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2002-2004 Otterbein College Graduate Studies in Education Course Bulletin

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OTTERBEIN
COLLEGE

Graduate Studies in Education

2002-2004 BULLETIN

Academic Calendar

	2002-03	2003-04
AUTUMN QUARTER		
Classes Begin	Sept. 16	TBA
Examination Period	Nov. 24-26	TBA
WINTER QUARTER		
Classes Begin	Jan. 6	TBA
Examination Period	March 17-19	TBA
SPRING QUARTER		
Classes Begin	March 31	TBA
Examination Period	June 9-11	TBA
COMMENCEMENT	June 15	TBA

SUMMER SESSION

The Summer Session calendar is published in the Schedule of Classes which is available at the Office of Continuing Studies and the Office of the Registrar on or near March 15 each year.

www.otterbein.edu

Nondiscrimination Policy

Otterbein College does not discriminate on the basis of sex, race, creed, color, national origin, or handicap in admission of students, educational policies, scholarships and loans, housing, athletics, employment, and other activities. Inquiries regarding compliance with federal nondiscrimination regulations may be directed to the Chair of the Affirmative Action Committee; the Vice President for Academic Affairs; or the Vice President for Business Affairs.

Accreditation

Otterbein College is approved by the American Chemical Society, the North Central Association of Colleges and Secondary Schools, the American Association of University Women, the Association of American Colleges, the National Association of Schools of Music, the Ohio College Association, the Ohio Department of Education, the National Council for Accreditation of Teacher Education (NCATE), and the National League for Nursing.

The provisions of this Catalog are not to be regarded as an irrevocable contract between the student and Otterbein College. This Catalog has attempted to present information regarding admission requirements and the general rules and regulations of the College in as accurate and up-to-date fashion as possible. This does not, however, preclude the possibility of changes taking place during the academic year. If such changes occur, they will be publicized through normal channels and will be included in the next edition of the Catalog.

OTTERBEIN COLLEGE

GRADUATE DEGREE STUDIES IN EDUCATION

2002-2004 Bulletin

OFFICE OF GRADUATE PROGRAMS

Roush Hall, Room 208
Otterbein College
Westerville, OH 43081
(614) 823-3210
www.Otterbein.edu

OFFICE OF CONTINUING STUDIES

Towers Hall, Room 23
Otterbein College
Westerville, OH 43081
(614) 823-1356
www.Otterbein.edu

EDUCATION DEPARTMENT

Otterbein College
Westerville, OH 43081
(614) 823-1214
www.Otterbein.edu

UNIT MISSION STATEMENT

Otterbein College is committed to providing a coherent teacher education program which fosters critical reflection within a context of collaborative learning. Building on a liberal arts foundation that emphasizes multidisciplinary and interdisciplinary ways of knowing, professional education requires students to examine their values and actions. Our mission is to build a community of life-long learners who can respect diverse perspectives, make sound decisions based on complex data, and be responsive to the changing needs of children in our society.

PREFACE

Welcome to the Otterbein College Graduate Programs in Education. Whether you are a practicing teacher or a future teacher, we hope that you will enjoy your educational experience here. Our programs offer you opportunities to learn new skills, explore educational theories, and pursue areas of special interest to you.

Our MAE program is designed for the practicing teacher. We have revised our Capstone requirements and have included a Professional Portfolio as part of the exit requirements. Our MAE program offers two endorsements, Reading and Computer Technology Literacy. These specialization areas can be part of your MAE program or they can be taken independently and attached to your current certificate/license. We offer two other strands in our Curriculum and Instruction Major, the Middle School Strand and the MAE's individually designed Professional Development Strand.

The MAT option of the Education Graduate program offers students the opportunity to obtain licensure in Middle Childhood Education (**grades 4-9**) with a choice of two concentration areas: General Science, Mathematics, Social Studies or Language Arts.

Whether you are a prospective student or enrolling in one of our programs, we welcome any questions or visits.

Sincerely,

Patti Albaugh, Ph.D.
Director of MAE Program

Marlene Deringer, Ph.D.
Director of MAT Program

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GENERAL INFORMATION

Otterbein College Institutional Mission

The mission of Otterbein College is to educate the whole person in a context that fosters the development of humane values. Otterbein College is a private, church-related, four-year coeducational college that sponsors traditional and continuing education programs of liberal arts and professional education at Baccalaureate and Master's levels. Our commitment is to the liberal arts as the broad base of all learning.

Our Philosophy

Otterbein College seeks to sponsor a program of liberal arts education in the Christian tradition. Characteristic of this educational venture are the efforts to help you become increasingly aware of yourself and responsible within the larger society. The College seeks to encourage serious dialogue so that a variety of lively human beings, demonstrating informed, well-disciplined intellectual abilities along with humane values, will develop to serve within the community.

The fulfillment of these purposes requires you to read well, write well, think clearly, identify ideas, know how to discuss, to listen, to seek data and to have powers of synthesis and creativity. Otterbein seeks to provide you with focal points around which self-education may continue after graduation and with attitudes appreciative of those values reflected in the purposes of the College. In striving for such attitudes, you must see your own specialties in a larger perspective and be prepared with a complement of intellectual skills to join creatively in thoughtful dialogue.

The patterns of academic requirements and nonacademic life are designed to help you share in the goals of the College. For example, Integrative Studies offers undergraduate students a concrete academic opportunity to develop self-awareness and social consciousness through the readings, lectures, class discussions and conversations on the campus. In such fashion you learn to view your special interests from a broader perspective.

The program you choose also offers the opportunity to develop informed, well-disciplined intellectual abilities. The major will help provide a focus for your college experiences and will form the foundation for career development.

Our History

Otterbein College was founded (as the Otterbein University of Ohio) in 1847 by the Church of the United Brethren in Christ, which through two mergers has become the United Methodist Church. Otterbein was chartered by the State of Ohio in 1849, and granted its first degrees in 1857. It is currently approved by the University Senate of the United Methodist Church. From eight students in 1897, we have grown to a current enrollment of about 3,000.

The College has historically seen its mission centered in a program of liberal arts education in the Christian tradition. While Otterbein has evolved into a comprehensive college, combining traditional liberal arts disciplines and professional programs, the liberal arts remain a foundation for our educational programs.

The evolution to a comprehensive college has been a natural one for Otterbein. As noted in one of the College's early histories, in the first sixty years of the College, "students prepared mainly for teaching, the ministry and professional careers."

Historically, we have viewed the liberal arts and preprofessional education as complementary.

Similarly, while Otterbein has always emphasized undergraduate education, the recent decisions to offer graduate degrees are also consistent with our history and mission. The College offered Ph.D. degrees from 1883 until 1895 and M.A. degrees until 1912, and when graduate programs in Education, Nursing and Business were added in 1989, 1993 and 1997, one important rationale was that these programs would provide important benefits to the undergraduate curriculum.

In addition to its Church-related heritage and its commitment to liberal arts and professional education, three other features of Otterbein's history deserve special attention.

First, from its founding, and as a reflection of Church practices and policies, Otterbein was intentionally and uncommonly inclusive with respect to women and people of color. Otterbein was among the first coeducational colleges in America, and probably the first college in the United States to be founded as coeducational and to admit women to the same programs of study as male students. Its first two graduates were females. From its opening, Otterbein employed female faculty members, and it was probably the first college to do so. Otterbein was also one of the first three colleges in the United States to be open to students of color, and College historians have argued that it deserves to be considered the first to be founded with that philosophy.

Second, Otterbein has been unique in the development of a governance system that includes many campus constituencies in college decision-making. During the 1850's and 1860's, a number of faculty served as members of the Executive Committee. Since 1946, faculty and students have served in an advisory role on most trustee committees. In September, 1970, the College implemented a new governance system that is an extension of this inclusive heritage and that received much national attention. The new system provided for a single College Senate, composed of faculty, students, administrators, alumni, and trustees; it also added three elected student trustees and three elected faculty trustees as full voting members of the Board.

Third, in more recent history, Otterbein created in 1968 an innovative general education initiative, the Integrative Studies Program. Originally known as the "Common Courses" in the early history of the institution, the Integrative Studies Program was also established, in keeping with the College's spirit of inclusiveness and community, to provide sufficiently broad study of world culture to enable students to understand the continuum of ideas, movements, and patterns which has produced the civilization of the twentieth century. Like our governance system, this program has also received national recognition by the Association of American Colleges (now, the Association of American Colleges and Universities). Recent revisions of the program underscore the themes of coherence, breadth of understanding, and intellectual community.

College Facilities

The Otterbein College physical plant consists of 44 buildings located on a 114 acre campus. There is a mix of old and new buildings, but almost all of the older buildings have been extensively remodeled during the past 20 years. Most of the buildings are in excellent repair and are well suited for the purposes they serve.

The offices and most of the classrooms for the graduate programs are located in Roush Hall, a building constructed in 1993. Adequate parking for commuting students is

located nearby. In 1998-1999 Towers Hall was totally renovated and the latest technology equipment was added to the Towers' classrooms.

The Courtright Memorial Library offers a variety of resources to assist you in your graduate studies, including books, periodicals, government publications, microforms, text-books, children's fiction and non-fiction, videos, non-print media, CD-ROM, and online resources, such as ERIC. The Courtright Memorial Library is a member of a consortium of private colleges, called OPAL, which provides access to Ohiolink, a state-wide network of academic institutions. These memberships provide Otterbein students, faculty, and staff with access to information resources available at academic libraries throughout Ohio. The employees of the Courtright Memorial Library are committed to providing you with high quality service. We strive to meet your research needs; please ask us for assistance, we are here for you (614-823-1215).

Career Planning Services

The services of the Otterbein College Office of Career Development Services are available to students enrolled in the graduate programs in education.

The Office of Career Development Services (614-823-1456) will maintain placement credentials prepared by the applicant. Credentials for placement will be sent to prospective employers at the request of the employer or at the request of the applicant. A small mailing charge will be assessed after the first five requests. The office will supply lists of vacancies registered with the College to students and graduates on request. Help is available for designing resumes and cover letters. Career Development Services will also set-up mock interviews.

