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2007-2009 Otterbein College Graduate Course Catalog

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Otterbein College



Graduate Course Catalog

Autumn 2007 through Summer 2009

ACADEMIC CALENDAR www.otterbein.edu

Academic Calendar

Autumn Quarter

Classes Begin
Examination Period

2007-08
Sept. 10
Nov. 19 - 21

2008-09
Sept. 15
Nov. 24 - 26

Winter Quarter

Classes Begin
Examination Period

Jan. 7
March 17 - 19

Jan. 5
March 16 - 18

Spring Quarter

Classes Begin
Examination Period

March 31
June 9 - 11

March 30
June 8 - 10

Commencement

Masters Degree

June 14

June 13

Summer Session

The 2007 Summer Session calendar may be accessed at www.otterbein.edu. The 2008 Summer Session calendar will be posted to the website in January 2008.

Non-Discrimination Policy

Otterbein College does not discriminate on the basis of race, religion, age, sex, color, disability, sexual orientation, national or ethnic origin, political affiliation, marital or veteran status 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 Chairperson of the Affirmative Action Committee, the Vice President for Academic Affairs, or the Director of Human Resources.

Accreditation Otterbein College is accredited by The Higher Learning Commission and a member of the North Central Association, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504. Telephone: 312-263-0456. Internet: www.ncahigherlearningcommission.org. Otterbein College is authorized to offer baccalaureate and master's degrees by the Ohio Board of Regents, 30 East Broad Street, 36th Floor, Columbus, OH 43215-3414. Telephone: 614-466-6000. Internet: www.regents.state.oh.us.

Otterbein College holds disciplinary accreditation and approval through the American Association for Health Education, the American Chemical Society, the Commission on the Accreditation of Allied Health Education Programs, the Commission on Collegiate Nursing Education, the Joint Review Committee on Educational Programs in Athletic Training, the National Association for Sport and Physical Education, the National Association of Schools of Music, the National Association of Schools of Theatre, the National Council for Accreditation of Teacher Education, and the National League for Nursing Accrediting Commission. Additionally, Otterbein College belongs to the American Council on Education, the Association of American Colleges and Universities, the Council of Independent Colleges, and the Ohio Foundation of Independent Colleges, and is approved by the University Senate of the United Methodist Church.

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.

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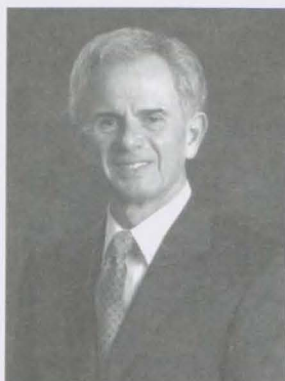
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FROM THE PRESIDENT



Otterbein College's graduate programs offer a focused curriculum that will prepare you for a broad range of specific careers. The Liberal Arts component of these programs will offer you new perspectives, going beyond your immediate environment to help prepare you for the challenges and ambiguities you will face in the workplace.

As a graduate student at Otterbein, receiving personal attention from professors is the rule not the exception. The focus is on personal collaboration between you and your professors, and you will be challenged to think critically and grow personally and intellectually.

Within the classroom, the shared experiences of other students and guest lecturers will provide valuable insight into your chosen field, offer new perspectives and discoveries that go beyond the textbook, and strengthen your own potential.

We respect your individual talents and want to assist you in developing them to their full potential. Welcome to Otterbein!

A handwritten signature in cursive script, reading "C. Brent DeVore".

C. Brent DeVore, President

THE COLLEGE AND COMMUNITY

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.

Philosophy of the College

Otterbein College, affiliated with the United Methodist Church, is grounded in a Christian heritage that fosters concern for purpose and meaning in life, the dignity of persons, and the significance of community. This tradition offers dialogue with other faiths and philosophies, intellectual stimulation, openness to the day's issues, and incentive to new understanding. Thus, Otterbein College seeks students, faculty and staff who represent societal diversity. The College maintains an openness to all qualified persons and does not discriminate with regard to race, sex, religion, ancestry, ethnicity, age, sexual orientation, disabling condition, political affiliation, veteran status or marital status.

Educational Purpose

A liberal arts education at Otterbein College emphasizes a process of liberation from those attitudes that may narrow one's perspective on self, society, and the world. Through the study of the liberal arts, students develop a sense of relevance and immediacy to life situations. Otterbein College provides focal points around which self-education may continue after graduation through quality academic programs in which students:

- acquire knowledge
- develop the ability to make critical judgements
- form a commitment to intellectual inquiry
- develop the ability to express themselves clearly
- develop the ability to participate thoughtfully in discussion and decision making
- develop the powers of synthesis

A liberal arts education involves creating an atmosphere which stimulates students to become aware of themselves and their responsibilities within a larger, multi-cultural society. Thus, the College emphasizes community service, co-curricular and social interaction in preparing the whole person to develop to responsible commitments to society.

To accomplish these educational purposes, Otterbein strives to provide a teaching faculty of superior quality that is committed to our educational goals. In addition to teaching, the faculty and staff at Otterbein engage in a variety of important tasks including research, advising, administration, and professional development. Through its sabbatical leave program, Otterbein encourages professional development of its faculty as well as program development, course development, and pedagogy.

History

Otterbein College was founded (as the Otterbein University of Ohio) in 1847 by the Church of the United Brethren in Christ and named after a co-founder of the Church, Philip William Otterbein, who was a German Reformed pastor and itinerant evangelist. In later years, the Church went through a merger with the Evangelical Association and became the Evangelical United Brethren Church (EUB) and then, through a second merger with the Methodist Church, became the current 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 1847, 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 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 to 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 1850s and 1860s, 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 21st 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.

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 participate in equal numbers with faculty. Students are also involved with most councils and committees on campus. All students in good standing are eligible for election to the Senate. Students can also participate in a Student Forum.

The Otterbein College Board of Trustees has legal authority over all actions of the Senate. Two voting student seats and two voting faculty seats are on the 26-member Board of Trustees.

Facilities

Otterbein's 140 acre campus includes 50 buildings. The historic Towers Hall was constructed in 1872. The college completed interior renovation of Towers Hall designed to update the facilities and technology and still recapture the essence of the time period in which Towers was built are evident throughout the facility. Towers Hall houses Mathematics, English, Foreign Language, History and Political Science, and Religion and Philosophy departments. Other offices in Towers include the Continuing Studies, the Registrar's office and the Office of Sponsored Programs. The Edwin L. and Mary Louise Roush Hall was dedicated June 1993. Roush Hall is the first general purpose academic facility built on the Otterbein campus since Towers and houses Academic Affairs, the Business, Accounting, and Economics Department, the Education Department, and the Office of Graduate Programs. Cowan Hall houses theatre and speech facilities, including an extensive scene shop. Cowan underwent renovation in 2004-05. Major improvements were made to the acoustics, the scene shop, the lobby and the Fritsche Theatre. The Battelle Fine Arts Center is the home for programs in music and dance. The Department of Art relocated to a new facility in fall 2006 which was renovated with the special needs of artists in mind, including light and space. The new Miller Gallery is also located in this building. The other half of the same building is the new home to the Department of Communication, including the student newspaper, yearbook and radio (WOBN) and television (WOCC) stations. Schear-McFadden Science Hall has science and nursing laboratories and classrooms as well as the Weitekamp Planetarium/Observatory and is currently being renovated. Other facilities on campus include Courtright Memorial Library, which provides availability of over 300,000 volumes of print, non-print and electronic materials and access to state-wide resources through OPAL and OhioLink, and the Clements Recreation Center, which houses athletics and physical education facilities and offices.

Westerville and Central Ohio

Otterbein College is located in Westerville, Ohio, a suburb of Columbus, the State Capital.

The town of Westerville was only nine years old when Otterbein College was founded in 1847. The fertile lands had been settled earlier by people from New England, New York, and Virginia, and the township surrounding Westerville was named in honor of Blendon, Connecticut. The settlers cleared the land, built their homes, churches, and schools, and then their college. As the township continued to grow, Westerville grew too, but for many decades it was known as the "quiet, peaceful, village." In 2008 the city will celebrate 150 years since its incorporation.

Westerville still retains the advantages of a small town while offering the amenities that go with a larger community. At Otterbein you are only a short walk from the shops and restaurants of uptown Westerville with its maintained buildings, brick streets, charming gift and antique shops, boutiques and cafes. The town's many parks provide opportunities for recreation or just relaxation. And nearby you will find lakes where you can sail, water ski and sometimes ice skate. In 2007 Westerville was ranked one of the top 50 cities in the U.S. by *Money Magazine*.

Columbus, the 15th largest city (711,470) and one of the largest metropolitan areas in the country, is centrally located in Ohio. As the State Capital, Columbus is one of the fastest growing cities in the country. An innovative city, it is known world-wide for the large presence in its economy of progressive businesses and for its quality work force. Corporations with reputations for excellence such as Cardinal Health, JP Morgan Chase, Battelle Memorial Institute, Chemical Abstracts, Nationwide Insurance Enterprise, Worthington Industries and the Limited Inc. call Columbus home. These businesses also provide excellent internship opportunities for Otterbein students.

Recent years have seen an upsurge in arts related events as world class entertainment has come to be the standard for Columbus. The arts and cultural amenities of Columbus rival those of any other major city in the United States.

The art crowd gathers at the Columbus Museum of Art which holds special events throughout the year. Once a month, art lovers flock to the Gallery Hop in the Short North, an eclectic neighborhood of cafes, art galleries, antique shops and boutiques, where local businesses open their doors for late evening visits.

The Columbus Symphony Orchestra, BalletMet, Opera/Columbus and the Columbus Association for the Performing Arts (CAPA) bring world-renowned performances to the area. Also the Martin Luther King Jr. Performing and Cultural Arts Complex showcases African-American exhibits and performances, while The Ohio State University's Wexner Center for the Performing Arts has emerged as a showplace for avant garde performances. Close at hand lies the Polaris Amphitheatre, bringing concerts of all types to town.

Columbus also supports a variety of theater companies and venues, including the Contemporary American Theatre Company (CATCO), Reality Theatre, Shadowbox Theatre, the Riffe Theatre, the Great Southern Theatre, the Palace Theatre and the Ohio Theatre.

Other attractions in downtown Columbus include the Center of Science and Industry and Thurber House, which is known for its Evening with Authors series, and German Village, the largest restored historical district in the country, with its brick streets, restaurants and gift shops.

The city is also a shopper's mecca. There's the North Market, a historic farmer's market plus the many malls around Columbus and the outlying suburbs – including Polaris Fashion Place and Easton, a shopping and entertainment megacomplex. Columbus is also known for its many specialty coffee shops and book stores including many discount book stores.

Professional sports are taking hold in Columbus with the Major League Soccer (MLS) team, the Crew; the National Hockey League (NHL) team, the Columbus Blue Jackets (located in the new Arena District of restaurants, theatre and other entertainment); and the Columbus Clippers, the minor league franchise for the Washington Nationals.

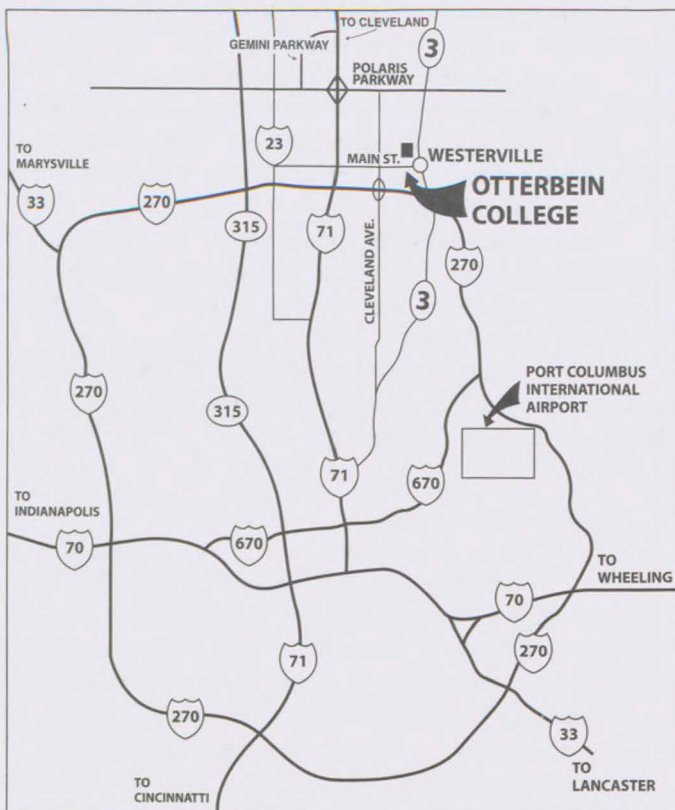
Dining out is also one of the attractions in Columbus. You can sample cuisine from all parts of the world. Restaurants of all ethnic types are scattered throughout the city and range from fast food to fine French dining and everything in between.

