, and consider the challenges associated with equity-oriented educational reforms. The course will focus on the evaluation of 20th century U.S. education, with a particular effort to learn how historical knowledge can help us better understand and improve contemporary schools. Issues of craft, perspective, evidence, and analysis will be explored from the disciplinary lens of history.

EDUC 7700 Special Topics in Theory & Research**1-3 hrs.**

Offers students the opportunity to study, in depth, current issues in educational theory and research. Special course topics will vary.