Governance

College governance gives students voting rights, along with faculty and administration, on all campus policy and decision-making bodies. In the College Senate, which is the major policy-making body, students sit in equal numbers with faculty and administrators. The same is true of most councils and committees on campus. All full-time students are eligible for election to the Senate.

The Otterbein College Board of Trustees has legal authority over all actions of the Senate. Three voting student seats and three voting faculty seats are on the 37-member board.

Copies of the Otterbein College Governance By-laws are available in the Library at the reserve desk.

FINANCIAL INFORMATION

Financial Aid

Financial Aid from college sources for graduate students is very limited and is generally available only to those taking six or more quarter hours. Information about aid from sources such as government grants and loans, Veteran's Administration, and deferred bank loans may be obtained through the Otterbein College Financial Aid Office (614-823-1502).

Payment Plans

In recognition of the fact that many adult students must carefully plan their finances to manage a household budget, Otterbein offers two convenient payment plans. Both plans are an alternative to paying fees in full by the first day of each term. Forms for these two payment plans are available in the Registrar's Office, the Office of Continuing Studies and the Office of Graduate Programs. If you choose to use one of these plans, please make arrangements before the beginning of the quarter. MasterCard, Visa, and Discover/Novis are accepted.

1. Three-Part Payment Plan

You may divide your tuition into three payments. At least one third of your tuition will be due by the first day of class. The remaining balance will be payable in two payments due one month apart. There is a \$15 quarterly handling charge for this payment option.

2. Deferred Payment Plan

If you qualify for your company's tuition reimbursement program, this plan will allow you to defer most of your tuition until the end of the quarter. There is a \$25 quarterly service charge for this payment option.

Tuition and Fees

Tuition and fees are set by the Board of Trustees and are subject to change. Please refer to the schedule of classes for applicable costs.

For the 2002-2003 academic year, the following fees will apply:

Registration Deposit	Non-refundable (applies to tuition)
Tuition for Course Work	\$ 240 per Quarter Hour (1-11 hours)
Full-time	\$ 6,331/quarter (12-18 hrs during Autumn, Winter, Spring)

Special Fees

Credit By Examination (per credit hour)	\$25.00
Late Registration	\$75.00
Transcripts	\$ 5.00
Multimedia Classroom	\$30.00
Capstone Project-MAE (per credit hour)	\$10.00

Note: For a complete list of fees, contact the Business Office at 614-823-1150.

Withdrawal and Refunds

To withdraw from classes, students must notify the Registrar in writing. It is the responsibility of the student to make certain that the written notice of withdrawal reaches the proper office. Delivery in person or by certified mail is recommended. The date of withdraw is the date the notice is received by the Registrar.

If official notice of withdrawal is received before the end of the fifth week of full quarter courses, or the first half of shorter courses, no record of the registration will appear on the academic record with a grade of "W." Students are not allowed to drop a course after the seventh week of the term.

If a student ceases to attend classes or complete the required work, but does not officially withdraw, a grade of "F" will be recorded and the student will be responsible for all fees and tuition charges for the class or classes.

The following refund schedule has been established for those students who properly withdraw from classes. In all cases, the non-refundable registration deposit is forfeited.

Withdrawal prior to the first day of the term: 100% of fees due or paid (less forfeited deposit)	100% of fees
Withdrawal received by 8 p.m. Monday following the first week of classes:	90% of fees
Withdrawal received by 8 p.m. Monday following the second week of classes:	70% of fees
Withdrawal received by 8 p.m. Monday following the third week of classes:	60% of fees
Withdrawal received by 8 p.m. Monday following the fourth week of classes:	40% of fees
Withdrawal received by 8 p.m. Monday following the fifth week of classes:	20% of fees
Withdrawal received by 8 p.m. Monday following the sixth week of classes:	10% of fees

ACADEMIC POLICIES

Academic Advising

MAE

Until admitted to the MAE program, MAE students are encouraged to meet with the Graduate Education Admission Advisor in the Office of Graduate Programs. Upon admittance into the graduate program, MAE students will be assigned an Education Department Advisor. Depending upon the needs of the student or the topic of the Capstone Project, as the MAE student approaches the designing of the Capstone Project and Degree Candidacy, a new advisor may be appointed or selected by the student.

MAT

MAT students will work with the Education Advisor in the Office of Continuing Studies from Admission until Degree Candidacy (approximately 30 hours of graduate coursework). Upon acceptance as Degree Candidates, students will be assigned to the Director of the MAT program, who will advise them through the completion of their program.

Academic Standing: Good Standing, Probation, Suspension, and Dismissal

Note: The following information applies to all degree, non-degree and workshop participants who take graduate level coursework. Please refer to the Undergraduate Course Catalog for the Academic Standing Policy for undergraduate coursework.

Good Standing: Any student pursuing graduate level course work who maintains a minimum cumulative graduate grade point average of 3.0 is in good academic standing.

Probation: Academic Probation occurs when a student's cumulative grade point average for Otterbein College graduate coursework is below a 3.0. Students placed on Academic Probation are required to meet the academic requirements of their probation and be in good standing within two terms of enrollment.

Suspension: Suspension occurs when a student earns less than a 3.0 term graduate grade point average while on Academic Probation. A student will also be suspended when failing to gain good standing in the prescribed two terms. A student may apply for readmission after remaining out of school for at least one year. Graduate level credits earned at another school while a student is under academic suspension cannot be applied toward graduation at Otterbein. All readmission applications must be submitted to the Office of Graduate Programs and acted upon by Academic Council. Other information or steps may be required prior to consideration for readmission as determined by Academic Council. Readmission is not guaranteed. A student may reapply only once.

Dismissal: Dismissal occurs when a student is suspended for the second time or when a suspended student's readmission is denied by Academic Council. Dismissal is permanent.

Grade Policy: Master of Arts in Education Program and Master of Arts in Teaching Program

A minimum grade of C is required in all graduate course work. 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 graduate.

Admission of Undergraduate Senior Students to Graduate Classes

Senior students who are following a teacher education program at Otterbein College may apply for special permission to enroll in graduate courses in education for graduate credit if the following conditions are met:

1. A minimum of 150 quarter hours of credit has been completed.
2. The cumulative grade average is 3.00 or higher.
3. The total load for the quarter, including the graduate work, does not exceed 18 quarter hours.
4. The undergraduate advisor approves and signs the application to enroll in graduate classes.
5. Special permission for undergraduates to take graduate classes must be approved by the Graduate Education Director.
6. No more than 15 quarter hours of graduate work may be completed prior to meeting the graduation requirements for the undergraduate degree.

Auditing Courses

Graduate Program policy does not permit students to audit graduate courses at Otterbein College.

Change of Schedule (adding/dropping classes)

For Autumn, Winter and Spring Quarters, the deadline for adding a class that begins in the same quarter is the 3rd day of the 1st week of the quarter.

There are 3 different deadline options for dropping an Autumn, Winter or Spring Quarter class that begins in the same quarter. The outcome is noted in parenthesis beside each option.

1. end of 1st week of quarter (tuition –minus any deposit- will not be charged and course will not be recorded on student's transcript)
2. end of 5th week or 25th day of quarter (tuition will be charged, but course will not be recorded on student's transcript)
3. end of 7th week or 35th day of quarter (tuition will be charged and student's transcript will be marked with a "W".
4. After the 7th week or 35th day, a class may not be dropped.

Deadlines for Summer Session are comparable to those for the regular academic year, but are adjusted due to the shortened weeks in the term. The specific dates are published in the Summer Session Schedule of Classes available upon request from the Office of the Registrar (823-1350).

To change a schedule, the student must:

1. obtain a change of schedule form in person from the Office of the Registrar
2. sign and return the form by the deadline, if any, indicated on the form.

Commencement

All graduates (Summer, Autumn, Winter and Spring) are invited to the formal commencement which is held in June. Guest seating has been limited to seven tickets per graduate.

To participate, a student must:

1. complete all academic degree requirements;
2. request and submit a fully signed Application for Degree;
3. submit any additional required paperwork as specified in the Application for Degree;
4. meet all outstanding financial obligations.

Due Process and Appeals Procedures

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, the following sequential steps should be followed in appeal:

- Step 1 Discuss the matter with faculty member or person who made the decision in question. No appeal will be heard until this step has been taken
- Step 2 If the matter could not be resolved in the discussion with the person who made the decision, the student should submit an appeal in writing to Dr. Patti Albaugh and to Dr. Paula Knight, the Chairperson of the Education Department. The

written appeal should specify the complaint, and the details and circumstances which justify the appeal. Following the written appeal, a conference with The Graduate Education Admission Committee will be arranged.

- Step 3 If the matter could not be resolved in the previous step, submit the written appeal to the Vice President for Academic Affairs and follow with a conference.
- Step 4 If the matter could not be resolved by the Vice President, submit the appeal in writing with supporting evidence and documentation that the previous steps have been followed to the College Academic Council.
- Step 5 The final appeals body is the College Appeals Council. Only certain appeals are heard by the Council. The Student Personnel Office will supply information related to the Appeals Council.

Grade Symbols

Note: Please refer to the section on Academic Standing for definition of "Good Standing."

The evaluation of student course work is the responsibility of the course instructor.

The following grades are included in the calculation of the grade point average (GPA):

- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0

The following grades are not included in the calculation of the grade point average:

- F = Failing from pass/fail graded course.
- P = Passing from pass/fail graded course.
- IP = In Progress. Is used when course requirements have not been met and a final grade cannot be given because of a situation beyond the control of the student. Removal of the condition must be accomplished during the following quarter. If the condition is not removed within the specified time, the final grade will automatically become the "default" grade assigned by the instructor. It is the student's responsibility to read the terms of the IP which are provided by the Office of the Registrar.
- NR = Grade not reported by instructor; temporary condition.
- R = Repeated course.
- S = Satisfactory.
- T = Transfer credit accepted from another institution.
- U = Unsatisfactory. Is used as a symbol for unsatisfactory progress in the Capstone Project.
- W = Withdraw. Is used when a student properly withdraws from a course before the end of the 7th week of the quarter. Students must complete a withdrawal form at the Office of the Registrar.