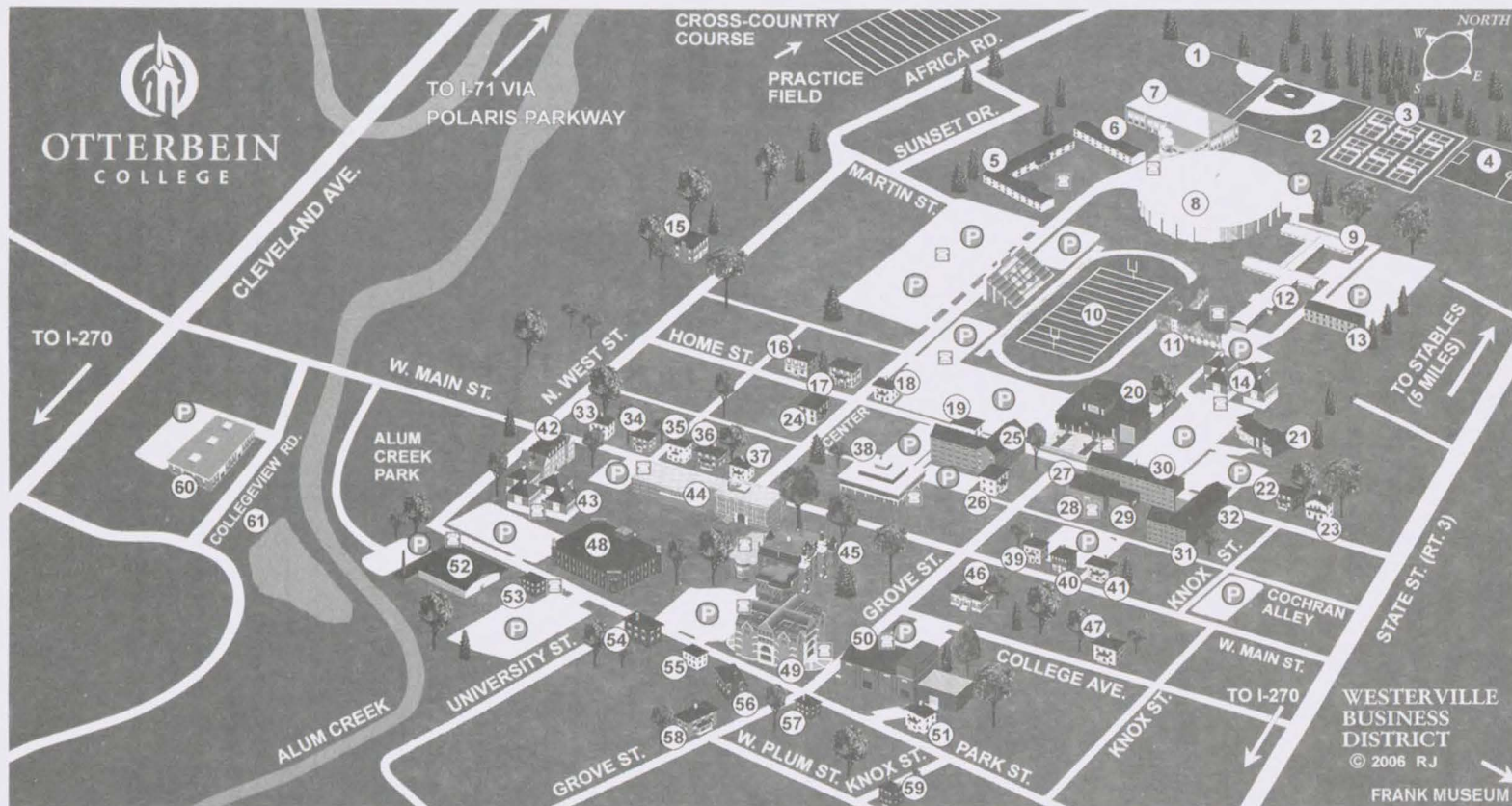
Legend to Campus Map on Page 11

- | | | |
|--|--|--|
| 61 60 Collegeview Road | 39 Epsilon Kappa Tau Sorority | 1 Softball Field |
| 60 Art and Communication Departments | 54 Eta Phi Mu Fraternity | 31 Student Affairs Office |
| 28 Barlow Business Office | 9 Garst Hall (Residence Hall) | 43 Student Apartments (The Commons) |
| 2 Baseball Field | 32 Hanby Hall (Residence Hall) | 14 Student Apartments (The Commons II) |
| 48 Battelle Fine Arts Center | 37 Hanby House (Historical) | 36 Tau Delta Sorority |
| 20 Campus Center: Bookstore/Dining/
Security Office/Quizno's | 57 Hancock House: Alumni Relations | 34 Tau Epsilon Mu Sorority |
| 27 Career Development/Human Resources | 56 Howard House: Institutional Advancement | 3 Tennis Courts |
| 55 Cellar House/Marketing and Comm. | 41 Kappa Phi Omega Sorority | 11 The Suites (Residence)
Theme Housing |
| 29 Chapel | 51 Lambda Gamma Epsilon Fraternity | 23 46 W. Home St. |
| 30 Clements Hall (Residence Hall) | 25 Mayne Hall (Residence Hall) | 17 154 W. Home St. |
| 15 Clements House (President) | 10 Memorial Stadium | 33 188 W. Main St. |
| 7 Clements Recreation Center | 40 Mikesell House | 16 162 W. Home St. |
| 46 Clipping Hall: Admission/
Financial Aid, International Admission | 21 Otterbein Health Center | 18 146 W. Home St. |
| 35 172 W. Main St. | 53 Otterbein Women's Club Thrift Shop | 24 155 W. Home St. |
| 40 Community Engagement/Chaplain's
Office | 59 Pi Beta Sigma Fraternity | 22 Theta Nu Sorority |
| 38 Courtright Memorial Library/
Otterbein Cafe | 58 Pi Kappa Phi Fraternity | 45 Towers Hall: Registrar/
Adult Continuing Studies |
| 50 Cowan Hall/Fritzsche Theatre | 26 Psychology Department | 47 Zeta Phi Fraternity |
| 5 Davis Hall (Residence Hall) | 8 Rike Physical Education | |
| 6 Davis Hall Annex (Residence Hall) | 49 Roush Hall: Graduate Admission/ Roost
Express Deli | |
| 42 Dunlap-King Hall (Residence Hall) | 44 Schear-McFadden Science Hall | |
| 13 Engle Hall (Residence Hall) | 12 Scott Hall (Residence Hall) | |
| | 52 Service Department | |
| | 19 Sigma Alpha Tau Sorority | |
| | 4 Soccer Field | |

Emergency phones

Parking





CAMPUS MAP

Frequently Requested Telephone Numbers

Academic Offices

Academic Offices are open Monday through Friday from 8:30 a.m. until 5:00 p.m. during the regular academic year with the exception of December when many offices are closed. Summer hours are 8:30 a.m. until 4:00 p.m. although not all offices are open in summer.

Actuarial Science	614-823-1218
Art	614-823-1792
Athletic Training	614-823-3528
Black Studies	614-823-1837
Broadcasting	614-823-3380
Business/Accounting/Economics	614-823-1310
Chemistry/Biochemistry	614-823-1316
Computer Science	614-823-1218
Education	614-823-1214
English	614-823-1218
Environmental Science	614-823-1517
Equine Science	614-823-1843
Foreign Languages	614-823-1361
Health Education	614-823-3528
Health Promotion and Fitness	614-823-3528
History	614-823-1361
Honors Program	614-823-1211
Integrative Studies	614-823-1210
International Studies	614-823-1361
Journalism	614-823-3380
Language/Culture Deaf Community	614-823-1361
Legal Studies	614-823-1361
Liberal Studies	614-823-1356
Life and Earth Sciences	614-823-1517
Mass Communication	614-823-3380
Mathematics	614-823-1218
Molecular Biology	614-823-1517
Music	614-823-1508
Nursing	614-823-1614
Organizational Communication	614-823-3380
Physical Education	614-823-3528
Physical Science	614-823-1316
Physics	614-823-1316
Political Science	614-823-1361
Psychology	614-823-1615
Public Relations	614-823-3380
Religion and Philosophy	614-823-1361
Sociology	614-823-1837
Speech Communication	614-823-3380
Sport Management	614-823-3528
Theatre/Dance	614-823-1657
Women's Studies	614-823-1361

Administrative Offices

Administrative offices are open Monday through Friday from 8:30 a.m. until 5:00 p.m. during the regular academic year. Summer hours are 8:30 a.m. until 4:00 p.m. Some offices have extended hours throughout the year.

Academic Dean	614-823-1556
Academic Support Center	614-823-1610
Admission (graduate programs)	614-823-3210
Admission (traditional-age students)	614-823-1500
Admission (continuing education students)	614-823-1356
Athletics	614-823-3529
Bookstore.....	614-823-1364
Business Office (billings and payments)	614-823-1150
Campus Center	614-823-3202
Career Center	614-823-1456
Center for Community Engagement	614-823-1270
Chaplain	614-823-1409
Continuing Studies	614-823-1356
Financial Aid	614-823-1502
Graduate Programs.....	614-823-3210
Health Center.....	614-823-1345
Human Resources	614-823-1805
International Programs	614-823-1312
Library	614-823-1215
Mail Center.....	614-823-1882
MBA Program	614-823-1095
Registrar.....	614-823-1350
Security.....	614-823-1870
Student Affairs (residence life)	614-823-1250
Veterans	614-823-1249

ACADEMIC POLICIES

Academic Appeals

Academic Council, which is a standing committee of the College Senate, is an avenue for students appealing the College's academic policies and is provided to all students. Details regarding the appeal process are available from the Office of Academic Affairs. Minutes of past Academic Council meetings are on file in the library.

Academic Standing

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 course work 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.

Program Specific Policies

In addition to the College academic standing policy outlined above, some programs may have grade policies that must also be satisfied in order to continue in the program. Please refer to your program's section of this catalog for any additional academic or grade specific requirements.

Undergraduate Course Policy

Students enrolled in undergraduate classes are required to maintain a cumulative undergraduate grade point average as described in the undergraduate catalog in order to be in good academic standing. Please refer to the Academic Standing portion of the undergraduate catalog.

Grading

Graduate school is a process of academic exploration reserved for students who are committed to the high level of work demanded by a master's degree program. Graduate students are, therefore, held to a higher standard of achievement than undergraduate students. In order to reflect the minimum levels of achievement necessary to award a graduate degree, the grading philosophy, and the grade scales reflective of that process, are considerably different from undergraduate grade scales. Specifically, it is assumed that

graduate students will pursue their course work at either an “excellent” or A level or at an “above average” or B level.

Grade policies specific to each program are listed in the appropriate program section. Each student can access his/her grades at the end of each quarter on-line via Cardinal Web for Students at www.otterbein.edu. A permanent transcript of all course work attempted and grades earned is maintained in the Office of the Registrar.

Grade Symbols

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

A	=	93-100 (4.0)	C	=	73-76 (2.0)
A-	=	90-92 (3.7)	C-	=	70-72 (1.7)
B+	=	87-89 (3.3)	D+	=	67-69 (1.3)
B	=	83-86 (3.0)	D	=	60-66 (1.0)
B-	=	80-82 (2.7)	F	=	59 and below (0.0)
C+	=	77-79 (2.3)			

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

F	=	failing from pass/fail graded course
IP	=	course work is incomplete; temporary condition
NR	=	grade not reported by instructor; temporary condition
P	=	passing from pass/fail graded course
R	=	repeated course
S	=	satisfactory from satisfactory/unsatisfactory graded course
T	=	transfer credit from another institution
U	=	unsatisfactory in satisfactory/unsatisfactory graded course
W	=	withdrawal with permission

In-Progress (IP) Grades

“IP” is the temporary symbol given when course requirements have not been met due to circumstances beyond the student’s control. An incomplete grade should only be considered when the majority of the work has already been finished. The pressures of a normal academic load or the desire to do extra work in the course are not sufficient reasons for granting an incomplete.

The amount of additional time permitted might be no more than a few days or weeks since it should be proportional to the student’s illness or absence, etc. while remaining fair to others who were enrolled in the course. The IP must be completed no later than the following applicable deadline or sooner if prescribed by the instructor: for Autumn IP’s, the last day of Winter classes; for Winter IP’s, the last day of Spring classes; and for Spring IP’s, the last day of Autumn classes.

Due to extraordinary circumstances, an IP completion deadline may be considered for extension. To receive consideration, the student (not the faculty) must submit a written request/rationale to the Vice President for Academic Affairs no later than the 5th Friday of the term the IP is due for completion.

It is the student’s responsibility to contact the course faculty to arrange for completion of the work, and it is the faculty’s responsibility to submit the final grade. When no grade is received, the default grade previously provided by the instructor will be assigned.

Graduate nursing students enrolled in either the Adult or Family Nurse Practitioner clinical courses that require 8-16 hours of clinical hours each week may receive an IP when all course work is completed with the exception of clinical hours. The clinical hours must be completed within the next two quarters. Graduate nursing students who choose the thesis or scholarly project capstone option will be given an IP until completion of their work. The IPs will then be changed to the appropriate grade.

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 Three of the following quarter; for Spring and Summer grades, the end of Week Three 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 five business days beyond the applicable 10th week deadline indicated in the previous paragraph. The Vice President for Academic Affairs shall consult with the student and instructor after which the appeal may be passed on to the Appeals Council for its consultation and judgment. The actual grade change, if deemed in order by the Appeals Council, shall be determined by the Vice President for Academic Affairs in consultation with the student and the instructor involved (or the applicable Department Chairperson if the instructor is unavailable).

Auditing Courses

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

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. Courses repeated after graduation will not change the graduation GPA.

Reasonable Academic Progress

The Office of Graduate Programs may deny future registration to a student whose enrollment over three terms does not fulfill program requirements. The decision to deny registration will be made on the recommendation of the Department's Director of Graduate Programs. No student will be denied future registration without first being notified by the Office of Graduate Programs.

A student who has been denied registration and is otherwise eligible to enroll must contact the Department's Director of Graduate Programs to request permission to reenroll. The Department may determine specific conditions which must be met in order to continue in the graduate program. Upon receiving written permission, the student may reenroll in the original program.

Plagiarism, Cheating and Dishonesty

It is necessary to ascertain with accuracy an individual's strengths and weaknesses in order to prepare a proper academic program for students and to evaluate their work. Thus, the "high standard of personal integrity" in the classroom means that an individual will not receive credit for work which is not their own.

In the taking of examinations, any attempt to receive assistance from persons, papers, or printed materials without the permission of the faculty member constitutes dishonesty. This definition

applies not only to activities within the examination room, but also any attempt to obtain beforehand copies of examination questions without the faculty member's consent, including attempts to obtain them from students taking the exam at an earlier time during the year. In short, all such unauthorized procedures constitutes dishonesty. A student who willingly provides assistance not condoned by the College to another student is also in violation, whether or not the student providing the assistance has completed the examination.

In preparing essays, reports, and other out-of-class projects, any use of the words or ideas of someone else as though they were one's own constitutes plagiarism. This definition applies to the use of both printed and unprinted sources, including the work of other students or faculty. To avoid plagiarism, all borrowed materials must be fully documented. Direct quotations, however small, must be placed in quotation marks or indented beyond the regular margins, and their sources must be clearly identified. Ideas or arguments not directly quoted but paraphrased must also be documented; merely altering the wording does not make their substance a student's own work. Facts, formulas, and other types of information which are widely known and considered common knowledge in a field do not always require documentation, but a student may not falsely claim the independent derivation or observation of such materials, nor borrow without acknowledgment of someone else's special arrangement or use of it. When in doubt, the student should consult a member of the faculty. If acceptable methods of documenting borrowed materials are not clear, the student is to consult beforehand with the faculty member who will receive the finished work.

The use of an identical or nearly identical piece of work to fulfill requirements in more than one course without the knowledge of the faculty members involved constitutes dishonesty. If a student wishes to prepare a single piece of work for more than one course, the written permission of both faculty members must be secured beforehand. If a student wishes to submit a revised version of an earlier piece of work, written permission must be secured beforehand and the earlier version must be submitted along with the final version. When in doubt, a student should check with the faculty member.