Grade Discrepancies (Grade Changes)

Grades submitted to the Registrar's Office are considered final unless (1) evidence of an error can be presented, or (2) the student is convinced his or her academic performance was evaluated on other than an academic basis or in a prejudiced or capricious

manner. Grades may not be changed by arranging to complete additional work or by meeting criteria not in accord with those applied to all other students enrolled in the course.

To appeal a grade, the student must consult with the instructor (or the department chairperson when the instructor is away from campus) no later than the following applicable deadline: for Autumn and Winter grades, the end of Week 3 of the following quarter; for Spring and Summer grades, the end of Week 3 of Autumn Quarter. Resolution and submission of the revised grade to the Registrar's Office must occur by the end of the 10th week of those respective quarters. Signatures of both the instructor and the instructor's department chairperson are required to change a grade.

When a grading issue cannot be resolved, the student may present evidence in writing to the Vice President for Academic Affairs indicating an error, the prejudicial basis, or the capricious manner used in evaluating his or her performance. In all cases, this step must be taken no later than 5 business days beyond the applicable 10th week deadline indicated in the previous paragraph.

International Students

International students wishing to apply must complete the necessary graduate education admission requirements. Additionally they must provide: 1) Supplemental Application for Admission. 2) Official TOEFL report if the applicant's first language is not English. A score of at least a 550 on the paper-based test or a 213 on the computer-based test is required. 3) A current bank statement or Affidavit of Support and/or a sponsor's letter indicating that sufficient funds are on deposit or can be made available and will be used for the applicant's education. 4) A World Education Services, Inc. (WES) course-by-course evaluation of all post-secondary credentials. 5) Verification of teacher certification provided in English. All international applicants should contact the Office of Graduate Programs for additional information. Early application is encouraged.

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 update their admission application. They should be aware that new program requirements may be in effect and are encouraged to contact their adviser prior to reenrollment. Official college transcripts must be submitted if additional college or university courses were taken during the time of absence.

Judicial Policies, Regulations And Standards

Each student has the obligation to become familiar with the College's rules, regulations, and policies and acknowledges that he/she shall be held accountable for conduct in those violations, even in the absence of such familiarity. Judicial policies, regulations and standards are published in *The Campus Life Handbook* available from the Student Affairs Office and are located on the web at www.otterbein.edu in the Policies and Resources section of Student Life.

Late Registration

Only those students who have completed the admission process by the last business day before classes begin will be permitted to register late. Late fee penalty is \$75. This

will be charged to the student's account. The penalty fee may later be appealed in writing to Academic Council if the student feels there is a valid reason for requesting such a refund. The appeal must be submitted in the same term for which the fee was assessed.

Plagiarism

Students found guilty of presenting work or writings of another person as their own for academic credit will be subject to disciplinary action as found in the Otterbein College Campus Life Handbook. A student may appeal any action through the Vice President for Academic Affairs to the Appeals Council. Actions may result in possible dismissal from the graduate program.

Repeated Courses

Students may repeat any course in which they receive a grade lower than an "A". Both the original and the repeated course and grade earned will remain on the college transcript, but only the most recent grade will be counted as credit earned toward graduation requirements and in the cumulative grade point average. Repeated course work must be taken at Otterbein College and independent study may not be used for repeated course work.

Residence Requirement

A student is considered to be in residence when registered for graduate course work offered by or through Otterbein College. MAE students must complete at least 35 quarter hours of graduate course work and MAT students must complete at least 45 hours of graduate course work with or through Otterbein College.

Social Issues Policy

Otterbein policies on Sexual Harassment, Affirmative Action, Campus Security, Substance Abuse, Sexual Assault and Sexual Violence as well as campus crime statistics are available from the Student Affairs Office, by calling 614/823-1250 and on the web at www.otterbein.edu under Social Issues in the Policies and Resources section of Student Life.

Time Limit

The time limit for course work to be applied to the degree is five years. The time limit is computed from the date credit is recorded on the College transcript until the degree requirements are completed. Extension of time requested for adequate and unusual cause beyond the control of the student may be submitted to Dr. Patti Albaugh.

Transcripts

Copies of unofficial and official transcripts may be obtained for a nominal fee from the Registrar's Office. All financial obligations must be paid in full to receive an official transcript.

Transfer Students

A maximum of 15 quarter 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.

Transfer work must be listed in the catalog or official documents of the offering institution and must be appropriate for application to the program being followed at Otterbein College.

The following conditions apply to approval of graduate credit course work taken at other institutions during completion of the Masters of Arts in Education:

- The application for credit earned must be approved by the College Registrar before the work is taken.
- There is no assurance that course work taken at other institutions without prior permission by Otterbein College will be accepted as credit toward a degree. Work that has not been previously approved may be submitted for evaluation under the conditions of transfer credit.
- The institution offering the work must be accredited and approved for graduate work in education.
- The content of the course must satisfy a requirement (or be a suitable elective) in a degree program of the offering institution which is similar to an Otterbein program.
- No more than 15 quarter hours of credit earned at another institution will be approved.
- No more than 5 quarter hours of transfer credit may be earned through graduate workshops.
- Credit will not be recorded until an official transcript or report has been received from the offering institution.
- Only credit transfers, not the grades.

Workshops

No more than 5 quarter hour credits (transferred or at Otterbein) in graduate credit workshops apply toward the MAE or MAT degree.

MASTERS OF ARTS IN EDUCATION (MAE)

Knowledge Base: Theme Statement of MAE Program

The Master of Arts in Education (MAE) degree program is designed to develop professional empowerment through study, research, and reflection.

The MAE program is arranged to serve the needs of practicing, certified/licensed teachers. Classes are scheduled in late afternoon, evening, and on Saturday, during the school year. Day and evening classes are scheduled in summer sessions. There are four steps in the program where progress is reviewed and approval is needed to continue.

Step One: Registration and Admission

Materials required for registration and admission to the MAE program should be submitted to the Office of Graduate Programs, Roush Hall, Room 208, Otterbein College, Westerville, OH 43081.

Admission to the Master of Arts in Education (MAE) degree program is open to practicing teachers who are graduates of accredited colleges or universities, who hold a four year degree, state teacher's certificate/license and give evidence of the intellectual, academic and personal ability to succeed in graduate studies. Admission shall not be denied on the basis of gender, race, sexual orientation, creed, color, national origin, or handicap. The MAE program is designed for practicing teachers. Many course assignments assume full-time classroom application.

Criteria for Registration in MAE courses

1. Graduate application.
2. Copy of the teaching certificate.
Candidates not holding a teaching certificate may be admitted only through special action of the graduate committee.
3. Optional, but strongly encouraged: Interview with the Education Advisor in the Office of Graduate Programs, Roush Hall Room 208. Applicants who hold a non-standard teaching certificate/license are strongly encouraged to meet with the Education Advisor prior to enrollment in classes.
4. Registration form and deposit or fee waiver. In accordance with Otterbein College policy, students may register in the spring for classes the following fall, winter, and spring quarters. Contact the Office of Graduate Programs for details.

Please Note: **Non-practicing teachers may enroll in up to 15 hours of graduate coursework.** However, in order to be reviewed by the Department for **full admission to the MAE Program, and to take more than 15 graduate hours, all applicants are required to be practicing teachers.** Non-practicing teachers may be admitted to the MAE Program only through special action of the graduate committee.

A student must be admitted to the MAE degree program to register for more than 15 graduate hours. An exception is made for those currently holding a masters' degree or are pursuing either the Reading Endorsement or the Computer Technology Literacy Endorsement.

Enrollment in certain courses is restricted to practicing teachers or MAT students. Please refer to the course descriptions for specifics.

Criteria for Admission to the MAE Degree Program

1. Official Transcripts for all previous college and/or university work. Cumulative minimum grade point average of 2.75 based on the A = 4.0 system.
2. Acceptable scores on the Graduate Record Examination Writing Assessment, the Graduate Record Examination General Test or approved substitute.
3. Two letters of recommendation related to teaching success and/or qualifications to pursue graduate studies in education. (Forms are available in the Education Department and Office of Graduate Programs.)
4. Employment as a practicing teacher. Non-practicing teachers may be admitted only through special action of the graduate committee.
5. Candidates must complete an interview with Dr. Patti Albaugh. Eligible students will receive a letter from the Office of Graduate Programs confirming receipt of all admission materials and instructing them to schedule the interview. The candidate must bring to the interview a writing sample, typewritten, no more than three pages, which responds to the following prompt: How should research influence teaching?

Conditional Admission to the MAE Degree Program

Exceptions for applicants who do not meet all of the criteria for admission to the MAE degree program will be referred to the Graduate Studies Admissions Committee. Conditional admission may be granted in cases that justify this action.

In cases where the applicant has less than a 2.75 grade average, conditional admission may be granted on the written recommendation of the employing school administrator at the principal, assistant superintendent or superintendent level. The conditions related to conditional admission must be stated in writing with copies to the student, the graduate advisor in the Office of Graduate Programs and the College Registrar. Special action by the Graduate Studies Committee will need to be taken on all candidates who fail to meet regular admission standards.

Step Two: Degree Candidacy

1. Students in good standing will be required to apply for degree candidacy during the quarter that 30 quarter hours of graduate course work will be completed. A degree candidacy application form will be filed with Dr. Patti Albaugh.
2. The Capstone Project Prospectus must be approved by the student's Capstone advisor, second reader and Dr. Patti Albaugh and is submitted with the application.
3. If applicable, the student must submit an Expedited Review Form to the Institutional Review Board.
4. After the applications are filed, the Graduate Admissions Committee will examine the record of the candidate, admit the student to degree candidacy status or deny candidacy and/or advise the student to discontinue the program.
5. Request an Application for Degree from the Office of the Registrar at least 2 quarters prior to the quarter in which the degree is to be completed.
6. There will be a \$10 per quarter hour fee for every Capstone hour in which you register.

Step Three: Completion of the Capstone Project

The MAE Capstone Project is intended to be a substantial capstone study designed to consolidate and unify the various parts of the course work of the Masters degree into a meaningful single body of work. There are three options for the MAE Capstone Project:

an Action Research Project, a Curriculum Project, or submission of the National Board for Professional Teaching Portfolio. This third step includes approval of the proposed project by the student's Capstone Project Reading Committee. The Reading Committee includes the student's Education Advisor and one other faculty member. The Reading Committee will help the student establish the topic, objectives, procedures and time estimate required before the inquiry on the Capstone Project is started. There will be a \$10 per quarter hour fee for every Capstone hour in which the student registers. This fee is NOT covered by a fee waiver.

As the student completes the final stages of the project, the final draft copies of the study will be distributed for evaluation to the MAE Capstone Project Reading Committee plus a representative of the Graduate Education Program. When the committee determines the student is ready, the student will orally present the study before the committee. After the final copy is approved, one original and two copies of the manuscript of the Capstone Project will be submitted to the College Library for binding. For library and reference purposes, the college retains one bound copy and keeps one unbound copy for archival purposes; the other bound copy will be given to the student.

Step Four: Exit Criteria

Students must submit an application for graduation to the Registrar's Office two quarters prior to the completion of all graduate work. The following criteria must be fulfilled to be eligible to graduate:

1. A 3.0 graduate grade point average.
2. An approved MAE Capstone Project and Presentation.
3. Completion of a Professional Portfolio.
4. Successful completion of the required course work and field/clinical experiences.

Tuition Waivers (MAE)

Teachers in schools with student teaching and field experience agreements with Otterbein College may qualify for tuition waiver certificates assigned by their schools. 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 College. Admission to graduate study is solely at the option of the College. There is no obligation on the part of the college to admit students because of this agreement who would not otherwise meet graduate study admission requirements.
- One tuition waiver certificate shall be honored for one student in one quarter only. One certificate will be honored for the tuition charges for one (1) to five (5) quarter hours of credit. The credit may be regular course credit, workshop credit or a combination of courses and workshops.
- Teachers paying tuition with tuition waiver certificates from their schools may submit the waiver certificate at the time of registration thereby avoiding the registration deposit.
- Tuition waivers do not cover the costs of special fees. Special fees for testing, Capstone hours, multimedia, etc. are not covered by tuition waiver certificates.
- Teachers who will not have a fee waiver in hand at the time of registration should speak with the Education Advisor in the Office of Graduate Programs.

Course Requirements: The Master of Arts in Education (MAE) Majors

The Master of Arts in Education (MAE) degree majors are planned to serve the needs of certified, practicing teachers who desire to improve their knowledge and skills and perhaps seek additional licensure.

Two major areas of study are offered: 1) Curriculum and Instruction and 2) Reading.

All of the MAE majors require a core of 15 quarter hours of work and a Capstone Project. Both majors require a minimum of 50 quarter hours of credit.

I. The Curriculum and Instruction Major

Knowledge Base: Theme Statement of Curriculum & Instruction Major

The Curriculum and Instruction major is designed to provide the theoretical and practical foundations that guide curriculum and instruction. Graduates will have studied curriculum and instruction both broadly defined and individually practiced. This program will help classroom teachers improve their teaching knowledge and skills for greater efficiency in classroom teaching. The program focuses on further work to strengthen knowledge and skills in educational philosophy and curriculum planning, learning theory, teaching practice and technique, and an opportunity to build a deeper knowledge base in the subject matter taught.

Courses for the Curriculum and Instruction Major

Core Courses

EDUC 600	Liberal Arts and Philosophies of Education	3 hrs.
EDUC 602	Current Issues in Education	3 hrs.
EDUC 604	Foundations of Educational Research and Educational Statistics	3 hrs.
EDUC 606	Teacher As Inquirer	3 hrs.
EDUC 691*/620	Equity, Diversity, and Social Justice	<u>3 hrs.</u>
		15 hrs.

Major Courses

EDUC 575	Multimedia Applications for Teaching and Learning or	
EDUC 675	Telecommunications for the Classroom**	3 hrs.
EDUC 610	Principles of Curriculum	3 hrs.
EDUC 611	Instructional Techniques and Strategies	3 hrs.
EDUC 615	Measurement and Evaluation	3 hrs.
EDUC 636	Teacher Leadership	<u>3 hrs.</u>
		15 hrs.

* Pending Senate approval. EDUC 691 courses are new courses that are considered "experimental." Please check updates in the Graduate Programs, Education Department, or Continuing Studies Office. After Senate approval this course will be EDUC 620.

** Computer Technology Literacy Endorsement students need to take both.

Capstone Project

EDUC 695 Capstone Project 5-10 hrs.

Note: There is an additional \$10 fee for each Capstone hour that is not covered by fee waivers.

Elective Strands

Review information below 11-16 hrs.
Minimum Total Credit Hours 50 qt. hrs.

The Elective Strands and the Technology Endorsement

The MAE Curriculum and Instruction Major student selects one of the following: Professional Development or Middle School or the Computer Technology Literacy Endorsement.

Professional Development Strand

11 to 16 hrs.

In the Professional Development Strand, students make a thoughtful selection of electives, guided by the advisor, in order to increase expertise in a content area or to facilitate professional growth. Electives may be chosen from other graduate courses not required in the Curriculum and Instruction major or Education 689 MAE Independent Study.

The Middle Childhood Strand

9 hrs.

The Middle Childhood Strand is an area of specialization for teachers currently teaching in grades 4-9. The Strand, comprised of three sequential courses, provides a total of nine quarter hours of elective credit for graduate students seeking the Master of Arts in Education degree or seeking to renew their certification. The Strand may also be used toward Middle Childhood Licensure for grades 4-9; however, this program also requires the completion of two teaching areas (see the Education Advisor in the Office of Graduate Programs for more information).

EDUC 540	Responsive Schools for Early Adolescence (fall)	3 hrs.
EDUC 541	Curriculum for the Middle Grades (winter)	3 hrs.
EDUC 542	Instruction for the Middle Grades (spring)	3 hrs.

The Computer Technology Literacy Endorsement Program

27-28 hrs.

The Computer Technology Literacy Endorsement Program is an area of specialization attached to a teacher's current certificate/license. The endorsement is intended for teachers who want to increase their technology skills and/or provide technology support for schools. This is not an endorsement for teaching computer science at the secondary level. As directed by NCATE, the International Society for Technology in Education (ISTE) is the knowledge society that provides the learning outcomes for the Computer Technology Literacy Endorsement. The courses and course content are guided by these criteria. The following sequence of courses may be taken by a certified teacher to add Computer Technology Literacy Endorsement to any valid Ohio Teaching Certificate/License. Students seeking an MAE and the technology endorsement should make an appointment with Dr. Patti Albaugh for possible course substitutions or waivers.

EDUC 505	Instructional Media and Technology	3 hrs.
EDUC 575	Multimedia Applications for Teaching and Learning	3 hrs.
EDUC 674	Instructional Design for Technology Training	3 hrs.
EDUC 675	Telecommunications for the Classroom	3 hrs.
EDUC 686	Hardware/Software Management and Maintenance	3 hrs.
EDUC 694	Practicum in Classroom Technology	3 hrs.
EDUC 601	Effective Models for Software Applications	<u>3 hrs.</u>

In addition, select 6-7 hours of elective courses. Suggested courses include, but are not limited to:

ART 680	Computer Art (Art Teachers Only)	5 hrs.
EDUC 685	Introduction to Computer Graphics and Animation	3 hrs.
JOUR 265*	Desktop Publishing (take as EDUC 689)	5 hrs.
EDUC 691**	Special Topics on Technology	<u>3 hrs.</u>

Total 27-28 hrs.

* If seeking endorsement only, can be taken at undergraduate level.

**EDUC 691 courses are new courses that are considered "experimental". Please check updates in the Graduate Programs, Education Department, or Continuing Studies Office.

II. The Reading Major

Knowledge Base: Theme Statement of Reading Program

The Reading program prepares reading professionals who understand reading 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 certificate are included in the program.

Students who complete the full degree program in reading will take a minimum of 50 quarter hours of work at the graduate level. The full degree or endorsement requires 100 clock hours of a substantive field experience. The 100 hours is not necessarily quarter-bound but is associated with EDUC 667. The student should seek the advice of the advisor at the beginning of the Reading Endorsement Program.

Courses for the Reading Major

Core Courses

EDUC 691*	Equity, Diversity and Social Justice	3 hrs.
EDUC 600	Liberal Arts and Philosophies of Education	3 hrs.
EDUC 602	Current Issues in Education	3 hrs.
EDUC 604	Foundations of Educational Research and Educational Statistics	3 hrs.
EDUC 606	Teacher As Inquirer	<u>3 hrs.</u>

Total 15 hrs.

Major Courses

EDUC 660	Reading Foundations	5 hrs.
EDUC 661	Reading In Content Areas	5 hrs.
EDUC 662	Advanced Children's Literature or	
EDUC 663	Adolescent Literature	4 hrs.
EDUC 664	Reading Diagnosis	5 hrs.
EDUC 666	Reading Research	4 hrs.
EDUC 667	Clinic/Field Experience In Reading	<u>5 hrs.</u>
		28 hrs.

* Pending Senate approval. EDUC 691 courses are new courses that are considered "experimental." Please check updates in the Graduate Programs, Education Department, or Continuing Studies Office. After Senate approval this course will be EDUC 620.

Electives

Electives may be chosen from other graduate courses not required for the reading major or Education 689-Independent Study. 0 to 4 hrs.

Capstone Project

ED 695	Capstone Project	<u>5 to 10 hrs.</u>
	Minimum Total Credit Hours	50 hrs

Note: There is an additional \$10 fee for each Capstone hour which is not covered by a fee waiver.

Courses for the Reading Endorsement

Those who elect to take the reading endorsement program only will complete 23 quarter hours of graduate work concentrated in reading instruction course work. The following sequence of courses may be taken by a certified teacher to add Reading Endorsement to any valid Ohio Teaching Certificate/License.

The full degree or endorsement requires 100 clock hours of a substantive field experience. The 100 hours is not necessarily quarter-bound but is associated with EDUC 667. The student should seek the advice of the advisor at the beginning of the Reading Endorsement Program.

EDUC 660	Reading Foundations	5 hrs.
EDUC 661	Reading In Content Areas	5 hrs.
EDUC 664	Reading Diagnosis and Prescription	5 hrs.
EDUC 666	Reading Research	4 hrs.
EDUC 667	Clinic/Field Experience In Reading	<u>5 hrs.</u>
	Total	24 hrs.