A faculty member who suspects the student may have committed an act of academic dishonesty shall:

- a. So inform the student and the Office of the Vice President for Academic Affairs in writing that a violation has occurred.
- b. If the Office of the Vice President for Academic Affairs informs the faculty member that this is a first violation, then the faculty member may be authorized to determine whether an act of academic dishonesty occurred. Such a final determination may be made only after the student has been given an opportunity for a personal meeting with the faculty member and a representative from the Office of the Vice President for Academic Affairs to discuss the allegation and to present relevant evidence. This meeting shall be conducted in a timely fashion.
- c. Proceedings in first-time violations as resolved by faculty members are informal. The Office of the Vice President for Academic Affairs will provide the accused student with a written notice of the scheduled meeting at least three days in advance. The purpose of the meeting will be to review and discuss the charges before a final decision is reached. The faculty member could rely upon documentary evidence and written statements as long as the student is allowed to respond to them in the meeting. Students may also be allowed to bring relevant witnesses who are members of the Otterbein community; legal counsel will not be permitted to participate. The faculty member and the representative from the Vice President for Academic Affairs Office who hear the case shall determine whether the student is responsible or not responsible for the act of academic dishonesty. The Office of the Vice President for Academic Affairs shall impose the sanction in consultation with the faculty member and the

chair of the department. Wherever it indicates a violation of the code, the following sanctions may be imposed: failure on the given assignment or a failing grade for the course. The student may appeal such action through the Vice President for Academic Affairs to Appeals Council.

A second violation will be reviewed by Judicial Council and may subject the student to suspension or dismissal as determined by the Council.

Decisions of the Judicial Council are subject to appeal to the Appeals Council according to the procedures in Article VIII of the College Bylaws.

Dishonesty

In addition to acts of plagiarism and cheating, acts of dishonesty include, but are not limited to the following:

- a. Furnishing false information to any College official, faculty member or office.
- b. Forgery, alteration or misuse of any College document, record or instrument of identification.
- c. Falsification, distortion, or misrepresentation of information before a judicial body.
- d. If a student provides false information related to his/her housing arrangements, he/she will be expected to pay for housing costs for the entire academic year and be charged with falsifying records.

Acts of dishonesty as aforementioned constitute a Level IV violation, and will be referred to Judicial Council. See The Honor Code for additional information.

Time Limit for Program Completion

After a student has been admitted to the graduate program, continuous progress toward completion of the degree is expected. The time limit for the completion of graduate course work is five years for the Master of Arts in Education, Master of Arts in Teaching, and Master of Business Administration programs. The time limit is six years for the Master of Science in Nursing program and three years for the Post Masters in Nursing programs. The time limit is computed from the first date credit is recorded on the college transcript until the program curriculum requirements are completed. Extensions are only considered if there is adequate and unusual cause beyond the control of the student for failure to meet the time limit policy. Petitions requesting extension of the time limit must be submitted to the Program Director for the MAE, MAT, and MBA programs. Petitions requesting extension of the time limit for graduate Nursing programs must be submitted to the Nursing Curriculum Committee.

Graduation

In order to participate in graduation, a student must:

1. Complete all academic degree requirements.
2. Request and submit a fully signed Application for Degree.
This can be done online thru the Registrar's commencement website, www.otterbein.edu/registrar.
3. Submit any additional required paperwork as specified in the Application for Degree.
4. Meet all outstanding financial obligations.

As the commencement ceremony approaches, detailed information will be sent to students who have applied for graduation. This same information is available at any time on the Registrar's website, www.otterbein.edu/registrar. For specific program completion requirements, please refer to the applicable departmental pages in this catalog.

ENROLLMENT POLICIES AND REGISTRATION

Quarter Calendar/Credit Hours/Clinical Hours

Otterbein College is on a quarter calendar which means that there are three quarters during the school year (September-June) plus a summer session. Each course carries credit in "quarter hours" which is related to the number of class meetings per week. One class hour (50 minutes) per week is equivalent to one quarter hour of credit. Three clinical hours per week are equivalent to one quarter hour of credit for nursing service administration classes as well in the advanced practice nurse educator practicum. In nurse practitioner classes, eight clinical hours per week are equivalent to one quarter hour of credit. The academic calendar is adjusted each year so that the autumn quarter ends the day before Thanksgiving. A break from Thanksgiving Day until after New Year's Day is utilized by students for employment, extended personal travel, or reading and research. Faculty members are involved in research, study, and workshops and seminars dealing with intellectual topics and instructional improvement. Each quarter of the school year consists of ten weeks instruction and two to three days of final examinations. Summer session meets less than 10 weeks. The actual dates are announced the preceding February of each year. Students are expected to be present for the entire quarter and final examinations.

The requirement for all degrees are based on credit hours. A one-quarter-hour course normally meets one hour per week. Students are expected to spend four hours per week in study for each quarter hour of credit attempted. Throughout this catalog the terms "quarter hours", "credit hours" and "hours" may be used interchangeably where applicable. The Registrar's Office maintains a website at www.otterbein.edu/registrar.

Prerequisites

Prerequisites (prereq) or corequisites (coreq) are requirements which are judged necessary for the successful completion of a course. Students who register for a course without taking the prerequisite are subject to being withdrawn from the course by the instructor or the Registrar. It is the student's responsibility to assure that a prerequisite has been met.

Registration

New students must submit their first registration on paper to their admitting office. A schedule of classes and a registration form are available at the Registrar's Office, the Office of Graduate Programs and the Continuing Studies Office. A listing of course offerings and a registration form may also be accessed via the web at www.otterbein.edu. Click on the Graduate Student link under Future Students, then your program of study, then Class Schedule. Students who are enrolling in their second or subsequent quarter and have been fully admitted to a degree program are encouraged to register via CardinalWeb for Students. Students who are provisionally admitted to their degree program or are enrolled on a non-degree basis must submit a paper registration form.

Students may register for Autumn, Winter, Spring and December Term during the preceding Spring. Summer registration typically opens the preceding December. Students are encouraged to register early. Students who register late may encounter some closed courses. A written description of the wait list process is available on the Registrar's website.

The College reserves the right to refuse registration to a student who is failing to make reasonable or satisfactory progress toward his or her degree.

Late Registration

The first four days of each quarter are designated late registration days. Returning students who have not previously scheduled any classes for the quarter in question will be assessed a late registration fee. Newly admitted students who wait until the first week of classes to register will also be assessed a late registration fee. The late registration fee 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 quarter for which the fee was assessed.

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 fourth day of the first week of the quarter.

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

1. End of first week of quarter.
Tuition will not be charged and course will not be recorded on student's transcript.
2. End of fifth week or 25th day of quarter.
Tuition will be charged, but course will not be recorded on student's transcript.
3. End of seventh week or 35th day of quarter.
Tuition will be charged and student's transcript will be marked with a W
After the seventh 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 slightly due to the shortened weeks in the term. The specific dates are published on the Registrar's website or in the Summer Session Schedule of Classes available upon request from the Office of the Registrar.

To change a schedule, the student may do one of the following:

1. Complete a Change of Schedule form in person at the Office of the Registrar
2. Send a letter requesting a change of schedule by fax (614-823-1009) to the Office of the Registrar
3. Change the schedule online via **CardinalWeb for Students** at www.otterbein.edu
Students must be fully admitted to a degree program to schedule via CardinalWeb for Students.

Changes may not be made by telephone or by notifying the course instructor.

Withdrawal

Withdrawal from One or More but Not All Classes

Students who wish to withdraw from one or more classes that began in the same quarter but retain a partial schedule must follow the procedure entitled Change of Schedule described above.

Withdrawal From All Classes

Students who wish to withdraw from all classes that began in the same quarter must officially withdraw from the College by completing a withdrawal form at the Office of the Registrar or fax a letter requesting withdrawal to the Office of the Registrar (614-823-1009). The date of withdrawal is the date the notice is received by the Registrar. It is the responsibility of the student to make certain that the written notice of withdrawal reaches the Registrar's Office within the stated deadlines.

If official notice of withdrawal is received before the end of the fifth week or 25th day of the quarter, no record of the registration will appear on the academic record. If the withdrawal is received after the fifth week or 25th day of the quarter, a grade of W will be entered on the student's transcript for each course. The withdrawal deadline is the end of the seventh week, or 35th day of the quarter. Students must check with the Registrar for withdrawal deadlines of courses that are shorter than the usual ten week quarter.

When a student withdraws, all registrations for future quarters are cancelled unless otherwise specified.

If a student never attends any classes or stops attending without officially withdrawing, the registration will not terminate. Grades will be assigned under the grading criteria used to evaluate all students in each course and the student will be responsible for all fees and tuition charges for the class or classes. Nonattendance and/or nonpayment of fees does not constitute official withdrawal.

Summer Session and December Term

For students who wish to accelerate their studies, Otterbein offers a Summer Session and a December Term. Summer Session courses vary in length and are held over an eight week period beginning in mid-June and ending in mid-August. Summer Session course offerings are announced in December at which time registrations will be accepted. December term courses are announced with the academic year schedule around mid-April at which time registrations will be accepted. A list of course offerings may be viewed at www.otterbein.edu/schedule.

Transcripts

Copies of official transcripts may be obtained for a nominal fee from the Registrar's Office. An official transcript cannot be provided when there is an outstanding bill or a loan in default. Requests are filled within five business days. Order forms are available on campus or on the Registrar's website, www.otterbein.edu/registrar.

Commencement

All graduates (Summer, Autumn, Winter and Spring) are invited to participate in the Graduate Commencement ceremony held in June. As the commencement ceremony approaches, detailed information will be sent to all students who have applied for graduation. This same information is available at any time on the Registrar's website www.otterbein.edu/registrar.

TUITION, FEES AND PAYMENT PLANS

Schedule of Fees

Academic Year 2007 – 2008

Fees are adjusted annually to reflect current costs.

Tuition

Graduate Level Education and Nursing Courses	\$315/credit hour
Graduate Level Business Course	\$340/credit hour
Undergraduate Level Course	\$300/credit hour

For any related fees, please refer to the College's website at www.otterbein.edu or contact the Business Office. Otterbein reserves the right to change these rates within the period covered by this catalog.

Payment of Fees

All fees and charges are due by the end of the first day of classes for each term.

At the time a student formally registers for classes, either by signing and submitting the appropriate registration forms to the Registrar's Office, or by registering online, the student agrees to assume financial responsibility for any charges and/or fees as posted to his/her account and to abide by the official college policies regarding withdrawal from the College. The student also agrees to assume the responsibility for understanding the College's official policy concerning schedule changes and satisfactory academic progress, which may result in additional charges or the loss of eligibility for certain types of financial aid. It is considered the student's responsibility to understand how these changes can affect his/her financial situation with regard to financial aid eligibility.

All accounts not paid in full by the first day of each term are subject to a late payment fee in addition to monthly interest at a rate of 1.5 percent per month. Loan funds or any other sources of financial aid not received by the first day of each term are subject to late charges and interest. Therefore, all loans should be applied for prior to July 1 to help ensure timely receipt.

All accounts must be paid in full in order for students to enroll in succeeding terms or to receive copies of certificates, diplomas and transcripts. Otterbein reserves the right to recover all costs involved with the collection and/or litigation of delinquent accounts.

If an account must be sent to collection or litigation due to nonpayment of the outstanding balance, the College reserves the right to demand payment in full of subsequent terms of enrollment, prior to the beginning of each term to ensure enrollment. Otterbein College is a non-profit institution of higher learning. As such, student receivable accounts are considered to be educational loans offered for the sole purpose of financing an education and are not dischargeable in bankruptcy proceedings. The College reserves the right to cancel the registration of any student if the balance due from a previous term remains unpaid at the start of a subsequent term.

The College reserves the right to demand payment in the forms of a certified check, money order, cash, or credit cards in the event that one or more checks have been returned unpaid for any reason.

Refund Schedule

A refund schedule has been established for those students who withdraw from the College. Application fees, laboratory fees, tuition deposit, and other similar charges are not refundable.

The basic refund for Autumn, Winter and Spring quarters is:

Withdrawal received in writing or in person by

7 p.m. on the Monday following the first week of the quarter	100% of fees due or paid
7 p.m. on the Monday following the second week of the quarter	70% of fees due or paid
7 p.m. on the Monday following the third week of the quarter	60% of fees due or paid
7 p.m. on the Monday following the fourth week of the quarter	40% of fees due or paid
7 p.m. on the Monday following the fifth week of the quarter	20% of fees due or paid
7 p.m. on the Monday following the sixth week of the quarter	10% of fees due or paid
Withdrawal after the sixth week of class	No refund

All financial aid recipients who receive a refund as a result of withdrawal may be subject to a Title IV refund calculation. The allocation of funds must follow those outlined by federal regulations.

The official refund schedule for Summer Session, interterm classes and workshops will be published in the appropriate schedule of classes.

Fee Payment Plans

In recognition of the fact that many adult students must carefully plan their finances to manage a household budget, two convenient payment plans are available. Both plans are an alternate to paying all fees by the first day of each term. Forms for these two payment plans are available at the Registrar's Office and the Office of Graduate Programs. They may also be printed from the College's website at www.otterbein.edu/resources/business_office/index.asp. If you choose to use one of these plans, please make arrangements before the beginning of the quarter. MasterCard, Visa, and Discover are accepted.

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 quarterly handling charge for this payment option.

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 quarterly service charge for this payment option.

FINANCIAL AID

Financial Aid

Degree-seeking graduate students are eligible to be considered for a variety of loans. Four credit hour (half-time) enrollment is required for federal student loans. Graduate students enrolled in non-degree, licensure, or certificate programs should contact the Financial Aid Office to determine eligibility for federal financial aid.

To Apply for Financial Aid at Otterbein:

- Apply for a PIN with the U.S. Department of Education (USDE). This personal identification number is necessary to use various USDE online systems and to electronically sign the Free Application for Federal Student Aid (FAFSA).
- File the FAFSA electronically using Otterbein's Title IV Code. Code is 003110. The FAFSA should be filed as soon as possible after January 1.
- Complete the Otterbein College Graduate Student Institutional Aid Form and submit it to the Financial Aid Office. This form is available at the Financial Aid Office and on the Financial Aid Office's website, www.otterbein.edu.

Satisfactory Academic Progress (SAP)

Federal regulations require that Otterbein College monitor academic progress of students who apply for and/or receive federal financial aid. To remain eligible for financial aid, recipients are required to show satisfactory academic progress toward a degree.

Students who fail to make satisfactory academic progress are subject to the loss of federal financial aid. Students who fall below the defined standard for satisfactory academic progress will be warned in writing. Students who receive a warning will have to be in compliance with the defined standard within two quarters or federally-funded financial aid will be forfeited. Warnings are issued as a courtesy; students must assume full responsibility for monitoring their own satisfactory academic progress. The College reserves the right to refuse registration to students who are failing to make satisfactory academic progress toward their degrees.

Students enrolled in graduate level courses are considered to be making satisfactory academic progress for purposes of financial aid eligibility only if they are in good academic standing with the College. The policy also includes a quantitative measure (percentage of courses completed) and a maximum time frame not to exceed 150% of the published length of the program measured in academic years or terms of enrollment. Courses in which IP's, R's and W's are received are considered attempted credit hours.

Any appeal to an academic progress decision may be submitted to Academic Council through the Academic Affairs Office no later than four weeks prior to the start of the quarter. The decision of Academic Council may allow students to have up to two quarters of federal assistance while on probation.

Fee Payment Plans

Please refer to the section on Tuition, Fees and Payment Plans.

MBA Students

The Westerville Area Chamber of Commerce offers a scholarship for a qualified applicant who has been accepted into the MBA program. More information is available at the Westerville Area Chamber of Commerce website, www.westervillechamber.com or by email at info@westervillechamber.com.

Graduate Education Students

Otterbein College has fee waiver agreements with most Central Ohio school districts. Teachers who are interested in receiving a fee waiver should contact their district for availability, application deadlines, and information on application procedures.

Graduate Nursing Students

- **The National Health Service Corps Loan Repayment Program** provides for the repayment of educational loans for nurse practitioner students made in exchange for a commitment to work in a medically underserved area. Additional information may be found at www.bphc.hrsa.gov/nhsc or by calling 1-800-221-9393.
- **The National Health Service Corps Scholarship Program** provides scholarships and stipends for nurse practitioner students who work at NHSC sites for specified period of time after graduation. Applications are available for fall and application deadlines are around March. Applicants need to be in the last year of their program. Additional information can be found at www.bphc.hrsa.gov/nhsc or by calling 1-800-638-0824.
- **The Nurses Educational Funds, Inc.** 555 West 57th Street, New York, NY 10019 provides scholarships for registered nurses who are seeking a master's degree. Scholarships range from \$2,500 to \$10,000. Selection is based on academic excellence. Additional information may be found at www.n-e-f.org or by calling 1-212-399-1428.
- **Kappa Lambda Scholarships** are available in the spring from the Nursing Department. Contact the Otterbein College Nursing Department for additional information.
- **Information on the Mid-Ohio District Nurses Association Scholarship** is available by calling 614-486-8685.
- **The Ohio Nurses Association** offers interest-free educational loans for members. For additional information, write to the ONA, 4000 E. Main St., Columbus, OH 43213-2983.

JUDICIAL POLICIES AND REGULATIONS

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 on the web at www.otterbein.edu/home/, then to Resources, and to Campus Life Handbook.

Social Issues Policy

Otterbein College 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/home/, then to Student Life, to Policies and Resources, then Social Issues.

Alcohol and Other Drugs Policy

The use of alcoholic beverages is not permitted on campus, in campus buildings, or in fraternity and sorority houses. In addition, the State of Ohio Liquor Control law prohibits the purchase, possession, or consumption of alcoholic beverages or beer by persons under the age of 21 years.

The College prohibits the illegal possession, use or distribution of drugs and/or alcohol by students on college property. Violators will be prosecuted in accordance with applicable laws/ordinances and will be subject to disciplinary action by the college in conformance with college policy (see Campus Life Handbook available on the web at www.otterbein.edu/home/, then to Resources, and to Campus Life Handbook).

Security Policy

Otterbein College's annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings owned or controlled by Otterbein College; and on public property within, immediately adjacent to, and accessible from the campus. The report also includes institutional policies concerning campus security, alcohol and drug use, crime prevention, reporting of crimes, sexual assault, and other important campus policies that students should review. A hard copy of the report can be obtained by contacting the Student Affairs Office at (614) 823-1250 or on the web at www.otterbein.edu under Campus Security in the Policies and Resources section of Student Life.

FERPA (The Family Educational Rights and Privacy Act)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. A copy of the FERPA policy can be obtained in the Student Affairs Office.

Campus Life Handbook

The Campus Life Handbook provides information on college policies and procedures including: nondiscriminatory policy, privacy of educational records, whistleblower policy, governance, campus organizations, student code of conduct, campus judicial system, motor vehicle rules and regulations, and college services and regulations. A copy of the Handbook is available on the web at www.otterbein.edu/home/, then refer to Resources and to Campus Life Handbook.

LIBRARY AND ACADEMIC SUPPORT PROGRAMS

Courtright Memorial Library

The Mission of the Courtright Memorial Library is to actively engage in and contribute to the teaching, learning and research needs of the entire Otterbein community. As intellectual partners in the quest for knowledge, the library staff provides access to information, develops a diverse collection, and nurtures critical thinking skills to develop self sufficient, lifelong learners.

The Courtright Memorial Library includes over 400,000 books, periodicals, microforms, federal government publications, videotapes, DVDs, CDs, CD-ROMs, electronic resources, and other instructional materials to support the curricular and co-curricular needs of students, faculty, and staff of Otterbein College. Both print and non-print materials (such as DVDs/videotapes) are shelved together to make it easier to find related items. The library offers laptop computers, data projectors, digital cameras, digital camcorders, and other equipment for checkout to the Otterbein College community. There are three computer labs located within the building and wireless connectivity is available throughout the library facility. Sarah's Corner, our new renovated children's area, was dedicated in September 2006 and is located on the lower level of the library.

In the summer of 2004, the entrance to the library was redesigned and a coffee shop (named "The Otter Bean Café") and four classrooms were constructed. The Otter Bean Café, which is operated by the Campus Food Service, provides food, beverages, wireless connectivity, and comfortable seating.

The library is a part of a consortium of 24 private colleges, called OPAL. OPAL provides a shared online catalog, circulation, reserve, and cataloging system. The system can be accessed through the college network or internet providers from computer labs, homes, offices, or dormitories. Membership in OPAL allows Otterbein to belong to the statewide consortium called OhioLINK. Through OhioLINK membership, students, faculty, and staff may request materials from other Ohio academic libraries, either electronically or by visiting that library. Any items not owned by another Ohio academic library can be obtained through resource sharing agreements via Interlibrary Loan. Membership in OhioLINK also provides access to a growing number of electronic resources, including indexes (such as Academic Search Complete, Business Source Complete, Lexis-Nexis, ERIC, Medline, and Cinahl), electronic journals and electronic books.

The library staff strives to provide the best service possible to help students, faculty, staff, and community users find the information they require. Reference assistance is available both in the library and remotely. Please contact us by visiting the library or by phone, email, instant messaging and/or virtual chat reference.

Information about the library is available via the World Wide Web at <http://library.otterbein.edu> (or <http://www.otterbein.edu> and select library).

Academic Support Center

The Academic Support Center provides a variety of academic support services. The Writing Center provides drop-in consultation on writing projects in any subject area at any level. The Center, staffed by students and professionals, is open to all students who want to develop and refine their writing skills. The Math Lab provides assistance with math homework or concept review. It is staffed by student and professional tutors who are available for extended hours each day. Noncredit individualized assistance from the professional staff is offered in areas such as time management, exam preparation, effective reading techniques, note-taking, and math study skills. For students with English as a second language, please refer to the Nursing Department Policy for Extra Time on Examinations.

Disability Services

The Office for Disability Services (ODS) at Otterbein College is charged with ensuring that all qualified students with disabilities have equal access to an education and to campus life. This access is provided to students through the provision of legally mandated (Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act) services, accommodations, and advocacy. ODS provides services to students with obvious physical disabilities such as visual impairments, hearing impairments and mobility impairments as well as to students diagnosed with learning disabilities, Attention Deficit Disorder/Hyperactivity Disorder (ADHD), and psychiatric disorders. In order to receive accommodations, students must provide ODS with appropriate documentation of their disability. Types of accommodations that students may receive can include exam accommodations, note taking assistance, books in alternative format, and priority registration. ODS is located in room #2 on the second floor of the library in the Academic Support Center. For more information, contact 614/823-1618 or visit ODS on the web at <http://otterbein.edu/academics/DS/index.asp>.

STUDENT SERVICES AND CAMPUS LIFE

As within any community environment, it is necessary that guidelines and regulations be established to protect the rights and privileges of all individuals. These regulations are developed by the college community and published in the Campus Life Handbook available on the web at www.otterbein.edu/home/, then to Resources, and to Campus Life Handbook. To receive a hardcopy of this handbook, stop in at the Student Affairs Office or call (614) 823-1250.

Academic Support Center

Please refer to the section on the Library and Academic Support Programs – Academic Support Center.

Center for Career Planning

The Center for Career Planning offers graduate students a variety of career resources and assistance while in attendance at Otterbein College and beyond. Resources and services include academic and career exploration, job and internship search skill-building, and job search tools including resumes, cover letters, and mock interviews. Contact the Center for Career Planning at 614-823-1456 or visit us online at <http://www.otterbein.edu/resources/CDC/CDC.asp> for more information on programs, resources and services or to schedule an individual appointment.

Disability Services

Please refer to the section on the Library and Academic Support Programs – Disability Services.

Financial Aid

Please refer to the section on Financial Aid and Payment Plans.

Service-Learning and the Center for Community Engagement

As an outgrowth of the College's mission, our historical commitment to serving our neighboring communities, and in response to increasing local needs, Otterbein has established a Center for Community Engagement (CCE) to build community partnerships and provide community service-learning experiences for our students. The CCE brings together campus volunteerism, service-learning, and community-based action research in a community of practice. Students, faculty, staff, and alumni support community engagement in five key areas: (1) Civic Responsibility, (2) Environmental Awareness and Protection, (3) Youth Literacy, Education, and Development, (4) Health, and (5) Poverty, Hunger, and Homelessness.

Otterbein College supports faculty and community partners developing innovative educational opportunities for our students. We offer over 83 service-learning courses in 16 disciplines, providing over 1000 students each year with opportunities to serve at-risk school children, foster children, community elders, and families living in poverty. Partnerships with local schools, non-profit agencies, nursing homes, environmental agencies, and local park systems offer real-life hands-on experiences, grounded in academic exploration. Student leaders serve as CCE Service-Learning Assistants across campus, facilitating course-based service opportunities.

The CCE also organizes campus-wide community service plunges, non-profit service fairs, the Raise Your Voice program, awareness weeks, and national Make-a-Difference day activities. Students who participate in our programs learn new leadership skills, develop a deeper appreciation for diversity, gain cross-cultural communication skills, demonstrate civic responsibility, understand the

complexities of oppression, act as community capacity builders, and apply problem-solving skills to community problems.

Students engaged in community service-learning are also eligible to apply to serve as AmeriCorps and Ohio Campus Compact Citizen Scholars, earning an educational award after their term of service. Other students interested in community-based research are encouraged to submit an application for the Vernon L. Pack Society, a group of student and faculty fellows applying research skills to community-identified issues.

Diversity

The Office of Ethnic Diversity is directed by the Assistant Dean of Students/Coordinator of Ethnic Diversity. The Office of Ethnic Diversity was established to effectively serve the needs of people of color and to increase the diversity of the campus community. The office strives to demonstrate that cultural and racial differences are valuable dimensions of the Otterbein campus which enhance the living/learning environment and enrich the Otterbein Community. In an effort to assist faculty, staff, and students of color in finding a sense of community belonging, the Office of Ethnic Diversity works with other campus offices, programs, and organizations to sponsor speakers, workshops, and multicultural activities throughout the year.

Cultural Activities

Throughout the year, there will be many opportunities to attend outstanding lectures, concerts and exhibits delivered and performed on campus by both on-campus and off-campus scholars and artists. In addition, a wide variety of cultural activities is available in the city of Columbus.

BUSINESS, ACCOUNTING AND ECONOMICS DEPARTMENT

*Dr. Don E. Eskew, Chairperson; Dr. Shah M. Hasan, Director, MBA Program
Department Office: Room 419, Roush Hall*

Department Vision

The faculty and staff of the Department of Business, Accounting and Economics at Otterbein College strive to create regionally acknowledged, leading edge business education programs for both undergraduate and graduate students. These programs focus on the development of an integrative and interdisciplinary curricula within the department, while increasing our connection with the liberal arts components of the college. At the undergraduate level we strive to be the number one business program among liberal arts colleges in the midwest and at the graduate level we strive to be the top private school program in central Ohio. We establish structures and processes to develop faculty as educators, scholars, and citizens. We also develop our students so as to meet their personal goals and bring to fruition their innate potentials. We encourage a culture of quality in all we do and hold our students and ourselves to the highest ethical, academic, and good citizen standards.

The mission of the Department of Business, Accounting and Economics is to prepare students for lifelong learning necessary to provide value to themselves, the workplace, and society. Our efforts flow from the liberal arts orientation of the College. We are guided in our efforts by the principles of:

Acquisition of Knowledge and Lifelong Learning

Instilling students with the excitement that comes from joy of discovery and the acquisition of new knowledge along with the recognition that learning will continue throughout their careers.

Independent Accountable Decision-Making

Preparing students for professional careers or graduate school by giving them the technical, analytical, research, and communication skills needed to become effective business leaders sensitive to many constituencies and insistent on accepting accountability for their actions.

Diversity

Sensitizing students to a global world in which the appreciation for culture and intellectual diversity is essential.

Ethics

Furthering a value based approach that emphasizes probity and ethics in both professional and personal lives.

The Department accomplishes its mission by:

Quality

Establishing a culture of quality in all we do and expect .

Curriculum

Developing and offering an integrative, relevant curriculum using innovative pedagogy including new technologies and study abroad programs.

Advising

Providing quality and informed advising.

Opportunity

Afford students the opportunity to participate in professional student organizations, learn through co-ops and internships, and network with the business community. In addition, students are encouraged to participate in study abroad programs and other international experiences.

Faculty

Developing an intellectually engaged faculty who are professionals in their fields and role models for their students.

MBA Mission

The MBA Program at Otterbein College is a multidisciplinary, ethics-supported, technology-enhanced program with a global focus that furthers the mission of a liberal arts education while providing the skills for lifelong learning necessary to provide value to the individual, the workplace and society.

Advisory Board

Since early in its inception in 1997, the MBA Program has been working closely with local, national and international senior executives on curriculum, mentorship, networking opportunities for students, marketing and resource development issues. The idea is to seek executive input to ensure that our “product” remains market-driven and our program is reviewed as a market leader. The executives’ “real-world” perspectives are critical for the success of our students.

Academic Advising

Upon admission to the MBA program, the student will be assigned an advisor. Students are encouraged to seek advice from faculty in the department and based on their professional goals and interests, students can request another advisor.

Academic Standing Policy

Academic standing policies apply to all degree, non-degree, and workshop participants. For graduate level courses, please refer to the section on Academic Policies in this catalog. For undergraduate level courses, please refer to the Academic Standing Policies in the Undergraduate Course Catalog.