NON-DEGREE STUDENTS

The various types of non-degree students addressed in this section are those who are admitted through the Office of Graduate Programs

1. Non-degree students **may not** take more than 15 quarter hours of graduate credit if they are adding licensure or seeking re-certification. Please Note: Applicants wishing to add licensure should be aware that they will likely need to take undergraduate classes offered during the day.
2. Non-degree students who currently hold a masters degree **may** take more than 15 hours of graduate credit. A transcript showing receipt of the masters must be submitted with the application.
3. Non-degree students who are pursuing either the Reading Endorsement or the Computer Technology Literacy Endorsement **may not** take more than the number of graduate hours required by that endorsement.
4. Students wishing to change from non-degree to degree-seeking status should meet with the Education Adviser in the Office of Graduate Programs and must submit an updated admission application.

Admission and Registration

Materials required for admission should be submitted to the Office of Graduate Programs, Roush Hall, Room 208, Otterbein College, Westerville, OH 43081.

The following are criteria for permission to take undergraduate or graduate course work as a non-degree student:

1. Graduate application indicating desire to take graduate course work as a non-degree student.
2. Copy of the teaching certificate.
3. Applicants holding a masters degree must provide a transcript showing receipt of the degree.

Note: Enrollment in certain courses is restricted to practicing teachers or MAT students. Please refer to the following course descriptions for specifics. All non-degree applicants, particularly those holding a non-standard teaching certificate/license, are strongly encouraged to speak with the Education Advisor in the Office of Graduate Programs prior to enrollment.

Transient Student Policy (Students Visiting From Other Institutions)

A student enrolled and in good standing in a graduate education program in another institution may (on written authorization from the proper official in that institution) enroll in specific graduate courses for transfer of credit. In order to be admitted and register for classes, transient students must submit: 1) A graduate application indicating desire to enroll as a transient student. This form is available in the Office of Graduate Programs. 2) A copy of the teaching certificate. 3) Written authorization from the home institution. 4) A registration form. 5) A tuition deposit or fee waiver must accompany the registration form. The transient student must meet all of the registration requirements for the given course. Applicants may enroll in up to 12 credit hours over a maximum of three quarters.

Transient students must complete all of the course requirements and examinations and pay the same fees and tuition as Otterbein College students. Transient students must register on a space available basis.

Adding Licensure

The following areas can be added to a certificate or license at Otterbein College. Please be aware that many courses are undergraduate and daytime classes.

Early Childhood Teaching License

Licensure for teaching ages three through eight or pre-kindergarten through grade three
One concentration area required from: Early Childhood Intervention (include 2nd license); Foreign Language; Language Arts; Language/Culture; Deaf Community; Mathematics; Reading (includes endorsement); Science; Social Studies

Middle Childhood Teaching License

Licensure for teaching ages 8-14 (grades 4-9)
Two concentration areas required from: Language Arts; Mathematics; Science; Social Studies

Adolescence to Young Adult Teaching Licensure

Licensure for teaching ages 12-21 (grades 7-12)
Available areas include: Integrated Language Arts (English Literature Major); Integrated Mathematics; Integrated Social Studies (History Major); Life Sciences; Physical Sciences

Multi-Age Teaching Licensure

Licensure for teaching ages 3 to 21 (Pre-Kindergarten through grade 12)
Available areas include: Art; Foreign Language (French or Spanish); Health; Music; Physical Education

MASTER OF ARTS IN TEACHING (MAT)

Knowledge Base: Theme Statement of MAT Program

The Master of Arts in Teaching (MAT) degree program is designed to provide an alternative route to teacher licensure in Middle Childhood Education for grades 4-9 for individuals after they have earned a baccalaureate degree. The MAT program is developmentally based, encourages critical reflection, and is committed to graduating entry-level teachers capable of creating and working within learning communities which maximize the potential of all learners. Students select two teaching/content areas from Language Arts, Mathematics, Science, and Social Studies.

The MAT program requires a minimum of 60 quarter hours of graduate work and 33-40 hours of coursework in each of two selected teaching/content areas. Additional undergraduate course work may be required to qualify for teacher licensure. An unofficial transcript evaluation will be provided during an initial interview with the Education Advisor in the Office of Continuing Studies, Towers Hall 23, 614-823-1356. Official transcript evaluations are usually completed within one quarter of a student's first registration, upon receipt of all official transcripts.

The MAT program is designed to be a part-time program, with graduate coursework offered evenings and weekends. However, some undergraduate coursework required for licensure may be offered in the daytime or may be taken at another institution. The culmination of the program requires a full-time Internship in the schools during winter and spring quarters of the final year and a Capstone Project. Most students complete the MAT in 2-4 years, depending on the number of hours they have to complete for licensure.

The MAT program leads to an Ohio two-year provisional Middle Childhood License for grades 4-9. If interested in licensure in other states, it is the responsibility of the student to see that requirements of other states 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 through graduation from Otterbein College, an institution accredited by the National Council for Accreditation of Teacher Education (NCATE). Most states also require that teachers pass a teacher competency test prior to licensure (e.g., PRAXIS).

There are four steps in the program where progress is reviewed and approval is needed to continue.

Step 1: Registration and Admission

The first step is admission to the MAT program. Students are not permitted to register for more than 15 hours of graduate credit (no limit on undergraduate hours) before they are admitted to the MAT program.

Materials required for registration and admission to the MAT program in education should be submitted to the Office of Continuing Studies, Towers Hall, Room 23, Otterbein College, Westerville, Ohio 43081. An interview with the Education Advisor in the Office of Continuing Studies is required prior to submission of the application materials.

Admission to the Master of Arts in Teaching (MAT) degree program is open to persons of good character who hold a baccalaureate degree from an accredited college or university, and who give evidence of the intellectual, academic and personal ability to

succeed in graduate studies and become effective classroom teachers. Admission to the MAT programs for persons who hold professional or specialized degrees may be possible, but deficiencies in general education will usually require additional course work at the undergraduate level prior to full admission. Admission shall not be denied on the basis of gender, race, sexual orientation, creed, color, national origin, or handicap.

Criteria for Registration in MAT courses

1. Interview with an Education Advisor in the Office of Continuing Studies
2. Graduate Program application
3. Official transcripts for all previous college and/or university course work. The minimum grade point average for admission is 2.75 based on the A=4.0 system.
4. Registration form and a deposit that goes toward first tuition payment.

Criteria for Admission to the MAT Degree Program

1. Minimum undergraduate grade point average for admission of 2.75 based on the A=4.0 system.
2. Acceptable scores on the Graduate Record Examination or approved substitute.
3. Two letters of recommendation supporting the applicant's qualifications to succeed in graduate school and to enter the teaching profession. (Forms are available in the Education Department and Office of Continuing Studies).
4. Documentation of at least 25 hours of evaluated field experience working with young adolescents in grades 4-9, preferably in a school setting. Previous experience within the past five years may be documented and used to fulfill this requirement. Non-Credit Field Experience forms are available from the Office of Continuing Studies or from the Education Department. An additional 25 hours of evaluated field experiences must be fulfilled before candidates are accepted as Degree Candidates. The 25 hours required in EDUC 503 (Educational Psychology) or field hours associated with other MAT courses may be used to fulfill either of these field requirements. Clinical hours will not be accepted in lieu of the evaluated field experience for admission to program.
5. Successful completion of COMM 100 (Fundamentals of Public Speaking) or an approved substitute.
6. Interview with Dr. Marlene Deringer. Eligible students will receive a letter from the Office of Continuing Studies confirming receipt of all admission materials and instructing them to schedule the interview.

Any variation from the stated criteria may be submitted to the Graduate Studies Committee for consideration.

Conditional Admission to the MAT Degree Program

The Graduate Education Admissions Committee may grant conditional admission, but must inform the candidate in writing of the reasons for conditional admission and how the conditions of admission are to be satisfied.

Step 2: Degree Candidacy

The second step is degree candidacy.

1. Students in good standing will be required to apply for degree candidacy during the quarter that 30 quarter hours of graduate work will be completed. A degree candidacy application form will be filed with Dr. Marlene Deringer. Additional course work required will be identified on the application form.
2. After the application is filed, the Graduate Admissions Committee will examine the record of the candidate, admit the student to degree candidacy status or deny candidacy and advise the student to discontinue the program. Students admitted to degree candidacy may continue their program as planned unless modifications in the program have been noted.
3. Degree Candidacy status is required for admission to the Internship.

Step 3: Internship

The MAT Internship includes two quarters of full-time experience in the schools during winter and spring terms. Successful completion of the winter term Methods Internship is required to be placed for the spring term Student Teaching Internship. An application for the Internship, signed by the student and advisor, is to be submitted to the MAT coordinator by May 1 preceding the Internship. All coursework required for the degree and for teacher licensure must be completed or a plan for completing it must be included in the application. Applications for the Internship and subsequent placement in the schools are approved by the MAT coordinator.

Step 4: Exit Criteria

Students must submit an application for graduation to the Office of the Registrar at least two quarters prior to the quarter they plan to graduate.

The following criteria must be fulfilled to be eligible to graduate:

1. A 3.0 grade point average
2. An approved MAT Teaching Portfolio.
3. Successful completion of the required course work and clinical/field experiences.

Licensure Requirements

1. Fingerprinting and Background Checks - All applicants for initial licensure are required by the Ohio Department of Education to complete fingerprinting and background checks. See the Office of the Registrar for details two quarters before you expect to graduate.
2. PRAXIS - Before a teaching license is awarded, the Ohio Department of Education requires the applicant to pass the appropriate tests. Candidates are eligible for the content area tests whenever their coursework is completed, however, the Principles of Teaching and Learning should be taken following the Methods Internship. Test information booklets and a PRAXIS Information Sheet listing the specific tests required are available in the Education Department.
3. To be recommended for Middle Childhood Licensure, candidates must successfully complete both the Methods Internship and Student Teaching Internship (EDUC 597) with a grade of B or above. If the candidate is not recommended for licensure, he/she may follow due process procedures to seek permission to repeat the Internship or to complete the MAT degree without licensure.