Grade Policy

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 grade point average of 3.0 or higher is required in order to remain in good standing and to graduate. Please refer to the section on Academic Standing Policy in the Academic Policies section of this catalog.

Residence Requirement

To meet the residence requirement for a Master of Business Administration, a student must complete a minimum of 48 quarter hours of graduate course work at Otterbein College.

Time Limit for Program Completion

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 the Director of the MBA Program.

Interruption in Attendance

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

Transfer Credit

A maximum of 16 quarter hours of graduate work with a grade of B or higher may be transferred from an accredited graduate program upon approval of the MBA Director. The course(s) must be from an MBA Program or a program closely related to business (e.g., Accounting, Economics, Information Technology).

In addition:

- Evaluation of transfer credit is to be made at the time of admission.
- If a student decides to transfer courses from another MBA program while completing the degree at Otterbein, prior approval from the MBA Director must be obtained for transfer credit to be awarded.
- The content of the course must satisfy a requirement or be a suitable elective in Otterbein's MBA program.
- Credit will not be recorded until an official transcript has been received from the offering institution.
- Grades associated with the course do not transfer and have no effect on the Otterbein College GPA.

MASTER OF BUSINESS ADMINISTRATION (MBA)

Admission

Materials required for admission to the MBA Program must be submitted to the Office of Graduate Programs at the address listed below. All contents of the admission file become the legal property of the College and are not returnable or transferable.

Admission to the MBA Program is open to graduates of regionally accredited colleges or universities, who hold a four year degree, and have the intellectual, academic and personal ability to succeed in graduate studies. In order to ensure priority admission consideration, these materials should be submitted approximately four weeks prior to the start of the quarter. Please contact the Office of Graduate Programs at (614) 823-3210 for specific dates.

Admission Materials

1. Official Transcripts for all previous college and/or university work.
In order to be considered official, transcripts must be sent directly from the issuing institution to the Office of Graduate Programs. If hand-delivered, transcripts must be in an unopened envelope from the issuing institution.
2. Official scores on the Graduate Management Admissions Test (GMAT).
When requesting GMAT scores, please use the Otterbein College code, 77K-VL-62, or designate Otterbein College as a score report recipient.
3. Two MBA recommendation forms.
The recommender should be an employer, a professor or person familiar with your professional or academic career. Otterbein College reserves the right to contact persons providing recommendations and to contact a recommender to acknowledge receipt of a recommendation.
4. Completed MBA application.
5. Non-refundable application fee.

All admission materials including transcripts must be submitted to:

Office of Graduate Programs

Roush Hall, Room 208

Otterbein College

One Otterbein College

Westerville, OH 43081

Conditional Admission

Exceptions for applicants who do not meet all of the criteria for admission to the MBA Program may be granted conditional admission in cases that justify this action.

International/Non-Citizen Applicant Admission

Some, or all of the following information may be required in order to complete the application process. Once the Office of Graduate Programs has received an admission application, the applicant will be notified of what additional materials will be required.

The materials may include:

1. Supplemental Application for Admission.
2. Official TOEFL report if the applicant's first language is not English or the applicant does not hold a degree from a U.S. college or university. A score of at least 550 on the paper-based test, a 213 on the computer-based test, or a 79 on the Internet-based test (iBT) is required. Departments may set minimum scores.
3. Proof of financial support is required for applicants seeking a student visa. Please contact the Office of Graduate Programs for a complete description of documentation required to process an I-20.
4. If academic credentials are from an institution outside of the United States, a World Education Services, Inc. (WES) course-by-course evaluation of all post-secondary credentials.
5. Applicants who hold a visa, are a U.S. resident alien, or are a permanent resident (with a green card) must submit a copy of the visa/green card along with the Supplemental Application.

In order to process admission and immigration documents in a timely manner, international/non-citizen applicants are asked to submit all admission materials, including the WES evaluation and proof of financial support, no later than two months prior to the start of term.

All international/non-citizen applicants should contact the Office of Graduate Programs for additional information.

Non-Degree Applicant Admission

Eligible students, not already admitted to the MBA Program, who have earned a baccalaureate, may also enroll in up to three MBA courses for credit with special permission from the Director of the MBA Program.

Materials required for admission as a non-degree student must be submitted to the Office of Graduate Programs.

Admission Materials

1. Completed MBA Application form and application fee.
2. Official transcripts from all regionally accredited colleges where a degree was received. In order to be considered official, transcripts must be sent directly from the issuing institution to the Office of Graduate Programs. If hand-delivered, transcripts must be in an unopened envelope from the issuing institution.

Transient Applicant Admission

A student enrolled and in good standing in a graduate business program in another institution may enroll in specific graduate courses for transfer of credit.

In order to be admitted, transient students must submit:

1. An MBA application and application fee.
2. Official graduate transcript from current MBA program.
In order to be considered official, the transcript must be sent directly from the issuing institution to the Office of Graduate Programs. If hand-delivered, the transcript must be in an unopened envelope from the issuing institution.
3. Letter from the Dean, Director, or Department Chair documenting enrollment in an MBA program. The transient student must meet all of the registration requirements for the given course.

Transient students must complete all of the course requirements and examinations and pay the same fees and tuition as Otterbein College students. Transient students may enroll in up to 12 graduate credit hours over a maximum of three quarters on a space available basis.

Orientation

The MBA Program offers an orientation session every academic quarter. The orientation session provides an opportunity for new students to learn about the MBA Program academic expectations, networking, mentorship program and working with CardinalWeb for Students including on-line registration.

MBA Student Organization

The MBA Student Organization was formed to address the needs and goals of the MBA student body by including career development through networking, exploring new business or community opportunities and further enriching the MBA experience. Any MBA student and alumni without regard to race, sex, creed, handicap or national origin is eligible for membership in this organization. We invite all students to consider participation in this organization. For more information on the organization, please visit the MBA website or contact the MBA Program at 614-823-1095.

Distinguished Executive Lecture Series

The MBA Program hosts a Distinguished Executive Lecture Series. This event is an opportunity for students to discover the career paths of senior executives, their challenges and achievements. The event also exposes students to more-in depth discussion of current business topics. A reception follows each lecture, giving students a chance to meet and talk with the Distinguished Executive. Students will be notified of these events via their Otterbein log ins.

Program Completion

Students must submit a Request for Degree Application to the Registrar's Office two quarters prior to the completion of all graduate work. This form may be obtained at the Registrar's Office or from the Registrar's web page at www.otterbein.edu, under the intranet link. All financial obligations must be met before students may participate in graduation, receive their transcripts, or receive their diploma.

The following criteria must be fulfilled to complete the MBA Program:

1. All requirements for the MBA degree have been met.
2. A 3.0 graduate grade point average.
3. Request for Degree Application is signed by the student, the Director of the MBA Program, and is returned to the Registrar's Office.

MBA Program Curriculum

The MBA Program at Otterbein College is a generalist degree that provides a broad overview of all business functions (management, marketing, accounting, finance, economics and information technology systems). The curriculum is comprised of four major components, as outlined below.

Foundation Component

Students must be able to utilize certain skills and knowledge sets in order to complete an MBA program. Foundation courses are requirements which are judged necessary for the successful completion of a course. Students must complete all the foundation courses prior to taking MBA courses unless prior approval from the Director of the MBA Program is obtained. Students can satisfy a foundation course requirement by showing evidence of successful undergraduate course work, passing the CLEP exam if available, or scoring a "B" or better on a placement test (final) given at Otterbein College. Students must achieve a grade of "B" or better in their foundation component courses. Any student not achieving this minimum level of expertise may be required to retake the course.

These foundation elements fall into the following four areas:

- **Technology:** Students must be proficient in word-processing, spreadsheets, graphic presentation applications, and the Internet.
- **Mathematics and Statistics:** Students must be proficient in statistics for business applications and the mathematics that drive modeling and decision-making.
- **Accounting:** Students must understand basic accounting principles and applications.
- **Economics:** Students must understand basic principles of micro- and macroeconomics.

Proficiency in the four areas will be determined by the Director of the MBA Program via successful completion of previous course work or, in the case of the technology element, professional application of tools and skills. You may qualify for admission to the MBA Program even if you do not meet all the requirements of the Foundation Component. Students meeting these minimum requirements may proceed directly to courses offered in the Core Component.

Those students admitted to the program that do not meet the minimum requirements will be asked to take appropriate course work.

Requirements can be fulfilled by taking the following courses at Otterbein College:

- | | | |
|------------------------------|----------|------------------------------|
| • Mathematics and Statistics | MATH 230 | Statistics I |
| • Accounting | ACCT 200 | Financial Accounting |
| • Economics | ECON 210 | Principles of Microeconomics |
| | ECON 220 | Principles of Macroeconomics |

Core Component

As a generalist degree that is multidisciplinary in approach, the MBA requires core knowledge in a wide scope of areas and subjects. There are essential skills and knowledge sets that cross all areas of business and there are integrative courses that introduce the student to the major functional areas.

Professional managers have internal and external responsibilities to the organization, the community, and the world at large. To this end, core courses also explore the history of the organization and its stakeholders within legal, social, and ethical frameworks.

Core Courses

BADM 600	Managing in Organizations	4 hrs
BADM 605	Managerial Accounting	4 hrs
BADM 615	Managerial Economics	4 hrs
BADM 640	Marketing Management	4 hrs
BADM 645	Financial Management	4 hrs
BADM 660	Quantitative Methods for Business Decision-Making	4 hrs
BADM 670	Global Competition and the World Economy	4 hrs
BADM 680	Communications and Negotiations	4 hrs
BADM 685	Information Technology	4 hrs
BADM 696	Business Ethics: Public Policy and Social Responsibility	4 hrs
BADM 698	21st Century Leadership	<u>4 hrs</u>

Core Total 44 hrs

Elective Component

Electives fall into two categories:

1. Seminars that introduce the student to advanced concepts in specific functional areas.
2. Courses that integrate concepts into areas of particular interest to the individual student. The diverse interests graduate students bring to their academic studies and to their workplace can be explored here.

Elective Courses*

BADM 610	Financial Reporting and Analysis	4 hrs
BADM 620	Human Resource Management and Industrial Relations	4 hrs
BADM 625	Change Management	4 hrs
BADM 630	Production and Operations Management	4 hrs
BADM 635	Management of Services	4 hrs
BADM 661	Computer Simulation of Business	4 hrs
BADM 662	Legal Environment of Business	4 hrs
BADM 663	Fraud Examination	4 hrs
BADM 664	Entrepreneurship	4 hrs
BADM 665	Special Topics in Finance	4 hrs
BADM 675	Strategic Marketing	4 hrs
BADM 690	Independent Study	4 hrs
BADM 691	Business Strategy	4 hrs
BADM 691	Principles of Taxation for Business Decision Making	4 hrs
BADM 691	Debating Modern Capitalism	4 hrs
BADM 692	International Business Seminar	<u>4 hrs</u>

Elective Total 16 hrs

- * Some of the electives are offered on an experimental basis to be evaluated for continuation or expansion based on demand.

Application Component

The graduate degree should provide a laboratory for the skills and knowledge acquired. This required course forms project teams to work on a strategic issue with a local firm.

Application Course

BADM 699	Consulting Project Teams: Strategy Formulation and Implementation	4 hrs
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MBA COURSE DESCRIPTIONS

BADM 500 - Financial Management for Health Care Administration

4 hrs

Study of the use of financial management concepts and tools to support decision-making in the health care industry. Focus is on using available sources of pertinent information and tools, including financial statements, the budgeting process, pricing and cost of services, and management control mechanisms.

BADM 600 - Managing in Organizations

4 hrs

Students explore the human factors of managing the business organization and learn to make managerial recommendations based on theory and practice. Through a multidisciplinary study of behavioral science and organizational psychology, management literature and current topics in human resource management and organizational behavior, students explore such topics as individual and group behavior, organizational design, leadership, change strategies, motivation, and business policy ramifications.

BADM 605 - Managerial Accounting

4 hrs

This course emphasizes measurement and analysis using financial and cost accounting concepts and methods. The focus is on the development and use of relevant information for use by decision makers throughout the organization. Cases from organizations of various size and type will be used to illustrate the relationship between the concepts and the business setting in which they are applied. Topics include cost analysis for decision-making and performance evaluation, strategic cost analysis and management control systems. *Prerequisite: Financial Accounting (ACCT 200).*

BADM 610 - Financial Reporting and Analysis

4 hrs

This course applies more advanced concepts and procedures underlying corporate financial statements. Tools for analyzing profitability, liquidity and risk are used in case-based exercises. Topics include accounting concepts, preparation of financial statements, the analysis and interpretation of financial statements for investment, credit and regulatory purposes. The influence of management and accounting information systems and corporate culture is discussed. Attention is focused on contemporary issues in financial reporting and the search for resolution. *Prerequisite: Managerial Accounting (BADM 605).*

BADM 615 - Managerial Economics

4 hrs

This course provides an approach to analyzing the firm's immediate economic environment. The course applies the concepts and models of micro-economic theory and measurement techniques, explores the firm's production and cost structures, and studies the nature of industry rivalry. *Prerequisites: Microeconomics (ECON 210) and Macroeconomics (ECON 220).*

BADM 620 - Human Resource Management and Industrial Relations

4 hrs

This multidisciplinary course explores human resource issues in both the union and non-union environment in firms operating both in the United States and in foreign countries. Human resource issues focus on how organizations select, train, evaluate, compensate and develop employees. Employment regulations for both the organized and the unorganized firm are addressed. Current theories, research and practice are explored including strategic human resources, human resource development, equity and justice. The course will focus on innovative practices and explore the effectiveness of human resource systems and policies. *Prerequisite: Managing in Organizations (BADM 600).*

BADM 625 - Change Management**4 hrs**

This course examines the challenges of change for organizations and for the people who lead them. The current business climate is rife with mergers, acquisitions, reengineering, downsizing, rapid growth, evolving competitive landscapes, and a wide variety of other changes. Those who aspire to successful managerial roles must deal with change, planned and unplanned, both on the individual and the collective levels. Understanding the anatomy of change is critical to effective navigation of these changes. *Prerequisite: Managing in Organizations (BADM 600).*

BADM 630 - Production and Operations Management**4 hrs**

Operations management explores the systematic direction and control of the processes that transform inputs into finished goods or services. This course focuses on contemporary concepts, analytic methods, and innovative practices for managing firms' production and operations functions. It will include operations strategy as well as daily control of processes and inventory. *Prerequisite: Elementary Statistics (MATH 230).*

BADM 635 - Management of Services**4 hrs**

This course looks at service management — the study of how marketing and operations come together through technology and people to plan, create and deliver products/services to customers. Course objectives include (1) to approach and design service management from a systems perspective, (2) to recognize and understand the characteristics of service delivery processes, and (3) to learn how to apply the procedures of demand analysis, set standards of performance and measurements, and determine capacity levels. *Prerequisite: Managing in Organizations (BADM 600).*

BADM 640 - Marketing Management**4 hrs**

This course explores the strategic role of marketing within business firms and non-profit organizations. Topics include industry and competitive analysis, customer analysis and consumer behavior, market segmentation, market research, distribution channel policy, product policy and strategy, pricing policy, advertising, sales force management, brand management, industrial marketing, and services marketing.