The Master of Arts in Teaching (MAT): Middle Childhood Program

Transcripts of undergraduate credit submitted by applicants will be evaluated with reference to the specific content required by the State of Ohio, Department of Education and other regulatory bodies. An unofficial transcript evaluation will be included in the initial interview with the Education Advisor in Continuing Studies. An official transcript evaluation will be completed during the first quarter the student is registered, assuming all official transcripts are submitted. In addition to the graduate work required for the MAT degree, additional undergraduate course work may be required to qualify for teacher licensure.

The MAT program allows candidates to take no more than 15 quarter hours of graduate coursework before the applicant is admitted to the program; however, there is no limit on undergraduate coursework prior to admission.

General Education

Students may get credit for these courses through previous undergraduate work, to be determined by a transcript evaluation:

- Two courses in composition and literature
- EDUC 170 Phonics & the Structure of Language
- EDUC 363 Literature Based Adolescent Literature
- COMM 100 Fundamentals of Public Speaking
- One college level math course
- One general psychology course
- One course required from Life Science, Chemistry, Physical Science, Earth Science, or Astronomy
- One course required from Western Civilization, American History, or American Government

Concentration Areas

Thirty three to 45 quarter hours of course work in two approved academic concentration areas from Language Arts, Social Studies, Mathematics or Science are required. Students may get credit for some of these courses through previous undergraduate work to be determined by a transcript evaluation.

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

Two Concentration Areas Required

Language Arts (45 qtr. hrs.)

- | | |
|-------------|--|
| 1. EDUC 170 | Phonics & Structure of Language (5) |
| 2. EDUC 530 | Reading Skills & Methods (Middle Child.) (5) |
| 3. EDUC 663 | Literature Based Reading: Adolescent Lit. (3) |
| 4. EDUC 565 | Multicultural Literature (2) |
| 5. INST 105 | Grow. up in Amer. (5) or INST 110 Comp./Lit. (5) |
| 6. ENGL 155 | Words & Forms (5) |
| 7. ENGL 295 | Linguistics (5) |

Select one course from the following:

- INST 150 Issues in the Western Experience (5)
- HIST 305 Ancient Greece and Rome (5)
- HIST 310 Medieval History (5)
- HIST 315 Renaissance and Reformation (5)
- HIST 345 Ohio History (5)
- HIST 410 The Holocaust and the 20th Century (5)

Select one course from the following:

- INST 380 Non-Western Religions (5)
- INST 382 African Culture & Colonialism (5)
- HIST 330 Modern China (5)
- HIST 340 Russia & the Soviet Union (5)
- HIST 430 The Atlantic World (5)
- HIST 450 Vietnam in the 20th Century (5)

Select one course from the following:

- HIST 280 History Seminar (5)
- P SC 230 Methods of Inquiry (5)

Select one course from the following:

- HIST 420 Economic History (5) **
- HIST 425 American Economic & Business History (5) **
- ECON 220 Principles of Economics—Macro (5)

** Recommended courses.

Reading Requirement

The State of Ohio requires 18 quarter hours of reading if you teach grades K-6. The following courses in the MAT program meet this requirement:

- EDUC 170 Phonics & the Structure of Language (5 hrs.)
- EDUC 530 Reading Methods and Materials (5 hrs.)
- EDUC 363 Literature Based Adolescent Literature (3 hrs.)

Select one additional course:

- EDUC 336 (taken as a 589) - Reading Field Experience (5)
- EDUC 660 Reading Foundations (5)
- EDUC 661 Reading in Content Areas (5).

With additional course work, a Reading Endorsement may also be added to any valid Ohio teaching license. For further information, see the Education Advisor in the Office of Continuing Studies.

Professional Education

MAT Graduate Course Requirements

EDUC 500	Liberal Arts and Philosophies in Education	3
EDUC 502	Current Issues in Education	3
EDUC 503	Educational Psychology	5
EDUC 504	Understanding Exceptional Children	4
EDUC 505	Instructional Media and Technology	3
EDUC 507 OR EDUC 565*	Multicultural Education/Multicultural Literature for Children & Young Adults	2
EDUC 515	Integrating the Arts Across the Middle Childhood Curriculum	5
EDUC 530	Reading Methods and Materials Middle Childhood (Prereq: EDUC 503 and EDUC 170 or ENGL 295)	5
<i>Select One:</i>		
EDUC 589	Reading Field Experience	
EDUC 660	Reading Foundations	5
EDUC 661	Reading in Content Areas	
EDUC 532	Methods and Materials: Middle Childhood Ed.	5
EDUC 540	Responsive Schools for Early Adolescence	3
EDUC 597	Middle Childhood Methods Internship	6
EDUC 597	Middle Childhood Student Teaching Internship	<u>11</u>
	Total hours	60

* EDUC 565 required for Language Arts Concentration Area

COURSE DESCRIPTIONS

* MAT only

** Practicing Teachers only

EDUC 500 LIBERAL ARTS AND PHILOSOPHIES OF EDUCATION 3 qtr. hrs.

This is a foundations of education course concerned with major philosophies of education. Emphasis is on those philosophies that place liberal arts in the core of educational programming.

EDUC 502 CURRENT ISSUES IN EDUCATION 3 qtr. hrs.

The teaching profession has a major influence on the well being of our society. As professional teachers, we must play an active role in shaping and influencing those issues and concerns which confront our American educational system. This course will not only explore the issues facing American education but encourage students to develop opinions and beliefs about educating our children and youth for the present as well as for the future. Students will identify issues of interest to them as well as examine issues beyond their experience. They will be challenged to examine these issues in an objective manner, share their findings with their classmates, and translate their research into defensible arguments which will be debated in class.

***EDUC 503 EDUCATIONAL PSYCHOLOGY** 5 qtr. hrs.

A study of child and adolescent cognitive, social, and moral development is completed in this course. Information processing as well as behavioral, cognitive and humanistic approaches to learning and motivation are addressed. Standardized testing, issues in classroom evaluation, and classroom management are included. A 25-hour field experience is part of the course requirements. MAT only

EDUC 504 UNDERSTANDING EXCEPTIONAL CHILDREN 4 qtr. hrs.

Understanding Exceptional Children acquaints the regular classroom teacher with the characteristics of several populations: gifted, visual and hearing impaired, physically impaired, speech and language impaired, developmentally handicapped, severe behavior handicapped, and learning disabled. Special focus is on understanding needs of these pupils in the educational mainstream. A 25-hour clinical experience is part of the course requirements.

EDUC 505 INSTRUCTIONAL MEDIA AND TECHNOLOGY 3 qtr. hrs.

This course focuses on basic types and uses of instructional media and technology in the classroom. Students will learn the basics of media use as well as computer operation and applications that are frequently used in the classroom settings, including word processing, spreadsheets, databases, and the use of computers to support problem solving and decision-making. In addition to an overview of computer use in business, industry, and society, the course identifies resources (including organizations) which support educational computing and professional growth related to technology. (For novice computer users)

EDUC 507 MULTICULTURAL EDUCATION 2 qtr. hrs.

This course explores curriculum planning and teaching strategies for culturally diverse student needs. Racism, sexism, diverse learning styles and linguistic variation are examined. A 20-hour clinical experience is part of the course requirements.

EDUC 515 INTEGRATING THE ARTS ACROSS THE MIDDLE CHILDHOOD CURRICULUM

5 qtr. hrs.

This studio, group discussion and lecture course will focus on strategies for integrating the visual and performing arts across the curriculum. Students will have an opportunity to practice applications of lesson planning, and to design a thematic unit which relies upon artistic expression on the part of elementary and middle school students. The intent of the course is to help classroom teachers see how the arts can motivate, enrich, and extend instruction in science, mathematics, social studies, and language arts. Students will be asked to spend 5 hours observing appropriate practice in schools.

***EDUC 530 READING METHODS AND MATERIALS FOR MIDDLE CHILDHOOD**

5 qtr. hrs.

This course is grounded in and builds on knowledge and understanding of the linguistic foundations of literacy and of middle childhood/adolescent development. It focuses on methods, techniques, and materials of literacy instruction and assessment designed to foster pupils' growth toward greater autonomy and maturity as readers and writers. The course emphasizes the thinking processes and decision making responsibilities of teachers as they create literacy learning environments that encourage active engaged learning, identify students' needs, and plan instruction that allows pupils to experience personally meaningful interactions and transactions as both readers and authors of texts across a range of genre and for a variety of purposes. The course includes 25 clinical hours.

Prerequisites: EDUC 503 and EDUC 170 or ENGL 295. MAT only

***EDUC 532 METHODS AND MATERIALS: MIDDLE CHILDHOOD EDUCATION**

5 qtr. hrs.

A study of content specific methodology for middle childhood, the course focuses on planning, instruction, assessment, teacher resources, technology and classroom climate. Education 532 is a block of interdisciplinary methodology to develop skills important to the teaming design central to middle childhood instruction. Students register for the Interdisciplinary Methods course and their two concentration area Methods courses:

EDUC 532.10 - Middle Grades Interdisciplinary Methods

1 qtr. hr.

A study of developmentally appropriate methodology that can be implemented across the middle grades curriculum.

EDUC 532.20 - Middle Grades Language Arts Methods

2 qtr. hrs.

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

EDUC 532.30 - Middle Grades Math Methods

2 qtr. hours

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

EDUC 532.40 - Middle Grades Science Methods

2 qtr. hrs.

Topics include, but are not limited to, a study of methods by which scientific inquiry and knowledge are presented within the middle grades science curriculum and the conditions under which science learning may be applied.

EDUC 532.50 - Middle Grades Social Studies Methods

2 qtr. hrs..

Topics include, but are not limited to, means by which the themes of American Heritage, People in Societies, World Interactions, Decision Making and Resources, the Democratic Processes and Citizenship Rights and Responsibilities may be developed within the middle grades Social Studies curriculum.