BADM 645 - Financial Management**4 hrs**

This course covers topical financial problems confronting the corporation. The objective is to develop an understanding of current financial theory and its implications for problem solving. Issues include investment decisions, financing and capital structure policy, capital markets, international capital budgeting, dividend policy, mergers and acquisitions and risk management. *Prerequisites: Financial Accounting (ACCT 200) and Elementary Statistics (MATH 230).*

BADM 660 - Quantitative Methods for Business Decision-Making**4 hrs**

This multidisciplinary course combining business, mathematics, and computer science topics, builds on the concepts introduced in the business statistics prerequisite and introduces the basic concepts of model building and its role in rational decision-making. In this course, the student acquires knowledge of specific modeling techniques and their practical application, such as linear programming and simulation. The student will take an analytic view of decision-making by formalizing trade-offs, specifying constraints, providing for uncertainty and performing sensitivity analysis. *Prerequisite: Elementary Statistics (MATH 230).*

BADM 661 - Computer Simulation of Business and Manufacturing Processes 4 hrs

This course covers advanced simulation of business, manufacturing, and service processes. Topics include input/output analysis, simulation concepts and practice, and development of simulation programs using Arena simulation software. This course requires the creation of a team that would create computer simulation to model business and manufacturing processes, model the statistical distributions that accurately represent the model inputs, analyze the simulation model output to assess its significance, animate the business/manufacturing simulation to visually show workflow and explain simulation concepts to their working peers. Typical simulation examples are manufacturing, restaurant operations, and banking. *Prerequisite: Elementary Statistics (MATH 230).*

BADM 662 - Legal Environment of Business 4 hrs

This course is a broad overview of the legal issues that impact managers and firms in a domestic and international context. The course will address significant laws and the regulatory climate in an historical and contemporary perspective, including the evolving nature of the digital economy.

BADM 663 - Fraud Examination 4 hrs

This course provides an introduction to the field of forensic accounting, with emphasis on the detection, investigation, and prevention of corporate fraud. In particular, the course will include an examination of: internal management control systems that can be used to deter and/or detect fraud; investigative techniques for confirming fraud; and the design of systems oriented at the prevention of fraud. The course is taught as a combination of lectures, seminar type discussions, and fraud-oriented cases using the case method. The course focus is toward management, rather than accountants and auditors. *Prerequisites: Financial Accounting (ACCT 200), Managing in Organizations (BADM 600), Managerial Accounting (BADM 605), Financial Management (BADM 645) or permission of instructor.*

BADM 664 - Entrepreneurship 4 hrs

A growing number of people, worldwide, have as a goal launching a business and thriving in a free enterprise system. This course will examine the growing entrepreneurial revolution from several perspectives: 1. Statistical: understanding the actual numbers of such organizations their impact on the economy; 2. Research and education: examining the trends that undergird theory and development of entrepreneurial knowledge and skills; 3. Personal fit: analyzing characteristics common to successful entrepreneurs; 4. Business plan and organizational design: developing a business vision, a detailed plan, including a design for the organization, a legal structure, a financial plan, and all the elements required to bring the entrepreneurial dream to fruition. Participants in the course will demonstrate their knowledge of the entrepreneurial challenge by producing a business plan. Class sessions will include presentations, guest lectures, and a high level of interaction among the attendees.

BADM 665 - Special Topics in Finance 4 hrs

This course focuses on issues for managers in both domestic and foreign firms. It will explore capital markets and the nature and role of today's international financial markets; debt markets and their financial innovations and instruments including futures, options and other contemporary instruments; valuation; volatility and risk management. *Prerequisite: Financial Management (BADM 645).* *This course is not repeatable for credit.*

BADM 670 - Global Competition and the World Economy**4 hrs**

This course explores the international economic environment of business with a focus on the forces of international competition in global markets. The focus is on the managerial implications of internationalization for all managers, whether working in a multinational or a domestic firm. Within the context of managing competitive strategies topics include: international trade theory and analysis of the external economic environment; introduction to foreign exchange and international capital markets; trade blocs and national/supranational regulations and institutions; the political/legal environment of international business and comparative business-government relations in the developed and developing world; technology transfer and intellectual property protection; and country risk analysis. The multidisciplinary approach of this course can bring topics, lectures and speakers from political science, history and foreign languages departments.

BADM 675 - Strategic Marketing**4 hrs**

This advanced marketing seminar explores marketing in the context of firm strategy using advanced concepts in industry and competitive analysis. It focuses on contemporary issues in marketing including brand management, service marketing, new product development and pricing strategies in both domestic and global contexts. It will analyze issues such as strategic intent, core competencies, strategic alliances, value-chain configuration and cross border transactions. *Prerequisite: Marketing Management (BADM 640).*

BADM 680 - Communications and Negotiations**4 hrs**

Effective communication is a central management skill. This multidisciplinary course examines communication theories, techniques, and strategies while giving students experience in the practice of effective communication skills. Topics include communication strategy and analysis, managerial writing and presentation skills and cross-cultural communication. All business is some form of negotiation, so negotiation theory and practice is explored with experiential exercises required utilizing negotiation and communication skills. Topics include interest groups, bargaining and power.

BADM 685 - Managing Information Systems**4 hrs**

This course explores information technology issues related to the internal and external environment of the firm. Its focus is on the use of information systems for competitive advantage. Within the firm, it investigates the planning, development and control of management information systems and explores the planning and acquisition of appropriate hardware, software and peripherals. Further, it explores the explosive role of the Internet and growing power and usage of information databases. Topics included are the economics of information, electronic commerce, database marketing, virtual firms and communities, and privacy and network security systems. The course is multidisciplinary and will include topics and input from computer science, library and instructional media, and academic computing.

BADM 690 - Independent Study**1-4 hrs**

Special topics that offer in-depth study of some aspects of business. Students may design their own independent study experience within departmental guidelines.

BADM 691 - Business Strategy***4 hrs**

This elective course is designed to help students understand the business enterprise in its entirety. It integrates the concepts from marketing, operations and finance. It adds new perspectives about competitive and cooperative behaviors of companies. It is a big-picture course. It explores concepts. We will study strategy formulation, implementation and assessment (metrics). We will become familiar with the language and new concepts of strategic thinking such as operational readiness, alignment and strategic renewal. We will be using case studies as well as formal texts. The teaching approach is that there are choices and consequences (some intended and some unintended). The class will critically examine both sides of the equation and make the best decision in the best short and long term overall interests of the firm. *Prerequisites: BADM 600, BADM 640, BADM 645, and BADM 630 or 615.*

BADM 691 - Debating Modern Capitalism***4 hrs**

This course will examine different theories of modern capitalism and how it functions in the United States and global economy. The goal of the course is to help managers in their work by understanding different theories of how capitalism emerged as well as arguments about its strengths and limits. The goal of the course is not to provide an endorsement or critique capitalism, but to assist managers in understanding the ways that capitalism is not understood and constructed. In pursuing these aims, we will explore the relation between power and capitalist development; the role of firms, institutions and social structures in economic development; the relation between capitalists, managers and workers; and the impact of economic organization on the family and social structure.

BADM 691 - Principles of Taxation for Business Decision Making***4 hrs**

This course investigates the basic maxims of good tax planning and addresses issues commonly faced by business managers and owners. Topics covered include standards for good tax policy, choice of entity, taxation of business income, compensation and retirement planning, fringe benefits, state and local taxes, and small business taxation. Learning will take place by using lectures, projects, interviews, guest speakers, case studies, and problem solving exercises.

BADM 692 - International Business Seminar**4 hrs**

This course offers students an intense week long immersion in an international location and experience in conducting international business research. The country/region of study drives the academic focus. The course is comprised of several venues: Pre-study research and briefing lectures, travel outside the USA, lectures by local academics and topic experts; corporate and governmental site visits; and historical and cultural study tours. The course culminates with individual or group independent research papers on topics in international business focused on the region of study, completed after returning from the international seminar.

BADM 696 - Business Ethics: Public Policy and Social Responsibility**4 hrs**

This multidisciplinary course explores issues of ethics, public policy and social responsibility at the level of the individual and the organization. It begins with an exploration of the foundation of ethics and morality in comparative religion and philosophy in a domestic and international context. It continues with a history of the modern corporation while exploring the roots of managers' and firms' social and ethical responsibilities. It explores the role of social institutions, such as religions and governments, in influencing individual and organizational ethics and social responsibility. The legal regulation of ethics in contemporary society is explored, including topics such as the federal sentencing guidelines and foreign corrupt practices act. Current issues in business ethics are debated, including tobacco marketing, advertising and children, child and slave labor and corporate justice.

BADM 698 - 21st Century Leadership**4 hrs**

This multidisciplinary course approaches leadership from a historical and contemporary perspective and analyzes current ideas including leadership styles, types, traits, and personalities. It explores leadership issues through the behavioral and managerial literature. It identifies leadership issues essential for a manager's lifetime. The course will use case studies, simulation and experiential exercises, and guest lectures to explore leadership within organizations.

BADM 699 - Consulting Project: Strategy Formulation and Implementation**4 hrs**

Students are expected to utilize their knowledge and skills obtained in the graduate business program to date in an actual consulting project with either a profit or non-profit organization. The project is developed in a cross-functional team setting under the direction of the professor and the project team coordinator. The course requires students to meet outside of classroom time for planning, preparation, and meeting with client organization representatives. Classroom time during the quarter's first half is devoted to strategy formulation issues and discussion, while the second half is conducted independently under the direction of the professor. The course results in a professional consulting project document and presentation. *Prerequisites: This course is a capstone course that must be taken during one of the last two terms of the program and upon completion of core courses or by permission of the instructor.*

* BADM 691 courses are courses offered on experimental basis for a limited time only. Once the course is deemed appropriate for permanent adoption to the MBA curriculum, then a formal proposal for adoption is made.

EDUCATION DEPARTMENT

*Dr. Harriet R. Fayne, Chairperson; Dr. Susan D. Constable, Graduate Programs Director
Department Office: Room 430, Roush Hall*

Mission Statement and Conceptual Framework (2006)

"Preparing Teachers to Maximize the Potential of All learners"

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

We Believe In

The Power of Knowledge

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

The Interdependency of Pedagogy and Content

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

The Potential of All Children

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

The Richness of Diversity

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

The Possibilities of Technology

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

The Necessity of Reflection

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

The Merit of Experiential Learning

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

The Importance of Accountability

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

Academic Advising

MAE Program

Prior to full admission to the MAE program, MAE students are advised by the Graduate Education Advisor in the Office of Graduate Programs. Upon full admission into the graduate program, MAE students will be assigned a faculty advisor.

MAT Program

MAT students are advised by the Education Advisor in the Office of Continuing Studies from Admission until Degree Candidacy (approximately 25 hours of graduate course work). Upon acceptance as Degree Candidates, students will be assigned a faculty member in the Education Department who will advise them through the completion of their program.

Non-Degree Programs

Teachers who are enrolled on a non-degree basis are advised by the Graduate Education Advisor in the Office of Graduate Programs.

Academic Standing Policy

Academic standing policies apply to all degree, non-degree and workshop participants. For graduate level courses, please refer to the section on Academic Policies in this catalog. For undergraduate level courses, please refer to the Academic Standing Policies in the Undergraduate Course Catalog.

Grade Policy

For students seeking a masters degree, 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 remain in good standing and to graduate. Please refer to the Academic Standing Policy in the Academic Policies section of this catalog.

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 30-33 quarter hours of graduate course work and MAT students must complete at least 35 hours of graduate course work offered by or through Otterbein College.

Change in Major/Program of Study

Students who wish to change their declared major or program of study should talk with their advisor to explore what this change will mean in relation to required course work. After making the decision to change a major, or program of study, students should contact the Office of Graduate Programs at (614) 823-3210 to request the appropriate form for making the change.

Time Limit for Program Completion

The time limit for course work at Otterbein 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 the Education Department's Director of Graduate Programs.

Interruption in Attendance

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

Transfer Credit

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 Master 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.

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 undergraduate credit if the following conditions are met:

- o A minimum of 150 quarter hours of credit has been completedo
- o The cumulative grade point average is 3.00 or highero
- o The total load for the quarter, including the graduate work, does not exceedo 18 quarter hourso
- o The undergraduate advisor approves and signs the application to enroll ino graduate classeso
- o Special permission for undergraduates to take graduate classes must be approvedo by the instructor and the Chairperson of Educationo
- o No more than 15 quarter hours of graduate work may be completed prior too meeting the graduation requirements for the undergraduate degreeo
- o Graduate course credit may not be applied to undergraduate total hours.o

MASTER OF ARTS IN EDUCATION (MAE)

Knowledge Base: Theme Statement

The Master of Arts in Education (MAE) degree program is designed to develop professional empowerment through study, research, and reflection. It is designed to help practicing professionals maximize the potential of all learners. The MAE program is arranged to serve the needs of practicing, certified/licensed teachers, with classes scheduled in late afternoon and evening during the school year. Day and evening classes are scheduled in summer sessions.

Admission

Materials required for admission to the MAE program must be submitted to the Office of Graduate Programs at the address listed below.

Admission to the Master of Arts in Education (MAE) degree program is open to teachers who hold a four year degree from accredited colleges or universities, 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. While serving as a practicing teacher is not a requirement for admission, many course assignments require classroom application. Graduate students who are not currently teaching are responsible for arranging and seeking appropriate permission for access to classrooms to fulfill the requirements for some classes.

All contents of the admission file become the legal property of the College and are not returnable or transferable.

All admission materials including transcripts must be submitted to:

Office of Graduate Programs
Roush Hall, Room 208
Otterbein College
One Otterbein College
Westerville, OH 43081

There are five steps required for successful completion of the program.

Step 1: Provisional Admission Criteria

Students who have been provisionally admitted may register for up to 15 graduate credit hours.

1. MAE application form.
2. Copy of the teaching certificate/license.

Candidates not holding a teaching certificate/license may be admitted only through special action of the Graduate Admission Committee. Applicants who hold a non-standard teaching certificate/license are strongly encouraged to meet with the Education Advisor prior to enrollment in classes. Applicants who hold a teaching certificate/license from a state other than Ohio must also submit an official transcript documenting completion of a bachelor's degree.