In each of these courses students become acquainted with the appropriate Ohio curriculum model, subject matter reflected on proficiency tests, subject-specific pedagogy, methods of assessment and national standards or guidelines which shape the teaching of the discipline. Students study issues of long and short-term planning, the use of expository, inquiry and small group instructional strategies, the use of technology as an instructional resource, and questions of management and discipline as they contribute to a sense of positive classroom climate. Educ 532 is to be taken in conjunction with EDUC 597 – Methods Internship.

Prerequisite: MAT only, Degree Candidacy and approval of Internship application.

EDUC 540 RESPONSIVE SCHOOLS FOR EARLY ADOLESCENCE 3 qtr. hrs.

Students will examine the nature and needs of young adolescents, characteristics of responsive schools, resources for the middle school practitioner, characteristics of effective middle school teachers and middle childhood curriculum instruction. Reflection on personal beliefs, research, theory, and practice is encouraged. Students design an Advocacy Plan for young adolescents. Teachers serve as mentors for pre-service teachers, providing observation sites in schools, and engaging them in dialogue about critical issues in middle level education.

Prerequisite for MAT: EDUC 503 No prerequisite for MAE.

EDUC 541 CURRICULUM FOR THE MIDDLE GRADES 3 qtr. hrs.

Students look closely at organizational structures of middle schools, including flexible scheduling and teaming, which support student-centered curriculum, and look critically at various models of interdisciplinary and integrated curriculum. The role of other stakeholders - students, parents, community members, and State government - in determining curriculum is also examined. Students focus on the development of an integrated unit or a proposal for their school to revise organizational structures to support student-centered curriculum.

Prerequisite: EDUC 540 or permission of the instructor. MAE only.

EDUC 542 INSTRUCTION FOR THE MIDDLE GRADES 3 qtr. hrs.

Students will examine theory, research, and current practice and develop a Research Project or other Instructional Project related to various approaches to grouping of students, instruction, and assessment. Issues to be addressed include needs of diverse student populations, instructional methods such as active learning and cooperative learning, the impact of tracking vs. heterogeneous grouping, and selected topics related to authentic assessment.

Prerequisite: EDUC 540 or permission of the instructor. MAE only.

EDUC 555 CLASSROOM MANAGEMENT**3 qtr. hrs.**

This course focuses on establishing and maintaining a positive and productive learning environment. Topics include: classroom ecology, rules and procedures, intervention strategies, special management programs, and home/school communication. Methods for assessing the effectiveness of interventions and/or special programs will also be covered.

EDUC 565 MULTICULTURAL LITERATURE FOR CHILDREN AND YOUNG ADULTS**2 qtr. hrs.**

This course is an exploration of issues related to cultural diversity with the primary tool being literature written for children and young adults. Students will explore their own cultural backgrounds and attitudes. Topics will include: culture definitions, the concept of multicultural education, definitions of multicultural literature, literature for specific ethnic groups and using literature as a tool to increase cultural awareness. Twenty clinical hours are included. This course can serve as a substitute for EDUC 507.

EDUC 575 MULTIMEDIA APPLICATIONS FOR TEACHING AND LEARNING**3 qtr. hrs.**

This course focuses on interactive multimedia as a learning, teaching, and assessment tool. Students will use and compare a variety of multimedia authoring tools to generate both linear and nonlinear multimedia and hypermedia based instruction as well as learn how to incorporate video, audio, photography, and Internet resources into their products. Copyright policies for multimedia production will also be examined. Students will participate in both collaborative and individual projects. Appropriate for all levels of computer expertise.

EDUC 589 MAT INDEPENDENT STUDY*1 to 15 qtr. hrs.**

This is an individual research or study course for MAT students. It includes topics not covered in other graduate course offerings. This course may be repeated.

Note: Students may take up to a limit of 15 qt. hr. of undergraduate course work in the curriculum content area under the EDUC 589 Independent Study number. All EDUC 589 work must be approved in writing by the instructor and Dr. Marlene Deringer (forms are available in the Office of Graduate Programs, the Office of Continuing Studies, and the Education Department office). Graduate credit requires additional work, usually the development of a course of study for teaching the content area studied. A grade of "B" or better is required on undergraduate course work for graduate credit.

Note: No more than 5 quarter hours of graduate workshops may be applied to EDUC 589 credit. MAT only

EDUC 597 INTERNSHIP*17 qtr. hrs.**

This MAT Internship is a block of two courses spread over two consecutive quarters, Winter and Spring. The two courses include observation and teaching experience in schools under the supervision of a cooperating teacher and a college supervisor. There are two components to the Internships:

Methods Internship (6 qt. hrs.), taken Winter quarter, is a field-based internship methods course in which students participate in an urban classroom experience four and days a week. Theories of planning, instruction, learning, assessment, and classroom management are presented in conjunction with classroom practice experiences as part of EDUC 532 – taken with the Internship.

Student Teaching (11 qt. hrs), taken Spring quarter, is a full time teaching internship. Students are assigned to a school site for the full school day and are expected to follow the same time schedule as their cooperating teacher. In-School assignments include classroom and student observations, lesson planning and implementation, development of an instructional unit, participation in a variety of school-related events, and other activities the cooperating teacher or college supervisor see as appropriate. Students meet for a weekly seminar during the Student Teaching Internship experience. Students also complete a Professional Portfolio as a Capstone Project during the Internship.

MAT candidates are required to earn a grade of "B" or better and receive positive recommendations from the Supervising Teachers and Cooperating Teacher in order to complete the MAT program successfully. Additional course work may not be taken during the internship without the permission of Dr. Marlene Deringer, the MAT Coordinator.

Prerequisite: Degree Candidacy and approval from Dr. Marlene Deringer. MAT only

** Practicing Teachers Only

EDUC 600 LIBERAL ARTS AND PHILOSOPHIES OF EDUCATION 3 qtr. hrs.

This is a foundations of education course concerned with major philosophies of education. Emphasis is on those philosophies that place liberal arts in the core of educational programming.

****EDUC 601 EFFECTIVE MODELS FOR SOFTWARE APPLICATIONS**

3 qtr. hrs.

This course will focus on productivity and end-user software and will help the student develop the mental models of how the programs represent data that are necessary for building and integrating professional documents and products. Practicing Teachers Only. Appropriate for all levels of computer expertise. Summer 2003.

EDUC 602 CURRENT ISSUES IN EDUCATION

3 qtr. hrs.

The teaching profession has a major influence on the well being of our society. As professional teachers, we must play an active role in shaping and influencing those issues and concerns which confront our American educational system. This course will not only explore the issues facing American education but encourage students to develop opinions and beliefs about educating our children and youth for the present as well as for the future. Students will identify issues of interest to them as well as examine issues beyond their experience. They will be challenged to examine these issues in an objective manner, share their finding with their classmates, and translate their research into defensible arguments which will be debated in class.

EDUC 604 FOUNDATIONS OF EDUCATIONAL RESEARCH AND EDUCATIONAL STATISTICS

3 qtr. hrs.

This class introduces students to the forms and functions of educational research. Four types of educational research are described with accompanying illustrations from the research literature: historical/descriptive, correlational, experimental, and ethnographic. A survey of statistics used in each area of research is included in this course.

****EDUC 606 TEACHER AS INQUIRER**

3 qtr. hrs.

This course will focus on teacher research and provide an introduction to techniques useful for the type of classroom inquiry required in the MAE Capstone Project and the Professional Development Portfolio. In order to provide a basis for discussion, students will read cases and relevant research on learning, cognition, and sociocultural aspects of instruction. This course should be taken early in the MAE student's program. Practicing Teachers Only

****EDUC 610 PRINCIPLES OF CURRICULUM**

3 qtr. hrs.

This is an overview of curriculum design for all grades. The influences of pressure groups, government and regulatory agencies on the curriculum are explored. A study is made of the relevance and success of past and contemporary curriculum practices and the hope of theories and innovations for the future. Techniques of curriculum development and evaluation of the curriculum are discussed. The impact of technology on present and future curricula is examined. The students will develop a mini-Curriculum Project. Practicing Teachers Only

****EDUC 611 PRINCIPLES AND APPLICATION OF INSTRUCTION**

3 qtr. hrs.

This is a course regarding theoretical and practical methodology designed to prepare instructional leaders. The course focuses on models of teaching, recent research on theories of learning, and the application of these models and the research. The importance of transforming theory into practice in order to improve teacher effectiveness is central to the course. Students will complete their Professional Portfolio. Practicing Teachers Only

****EDUC 615 MEASUREMENT AND EVALUATION**

3 qtr. hrs.

This course is designed to acquaint students with basic terminology and concepts in measurement and evaluation. The evaluation of the curriculum, school, personnel, and student is explored. Topics include: the nature of evaluation, types of evaluation, design of evaluation instruments, selection criteria for published measurement instruments, analysis and interpretation and utilization of results, and the utilization of results. Practicing Teachers Only

EDUC 636 TEACHER LEADERSHIP

3 qtr. hrs.

This course will be an action oriented experience that explores the multiple aspects of the teacher as a leader. Teachers will discover their own leadership potential as they delve into the characteristics of leadership, adult development, the school culture, interpersonal and technical skills, and task and functions of leadership

EDUC 660 READING FOUNDATIONS

5 qtr. hrs.

This course includes three basic strands: linguistics, psychology of reading, and sociology of reading. Under the linguistics strand, the following topics are included: the nature of language, milestones in the development of the English language, the process of language change, and language acquisition. Psychology of reading includes: information processing

theory, schema theory, neuro-psychological aspects of reading, metacognition and motives/interests. Sociology of reading includes historical and cross-cultural aspects of literacy, language variation and language pragmatics. Please note: Students who have not taken a basic reading methods course must take EDUC 325, EDUC 335, or EDUC 530 prior to beginning this sequence.

EDUC 661 READING IN CONTENT AREAS

5 qtr. hrs.

The course focus is on: current trends in developmental reading K-12; classroom practices in content area reading; strategies which will help to improve vocabulary, comprehension, thinking and study skills; and writing across the curriculum. Please note: Students who have not taken a basic reading methods course must take EDUC 325, EDUC 335, or EDUC 530 prior to beginning this sequence.

EDUC 662 LITERATURE BASED READING INSTRUCTION: ADVANCED CHILDREN'S LITERATURE

4 qtr. hrs.