Step 2: Full Admission Criteria

In addition to the materials required for provisional admission:

1. Official transcripts for all previous college and/or university work.
In order to be considered official, transcripts must be sent directly from the issuing institution to the Office of Graduate Programs. If hand-delivered, transcripts must be in an unopened envelope from the issuing institution.
2. Cumulative minimum undergraduate grade point average of 3.0 based on the A = 4.0 system.
3. Cumulative minimum graduate grade point average of 3.0 based on the A = 4.0 system for any previous graduate work.
4. Two Otterbein College MAE recommendation forms from individuals who can support your application to pursue graduate studies. At least one of your recommendations should come from an individual who has observed you in a school setting (e.g., administrator, co-teacher, student teaching or field supervisor). Otterbein College reserves the right to contact persons providing recommendations and to contact a recommender to acknowledge receipt of a recommendation.
5. Interview with the Education Advisor in the Office of Graduate Programs.
Applicants who do not meet all of the criteria for admission may petition the Graduate Admissions Committee. See the Education Advisor in the Office of Graduate Programs for details.

Step 3: Degree Candidacy

Students in good standing with a 3.0 cumulative GPA will apply for degree candidacy during the quarter that 25 quarter hours of graduate course work will be completed.

The following documents must be submitted to the Director of Graduate Programs according to published deadlines in order to be considered for Degree Candidacy:

1. A degree candidacy application form
2. The Capstone Project Prospectus, approved and signed by the student's Capstone advisor and a second reader;
3. An Expedited Review Form, approved by the Institutional Review Board (if required);
4. A completed Diversity Form, indicating that diversity requirements have been met;
5. A completed degree audit, indicating reasonable progress toward the completion of the degree and successful completion of 25 hours of course work.

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

Step 4: Completion of the Capstone Project

The MAE Capstone Project is intended to be a substantial study designed to consolidate and unify the various parts of the course work of the Master's degree into a meaningful single body of work. There are three options for the MAE Capstone Project: an Action Research Thesis, a Curriculum Development Project, or submission of an article to the Department's electronic journal, The Journal of Teacher Initiated Research. The Capstone Project must have the approval of the student's Capstone Project Reading Committee. The Reading Committee includes the student's Capstone Advisor and a second reader who is another faculty member chosen by the graduate student. 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. An explanation of criteria for the Capstone Project is available in the MAE Capstone Project Handbook. Students may enroll for 1-5 Capstone hours in the quarters in which they will be working on the project. Students must be enrolled for Capstone hours during the quarter in which they complete the Capstone Project.

A public presentation of the Capstone Project is required for final approval of the project. An explanation of this process may be found in the MAE Capstone Project Handbook.

There will be an additional fee for every Capstone hour for which the student registers. This fee is NOT covered by a fee waiver. Please consult the College's website at www.otterbein.edu/resources/business_office/fee_schedule.asp or contact the Business Office for a complete list of fees.

Step 5: Program Completion

Students must submit a Request for Degree Application to the Registrar's Office two quarters prior to the completion of all graduate work. This form may be obtained at the Registrar's Office or from the Registrar's web page at www.otterbein.edu, under the intranet link. All financial obligations must be met before students may participate in graduation, receive their transcripts, or receive their diploma.

The following criteria must be fulfilled to complete the MAE Program:

1. A 3.0 graduate cumulative graduate grade point average.
2. Successful completion of the MAE Capstone Project.
3. Successful completion of a professional portfolio completed in either EDUC 611 (Curriculum and Instruction) or EDUC 667 (Reading).
4. Successful completion of all required course work and field/clinical experiences.

International/Non-Citizen Applicant Admission

Some, or all of the following information may be required to complete the application process. Once the Office of Graduate Programs has received an admission application, the applicant will be notified of what additional materials will be required.

The materials may include:

1. Supplemental Application for Admission.
2. Official TOEFL report if the applicant's first language is not English or the applicant does not hold a degree from a U.S. college or university.
A score of at least 550 on the paper-based test, a 213 on the computer-based test, or a 79 on the Internet-based test (iBT) is required. Departments may set separate minimum scores.
3. Proof of financial support is required for applicants seeking a student visa. Please contact the Office of Graduate Programs for a complete description of documentation required to process an I-20.
4. If academic credentials are from an institution outside of the United States, a World Education Services, Inc. (WES) course-by-course evaluation of all post-secondary credentials.
5. Applicants who hold a visa, are a U.S. resident alien, or are a permanent resident (with a green card) must submit a copy of the visa/green card along with the Supplemental Application.
6. Submit English language verification of teacher licensure.

In order to process admission and immigration documents in a timely manner, international applicants are asked to submit all admission materials, including the WES evaluation and proof of financial support, no later than two months prior to the start of the term.

All international/non-citizen applicants should contact the Office of Graduate Programs for additional information. Early application is encouraged.

Diversity Standard

If discussions, readings, and reflection about diversity are to have real meaning and application in classes and assignments, we believe that our MAE degree candidates ought to be working with diverse students during their enrollment in the MAE degree program.

The NCATE standard reads: "The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools."

To ensure that our graduate students have these experiences, a diversity requirement must be met. It is believed that the majority of students will have met this requirement, and those that do not have many accessible opportunities for compliance. Prior to admission to Degree Candidacy (25 quarter hours), the candidate will submit a form that provides evidence of meeting the standard in relationship to diverse students in his or her classroom during the candidate's MAE enrollment. This form needs to be co-signed by the candidate's immediate supervisor (usually the Principal or Assistant Principal who must rank the candidate on her/his efforts to meet the educational needs of all students). One copy shall be submitted to the Director of Graduate Programs prior to admission as a Degree Candidate, and one copy shall be given to the candidate's advisor. It should document the following about class load demographics for the candidate for at least one year during his or her tenure in the graduate program:

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

1. Class load includes at least 15% students from the following racial, ethnic groups: African-American, Hispanic, Asian (including Indian), Native American, multi-racial
2. Class load includes at least 25% students on free and/or reduced price lunch
3. Class load includes at least 10% students with identified special needs (have IEP's or 504 plans)
4. Class load includes children who are English Language Learners (ELL).

Or

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

Workshop Credit

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

Tuition Waivers

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

The following provisions and conditions apply:

- Tuition waiver certificates may be assigned by the proper school officials to school employees admitted to graduate study at Otterbein 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 must submit a valid waiver certificate at the time of registration or make other arrangements with the Business Office. Otterbein College has the right to refuse acceptance of an "expired" fee waiver.
- Tuition waivers do not cover the costs of special fees for testing, Capstone hours, or computer labs.

Program Completion

Please refer to Step Five (Program Completion) in Admission section.

MAE Program Curriculum

The Master of Arts in Education (MAE) degree majors are planned to serve the needs of certified/licensed teachers who desire to improve their knowledge and skills and perhaps seek additional licensure. Two major areas of study are offered: 1) Curriculum and Instruction and 2) Reading. Both of the MAE majors require a core of 15 quarter hours of work and a Capstone Project. The Curriculum and Instruction major requires a minimum of 45 quarter hours and the Reading major requires a minimum of 48 quarter hours.

Curriculum and Instruction Major

Knowledge Base: Theme Statement of Curriculum and Instruction Major

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

Courses for the Curriculum and Instruction Major

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 620	Equity, Diversity, and Social Justice	<u>3 hrs</u>
Core Total		15 hrs

Major Courses

EDUC 575	Multimedia Applications for Teaching and Learning or	3 hrs
EDUC 675	Internet Tools and Practice for Teachers	
EDUC 610	Principles of Curriculum	3 hrs
EDUC 611	Principles and Application of Instruction	3 hrs
EDUC 636	Teacher Leadership*	<u>3 hrs</u>
Major Total		12 hrs
EDUC 695	Capstone Hours or Seminar	5 hrs
Electives	See Elective Strands for Options	<u>13 hrs</u>
Minimum Total CandI Credit Hours		45 hrs

Note:

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

- * Students pursuing the TESOL Endorsement may substitute EDUC 624 - TESOL in School and Society for EDUC 636 - Teacher Leadership.

Elective Strands

MAE Curriculum and Instruction students must select one of the following strands to complete their program: Professional Development, Middle Childhood, TESOL or Technology

Professional Development Strand

13 hrs

In the Professional Development Strand, students make a thoughtful selection of electives, guided by the advisor, in order to increase expertise in a particular area or to facilitate professional growth. Electives may be chosen from other graduate courses not required in the Curriculum and Instruction major, EDUC 689 - MAE Independent Study (approval required), EDUC 698 – courses designated as Special Topics, or approved transfer courses.

Middle Childhood Strand

13 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 license/certification. The Strand may also be used toward Middle Childhood Licensure for grades 4-9; however, this program also requires the completion of one or two teaching areas (see the Education Advisor in the Office of Graduate Programs for more information).

EDUC 540	Responsive Schools for Young Adolescents	3 hrs
EDUC 641	Curriculum, Instruction and Assessment in the Middle Grades	3 hrs
EDUC 642	Reform Initiatives in the Middle Grades	3 hrs
	Additional Electives	4 hrs

TESOL Strand

13 hrs

Teaching of English to Speakers of Other Languages (TESOL) is an area of specialization for teachers who wish to develop the knowledge and skills needed to work with English Language Learners in both sheltered classrooms and inclusion settings. 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. The Strand may also be used toward the TESOL Endorsement with the addition of the TESOL Field Practicum and the substitution of EDUC 624 – TESOL in School and Society for EDUC 636 – Teacher Leadership.

EDUC 621	Linguistics and Language Acquisition	3 hrs
EDUC 622	TESOL English Language Assessment	3 hrs
EDUC 623	TESOL Instructional Strategies	3 hrs
	Additional Electives	4 hrs

Technology Strand

13 hrs

Any combination of technology courses can be taken for a computer technology strand. Look for EDUC 698 courses (Special Topics) to use as electives. A minimum of 13 quarter hours of electives is required.

EDUC 505	Media and Technologies for the Middle Level Classroom	3 hrs
EDUC 575	Multimedia Applications for Teaching and Learning*	3 hrs
	<i>or</i>	
EDUC 675	Internet Tools and Practices for Teachers *	
EDUC 691	Photoshop for Windows	3 hrs
EDUC 685	3D Computer Graphics and Animation	5 hrs
EDUC 698	Special Topics	3 hrs

- * The hours for only one of these courses will count toward the elective strand.
The other will count toward the hours required for the major.

Courses for the TESOL Endorsement

18-21 hrs

Those who elect to take the TESOL endorsement program, in place of the TESOL strand, will complete 18-21 quarter hours of graduate work concentrated in TESOL course work. The following sequence of courses may be taken by a certified/licensed teacher to add TESOL Endorsement to any valid Ohio Teaching Certificate/License.

The TESOL endorsement requires 75 clock hours of field experience. Up to fifty hours may be documented prior to the field practicum, with approval of the Practicum instructor. Those applying for the TESOL Endorsement must take the PRAXIS II TESOL test.

EDUC 620	Equity, Diversity, and Social Justice	3 hrs
EDUC 621	Linguistics and Language Acquisition	3 hrs
EDUC 622	TESOL English Language Assessment	3 hrs
EDUC 623	TESOL Instructional Strategies	3 hrs
EDUC 624	TESOL in School and Society	3 hrs
EDUC 625	TESOL Field Practicum	3 hrs
* EDUC 691	Reading Instruction for Students with Diverse Learning Needs	3 hrs

- * EDUC 691 is required for teachers who hold an AYA license or Multi-age license with the exception of those holding an Intervention Specialist License or Reading Endorsement

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. Those applying for the Reading Endorsement must pass the appropriate Praxis II exam.

Students who complete the full degree program in reading will take a minimum of 48 quarter hours of work at the graduate level. Reading Endorsement and major programs require a minimum of 125 clock hours of substantive field experience. These hours are distributed across Education 664, 666 and 667. Student performance in the field is formally evaluated by a college-appointed supervisor. Because of the sequential nature of the Reading Endorsement courses, the student should seek the advice of the Education Advisor in the Office of Graduate Programs at the beginning of the Reading Endorsement Program.

Graduate course work and the Capstone Project are designed to prepare teachers to maximize the potential of every child and to take a leadership role at the school or district level to assure that the learning needs of all students are met.

Courses for the Reading Major

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 620	Equity, Diversity and Social Justice	<u>3 hrs</u>
Core Total		15 hrs

Major Courses

EDUC 660	Reading Foundations	5 hrs
EDUC 661	Literacy In Content Areas (On-line)	5 hrs
EDUC 662	Children's Literature in a Comprehensive Reading Program	4 hrs
or		
EDUC 663	Adolescent Literature in a Comprehensive Reading Program	
EDUC 664	Reading Assessment and Instruction	5 hrs
EDUC 666	Reading Research and Instruction	4 hrs
EDUC 667	Clinical/Field Experience In Reading	<u>5 hrs</u>
Major Total		28 hrs

EDUC 695	Capstone Hours or Seminar	<u>5 hrs</u>
Minimum Total Reading Credit Hours		48 hrs

Note:

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

MASTER OF ARTS IN TEACHING (MAT)

Knowledge Base: Theme Statement

The Master of Arts in Teaching (MAT) degree program is designed to provide a graduate route to teacher licensure in Middle Childhood Education for grades 4-9 for individuals who 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 Reading/Language Arts, Mathematics, Science, and Social Studies.

The MAT program requires a minimum of 50 quarter hours of graduate work and 33-40 hours of course work 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 course work offered evenings and weekends. However, some undergraduate course work 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. Most students complete the MAT in 2-3 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 of the 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 II).

Admission

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.

An interview with the Education Advisor in the Office of Continuing Studies is required prior to submission of the application materials. 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 admission to the MAT program should be submitted to the Office of Continuing Studies at the address listed below. All contents of the admission file become the legal property of the College and are not returnable or transferable.

All admission materials including transcripts must be submitted to:

Office of Continuing Studies
Towers Hall, Room 23
Otterbein College
One Otterbein College
Westerville, OH 43081

There are five Decision Points in the MAT program where progress of the candidate is reviewed and approval is needed to continue.

Point 1: Criteria for Registration in MAT courses

1. Interview with an Education Advisor in the Office of Continuing Studies.
2. Continuing Studies application.
3. Official transcripts for all previous college and/or university course work.
In order to be considered official, transcripts must be sent directly from the issuing institution to the Office of Continuing Studies. If hand-delivered, transcripts must be in an unopened envelope from the issuing institution.
The minimum grade point average for admission is 2.75 based on the A=4.0 system.
4. Registration form.
In accordance with Otterbein College policy, students may register in the spring for classes the following fall, winter, and spring quarters, or they may register throughout the year. A student must be admitted to the MAT degree program to register for more than 15 graduate hours.