In this course students will extensively read and study the genres of children's literature. In addition to developing skills necessary for selecting quality and developmentally appropriate literature, students will learn how to use tradebooks to teach emergent and intermediate reading skills. Students will develop skills to integrate children's literature with a basal rewarding program and learn techniques for designing an integrated, literature based reading program in their classrooms. Students will be expected to read and participate in research related to children's literature preferences and responses.

EDUC 663 LITERATURE BASED READING INSTRUCTION: ADOLESCENT LITERATURE

4 qtr. hrs.

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

Prerequisite for MAT: EDUC 503

EDUC 664 READING DIAGNOSIS AND PRESCRIPTION

5 qtr. hrs.

Students will study diagnostic techniques and prescriptive instructional methods/materials useful to elementary and secondary reading teachers and clinicians. Both theoretical and practical aspects of reading diagnosis and correction are emphasized. New research findings and current issues in assessment, program development and legislation for remedial reading services are investigated. Twenty-five hours of clinical experience are required in this course.

Prerequisite: EDUC 660

EDUC 666 READING RESEARCH

4 qtr. hrs.

This course exposes students to classical and contemporary studies which have had an impact on our understanding of the reading process and, in some cases, on teaching methods and/or curriculum. In addition, students are introduced to methodology as well as terminology so that they can prepare a research proposal.

Prerequisite: EDUC 660

EDUC 667 CLINIC/FIELD EXPERIENCE IN READING**5 qtr. hrs.**

This course is designed for the practicing or experienced teacher to provide supervised experience in the following types of settings: whole class/small group developmental reading or small group/individual corrective reading. The reading major requires 100 clock hours of a substantive experience. The 100 hours is not quarter-bound, but is associated with EDUC 667.

Prerequisite: EDUC 664

****EDUC 674 INSTRUCTIONAL DESIGN FOR TECHNOLOGY TRAINING****3 qtr. hrs.**

Applying principles of systematic instructional design, teachers will design and practice methods and strategies for teaching computer and related technology concepts and skills to staff, students, and parents. Teachers will also practice gathering and analyzing evaluation data from technology workshops they have implemented. Appropriate for advanced computer expertise. Online course. Students should email the instructor (Palbaugh@Otterbein.edu) for course URL. Practicing Teachers Only.

****EDUC 675 TELECOMMUNICATIONS FOR THE CLASSROOM****3 qtr. hrs.**

Students will learn about the use of the Internet in teaching and learning as well as other forms of distance learning. Topics of the course include conducting and information searches, evaluating Internet resources, constructing Web pages, comparing HTML programming with Web development software, developing Internet based curriculum, ethical and legal issues of Internet use, and learning what is demanded of a literate citizen in the information age. Students will also examine how to teach these skills and knowledge to their own students and will collaborate with other teachers world-wide to share resources and to build units of instruction. For intermediate or above computer skills. Practicing Teachers Only

EDUC 680: COMPUTER ART**5 qtr. Hrs.**

An introduction to the Macintosh computer as a tool in image making, Exploration of Photoshop and other digital image manipulation and drawing programs.

Prerequisites: Art Teachers only, Art 110 and 200

EDUC 685 INTRODUCTION TO COMPUTER GRAPHICS AND ANIMATION**5 qtr. hrs.**

This course will introduce methods of presentation and design using PC based versions of professional software, including Adobe Photoshop, Animator Pro and 3D Studio. Students will have hands-on experience and project work geared to their particular interests and applications.

****EDUC 686 HARDWARE/SOFTWARE MANAGEMENT AND MAINTENANCE****3 qtr. hrs.**

Students will learn how to select, install, manage and maintain computers, software, and related peripherals and technology for the classroom. Emphasis will be placed on maintaining and troubleshooting multimedia systems and software. Students will examine policies, procedures, and security systems for computer systems and networks. Current network operating systems will be compared. Students will also examine the issues and strategies for school purchasing decisions and schools' acceptable use policies and generate a technology plan for his/her school.

Prerequisite: EDUC 505 or equivalent. Practicing Teachers Only. Summer 2002, 2004

****EDUC 689 MAE INDEPENDENT STUDY****1 to 16 qtr. hrs.**

Individual research or study course for MAE students. It includes topics not covered in other graduate course offerings. The student's Education Advisor and the course instructor must approve all study projects in writing. This course may be repeated.

Note: Students may take up to a limit of 16 qt. hours of undergraduate course work in the curriculum content area under the EDUC 689 Independent Study number. All EDUC 689 work must be approved in writing by the instructor and Dr. Patti Albaugh (forms are available in the Office of Graduate Programs). Graduate credit requires additional work, usually the development of a course of study for teaching the content area studies. A grade of "B" or better is required on undergraduate course work for graduate credit. Practicing Teachers Only

EDUC 691/620 EQUITY, DIVERSITY, AND SOCIAL JUSTICE**3 qtr. hrs.**

Course Description: This course will focus on a critical analysis of issues related to diversity, equity and social justices. Topics will include, but are not limited to:

- Social justice and the teacher as an empowered professional
- Transformation of social hierarchies
- The personal, societal and political issues of voice
- The socio-political context of education.
- Democracy in education

Students enrolling in this course must have completed an undergraduate degree in education.

Prerequisites: A course in multicultural education, its equivalent or permission of the instructor.

****EDUC 694 PRACTICUM IN CLASSROOM TECHNOLOGY****3 qtr. hrs.**

In own or host classroom, students will apply and evaluate computer and computer related technologies (including specific electronic devices) to the support of their instruction. While considering issues of equity, ethics, legality, and social impact, students will plan, implement, and evaluate instructional lessons (for individual or group activities) that integrate technology across the curriculum as well as plan for student skill enhancement for technology use, e.g. keyboarding, word processing, etc. Students will compare and contrast technology practices in other schools as well as examine and critique local and national K-12 computer/technology standards.

Prerequisites: EDUC 575, EDUC 601, EDUC 674, EDUC 675, EDUC 686. Practicing Teachers Only. Online course. Students should email the instructor (Palbaugh@Otterbein.edu) for course URL.

**** EDUC 695 MAE CAPSTONE PROJECT****5 to 10 qtr. hrs.**

The Capstone Project is intended to be a substantial capstone study designed to consolidate and unify the various parts of the course work of the Masters degree into a meaningful single body of work. There are three acceptable Capstone Project options: Action Research, Curriculum Development, or submission of the National Board for Professional Teaching Portfolio. All three options will provide experience and discipline in designing and completing teacher/classroom inquiry. The student and the advisor will determine the topic of inquiry, the methodology, and the appropriate option for the Capstone Project. A minimum of 5 hours is required for the Capstone Project. Practicing Teachers Only

FACULTY

Patti R. Albaugh, 1989-

Professor of Education

B.A., Mt. Vernon Nazarene College, 1979

M.A., The Ohio State University, 1985

Ph.D., The Ohio State University, 1986

Research interests: Computer Technology for Teaching and Learning; Innovation Adoption

Marlene L. Deringer, 1987-

Associate Professor of Education

B.A., Otterbein college, 1969

M.A., The Ohio State University, 1973

Ph.D., The Ohio State University, 1998

Research interest: Middle Level Education

Harriet R. Fayne, 1980-

Professor of Education

B.A., Barnard College, 1969

M.A.T., Harvard University, 1970

Ph.D., Columbia University, 1979

Research interests: Assessment; Learning Disabilities; Urban Education

Morten Haugland, 2000-

Assistant Professor of Education

B.S., Northern Michigan University

M.S., St. Cloud State University, 1996

Ph.D., The Ohio State University, 2000

Research interests: Precision teaching, Developmental Disabilities, Applied Behavioral Analysis

Paula J. Knight, 1992-

Associate Professor of Education

Department Chairperson

B.A., University of Evansville, 1969

M.A., University of Evansville, 1973

Ph.D., The Ohio State University, 1990

Research interests: Teacher Leadership; Curriculum; Science Education; Technology

Grace A. McDaniel, 1996-

Assistant Professor of Education

B.S., Capital University, 1983

M.A., The Ohio State University, 1987

Research interests: Multicultural Education, Teacher Education, Early Childhood Education

L. Thomas Moore, 1996-

Associate Professor of Education

B.S., The Ohio State University, 1962

M.A., The Ohio State University, 1965

Ph.D., The Ohio State University, 1972

Research interests: Entry-year Teacher Programs; Oral Histories in Education; Elementary Education Curriculum

Barbara S. Pettegrew, 1983-

Professor of Education

B.S.Ed., Baldwin-Wallace College, 1961

M.A., The Ohio State University, 1976

Ph.D., The Ohio State University, 1981

Research interests: Emergent Literacy; Literacy Acquisition of Special Needs Students; Literacy Across the Curriculum

Karen S. Robinson, 1988-

Professor of Education

B.A., University of Montevallo, 1969

M.A., University of Alabama, 1971

Ph.D., Vanderbilt University, 1975

Research interests: Early Literacy; Technology in Elementary Classrooms; Early Childhood Curriculum Development

Diane Ross, 2001-

Instructor

B.S., College of Wooster

M.A., University of Akron

Research interests: Social Justice, Educational Technology, Middle Childhood Education

Patricia M. Ryan, 1988-

Associate Professor of Education

A.B., Ohio Dominican College, 1967

M.A., The Ohio State University, 1980

Ph.D., The Ohio State University, 1986

Research interests: Learning Styles &

Teaching Styles; Effective Teaching;

Attention Deficit Disorder

Elizabeth A. Smith, 1994-

Associate Professor of Education

B.A., Ohio Wesleyan University, 1978

M.A., The Ohio State University, 1987

Ph.D., The Ohio State University, 1993

Research interests: Multicultural Litera-

ture; Reader Response; Multicultural

Education

John H. Swaim, 1996-

Professor of Education

B.S.E., Emporia State University, 1967

M.S.E., Emporia State University, 1968

Ed.D., University of North Colorado, 1976

Research interest: Middle Level Teacher

Education

Adele B. Weiss, 1998-

Assistant Professor of Education

B.S., The Ohio State University, 1974

M.A., The Ohio State University, 1976

Ph.D., The Ohio State University, 1984

Research interest: Special Education,

Reading



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