Point 2: 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
(Verbal = 450 or higher; Quantitative = 530 or higher) 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 an Education Advisor in the Office of Continuing Studies.

Conditional Admission to the MAT Degree Program

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

Point 3: Degree Candidacy

Students in good standing (e.g., 3.0 cumulative GPA in all graduate course work; 2.5 GPA in each teaching area) will be required to apply for degree candidacy during the quarter that 25 quarter hours of graduate work will be completed.

1. A degree candidacy application form signed by the student and the Education Advisor in Continuing Studies must be submitted to the Education Department's Director of Graduate Programs, including course work completed and plan for completing the program.
2. The Graduate Admission Committee will examine the record of the candidate, admit the student to degree candidacy status or deny candidacy and advise the student to discontinue the program. Students admitted to degree candidacy may continue their program as planned unless modifications in the program have been noted by the Graduate Admission Committee.
3. Degree Candidacy status is required for admission to the Internship.

Point 4: Internship

The MAT Internship includes two quarters of full-time experience in the schools during winter and spring terms as the culmination of the MAT program.

1. An application for the Internship, signed by the student and Education Advisor in Continuing Studies, is to be submitted to the Director of Field Experiences by May 1 preceding the Internship. An update of course work completed or a plan for completing it must be included in the application if submitted a different quarter than the application for Degree Candidacy. Applications for the Internship and subsequent placement in the schools are approved by the Director of Field Experiences.
2. MAT students must be admitted as Degree Candidates in order to be eligible for the Internship.
3. Successful completion of the winter term Methods Internship with a 3.0 or above and recommendation of the Methods Internship instructor are required to be placed for the spring term Student Teaching Internship.
4. Participation in Methods classes is required during the MAT Methods Internship.
5. A weekly Seminar is required during the MAT Student Teaching Internship.
6. An electronic portfolio must be completed during the Methods and Student Teaching Internships.
7. Successful completion of the Student Teaching Internship with a 3.0 or above and recommendation of the Supervisor and Seminar instructor are required to be recommended for licensure.
8. There is a one-time fee for the Student Teaching Internship. Please consult the college's website or contact the Business Office for a complete list of fees.

9. Fingerprinting and background checks are required prior to beginning the two-quarter Internship and are valid for 12 months. Information packets are available in the Registrar's Office.
10. MAT students are advised not to work or take other course work during the two quarters of the Internship. Students who choose to do so will not be excused from any of their teaching responsibilities, including before and after school professional obligations. Outside personal obligations cannot be taken into consideration when evaluating the performance of a candidate.
11. An unsuccessful Internship may result in a candidate having to repeat the Internship or graduate without a recommendation for licensure, with approval of the Chairperson of the Education Department.

Point 5: Program Completion

Students must submit a Request for Degree Application to the Registrar's Office two quarters prior to the completion of all graduate work. This form may be obtained at the Registrar's Office or from the Registrar's web page at www.otterbein.edu, under the intranet link. All financial obligations must be met before students may participate in graduation, receive their transcripts, or receive their diploma.

The following criteria must be fulfilled to complete the MAT Program:

1. A 3.0 cumulative graduate grade point average.
2. An approved MAT electronic portfolio.
3. Successful completion of 50 hours of graduate professional education coursework, including all required course work and clinical/field experiences.

Licensure Requirements

1. **Fingerprinting and Background Checks**
Valid fingerprinting and background checks must be filed with the Ohio Department of Education **prior to applying for a license**. See the Office of the Registrar for details two quarters before graduation.
2. **PRAXIS II**
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 course work is completed; however, the Principles of Teaching and Learning should be taken following the Methods Internship. Test information booklets and a PRAXIS II Information Sheet listing the specific tests required are available in the Education Department. More information and study guides are available at www.ets.org
3. To be recommended for Middle Childhood Licensure, candidates must successfully complete both the Methods Internship (EDUC 542) and Student Teaching Internship (EDUC 597) with a grade of B or above. If the candidate is not recommended for licensure, he/she may petition the Education Department's Director of Graduate Programs to seek permission to repeat the Internship or to complete the MAT degree without licensure.

Program Completion

Please refer to Point Five (Program Completion) in Admission section.

MAT Program Curriculum

Transcripts of undergraduate credit submitted by applicants will be evaluated with reference to the specific content required by the 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 course work before the applicant is admitted to the program; however, there is no limit on undergraduate course work 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 and the Structure of Language 5 hrs
- EDUC 363 Adolescent Literature in a Comprehensive Reading Program 3 hrs
- COMM 100 Fundamentals of Public Speaking 5 hrs
- 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 teaching concentration areas from Reading/Language Arts, Mathematics, Science or Social Studies 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)

Reading/Language Arts

EDUC 170	Phonics and the Structure of Language	5 hrs
EDUC 530	Reading Skills and Methods (Middle Childhood.)	5 hrs
EDUC 363	Adolescent Literature in a Comprehensive Reading Program	3 hrs
EDUC 565	Multicultural Literature	2 hrs
INST 105	Growing up in America	5 hrs
	<i>or</i>	
INST 110	Composition and Literature	
ENGL 155	Words and Forms	5 hrs
ENGL 295	Linguistics	5 hrs

<i>Select one course from the following:</i>		
INST 270	Composition and Literature	5 hrs
ENGL 230	African-American Literature	5 hrs
ENGL 231	Women Writers	5 hrs
ENGL 232	Literature from Diverse Cultures	5 hrs
ENGL 233	Myth, Folklore, and Literature	5 hrs

<i>Select one course from the following:</i>		
INST 300	Composition and Literature	5 hrs
ENGL 350	Shakespeare	5 hrs

<i>Select one course from the following:</i>		
ENGL 250	American Literature through 1865	5 hrs
ENGL 255	American Literature 1865 to Present	<u>5 hrs</u>

Total 45 hrs

Mathematics

MATH 115	College Algebra <i>and</i>	5 hrs
MATH 116	Trigonometry and College Algebra	5 hrs
<i>or</i>		

MATH 120	Elementary Functions	
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MATH 150	The Nature of Mathematics	5 hrs
MATH 170	Calculus I	5 hrs
MATH 180	Calculus II	5 hrs
MATH 230	Statistics I	5 hrs
MATH 270	Math for Early and Middle Childhood Education	5 hrs
MATH 271	Math for Middle School	3 hrs
MATH 280	Axiomatics by Inquiry	<u>3 hrs</u>

Total 36-41 hrs

Science

CHEM 110	Survey of General Chemistry	5 hrs
INST 400	Earth Science and Humankind	5 hrs
L SC 102	Introductory Biology II: Plants	5 hrs
L SC 103	Introductory Biology III: Animals	5 hrs
L SC 225	Problem-Based Learning in Life Science	5 hrs
PHYS 210	Introduction to Physical Science	5 hrs

<i>Select one course from the following:</i>		
INST 410	Our Place in the Universe	5 hrs
E SC 101	Oceanography	5 hrs
E SC 201	Physical Geology	5 hrs
E SC 205	Environmental Geology	<u>5 hrs</u>

Total 35 hrs

Social Studies

HIST 110	American Experience (Colonial to Civil War and Reconstruction)	5 hrs
HIST 120	American Experience (Gilded Age to Present)	5 hrs
INST 160	World Geography	5 hrs
P SC 100	American National Government	5 hrs
<i>Select one course from the following:</i>		
INST 150	Issues in the Western Experience	5 hrs
HIST 305	Ancient Greece and Rome	5 hrs
HIST 310	Medieval History	5 hrs
HIST 315	Renaissance and Reformation	5 hrs
HIST 345	Ohio History	5 hrs
HIST 410	The Holocaust and the 20th Century	5 hrs
<i>Select one course from the following:</i>		
INST 380	Non-Western Religions	5 hrs
INST 382	African Culture and Colonialism	5 hrs
HIST 330	Modern China	5 hrs
HIST 340	Russia and the Soviet Union	5 hrs
HIST 430	The Atlantic World	5 hrs
HIST 450	Vietnam in the 20th Century	5 hrs
<i>Select one course from the following:</i>		
HIST 480	History Seminar	5 hrs
P SC 230	Methods of Inquiry	5 hrs
<i>Select one course from the following:</i>		
HIST 420	Economic History	5 hrs**
HIST 425	American Economic and Business History	5 hrs**
ECON 210	Principles of Microeconomics	<u>5 hrs</u>
Total		40 hrs

** Recommended courses.

Praxis II

MCHD candidates must successfully pass the Praxis II PLT (Principles of Learning and Teaching) and the Praxis II content area test for each content/teaching area. Otterbein College cannot recommend any candidate for licensure who has not passed all of the required tests. Information about the Praxis II tests is available in the Education Department, the Courtright Memorial Library, and is available in the Otterbein College bookstore and on-line at www.ets.org

Graduate Professional Education Requirements

EDUC 500	Liberal Arts and Philosophies	3 hrs
EDUC 502	Current Issues	3 hrs
EDUC 503	Educational Psychology	5 hrs
EDUC 504	Exceptional Children	4 hrs
EDUC 505	Media and Technologies: Middle Level Classroom	3 hrs
EDUC 507	Multicultural Education	2 hrs
	<i>or</i>	
EDUC 565*	Multicultural Literature for Children and Young Adults	
EDUC 515	Integrating the Arts across the MCHD Curriculum	3 hrs
EDUC 530	Reading Methods and Materials for Middle Childhood	5 hrs
EDUC 540	Responsive Schools for Young Adolescents	3 hrs
EDUC 542.10	Middle Childhood Methods	4 hrs
	<i>Select two concentration area Field Courses (2 hrs each)</i>	4 hrs
EDUC 542.20	Middle Grades Language Arts Methods	2 hrs
EDUC 542.30	Middle Grades Math Methods	2 hrs
EDUC 542.40	Middle Grades Science Methods	2 hrs
EDUC 542.50	Middle Grades Social Studies Methods	2 hrs
EDUC 597	MAT MCHD Student Teaching Internship	<u>11 hrs</u>
Total Hours		50 hrs

* EDUC 565 is required for Reading/Language Arts concentration area

Reading Requirements

The State of Ohio requires 18 quarter hours of reading to teach grades K-6, including the teaching of Phonics. The following courses meet this requirement and are included in the requirements listed above:

EDUC 170	Phonics	5 hrs
EDUC 530	Reading Methods and Materials for Middle Childhood	5 hrs
EDUC 363	Adolescent Literature in a Comprehensive Reading Program	3 hrs

To complete the 18 hours reading requirement, select one course from the following:

EDUC 336	Reading Field Experience (100 hour field experience)	5 hrs
EDUC 380	Literacy in Content Areas	5 hrs
EDUC 660	Reading Foundations	5 hrs
EDUC 661	Literacy in Content Areas	<u>5 hrs</u>

Total 18 hrs

NON-DEGREE/PROFESSIONAL DEVELOPMENT FOR TEACHERS

Admission

Applicants who hold a current or expired teaching certificate/license may enroll on a non-degree basis through the Office of Graduate Programs. Materials required for admission must be submitted to the Office of Graduate Programs at the address listed below. All contents of the admission file become the legal property of the College and are not returnable or transferable.

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

1. MAE/Non-Degree application indicating desire to take graduate course work as a non-degree student.
2. Copy of the teaching certificate/license.
3. Applicants holding a master's degree must provide an official transcript showing receipt of the degree in order to exceed the 15 hour graduate course limit.
4. Applicants holding an out-of-state teaching certificate/license must provide an official transcript showing receipt of their bachelor's degree. In order to be considered official, transcripts must be sent directly from the issuing institution to the Office of Graduate Programs. If hand-delivered, transcripts must be in an unopened envelope from the issuing institution.

Note:

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.

All admission materials including transcripts must be submitted to:

Office of Graduate Programs

Roush Hall, Room 208

Otterbein College

One Otterbein College

Westerville, Ohio 43081

Professional Development/Re-licensure

Applicants who wish to enroll for personal/professional development or who are seeking re-licensure may take up to 15 quarter hours of graduate education credit and unlimited undergraduate credit hours.

Masters +

Applicants who wish to enroll to earn credit hours beyond their master's degree must provide an official transcript documenting completion of their master's degree. In order to be considered official, the transcript must be sent directly from the issuing institution to the Office of Graduate Programs. If hand-delivered, the transcripts must be in an unopened envelope from the issuing institution. These applicants are not limited in the number of graduate education hours they may take.

Reading Endorsement

Applicants who are pursuing a Reading Endorsement will be admitted to enroll in up to 24 graduate quarter hours required for completion of the Endorsement. These hours are concentrated in reading instruction. A Reading Endorsement may be added to any valid Ohio Teaching Certificate/License.

Reading Endorsement and major programs require a minimum of 125 clock hours of substantive field experience. These hours are distributed across Education 664, 666 and 667. Student performance in the field is formally evaluated by a college-appointed supervisor. Those applying for the Reading Endorsement must take the PRAXIS II test for reading. Because of the sequential nature of the Reading Endorsement courses, the student should seek the advice of the Education Advisor in the Office of Graduate Programs at the beginning of the Reading Endorsement Program.

EDUC 660	Reading Foundations	5 hrs
EDUC 661	Literacy in Content Areas (On-line)	5 hrs
EDUC 664	Reading Assessment and Instruction	5 hrs
EDUC 666	Reading Research and Instruction	4 hrs
EDUC 667	Clinic/Field Experience In Reading	<u>5 hrs</u>
Total		24 hrs

TESOL Endorsement

Applicants who are pursuing a Teaching of English to Speakers of Other Languages (TESOL) Endorsement will be admitted to enroll in up to 18-21 graduate quarter hours required for completion of the Endorsement. A certified/licensed teacher may add the TESOL Endorsement to any valid Ohio Teaching Certificate/License.

The TESOL Endorsement requires 75 clock hours of field experience. Up to fifty hours may be documented prior to the field practicum, with approval of the Practicum instructor. Those applying for the TESOL Endorsement must take the PRAXIS II TESOL test.

EDUC 620	Equity, Diversity, and Social Justice	3 hrs
EDUC 621	Linguistics and Language Acquisition	3 hrs
EDUC 622	TESOL English Language Assessment	3 hrs
EDUC 623	TESOL Instructional Strategies	3 hrs
EDUC 624	TESOL in School and Society	3 hrs
EDUC 625	TESOL Field Practicum	3 hrs
* EDUC 691	Reading Instruction for Students with Diverse Learning Needs	<u>3 hrs</u>
Total		18-21 hrs

- * EDUC 691 is required for teachers who hold an AYA license or Multi-age license with the exception of those holding an Intervention Specialist License or Reading Endorsement

Adding Licensure

Applicants who are adding licensure in Early Childhood, Adolescence to Young Adult and Multi-Age may enroll in up to 15 quarter hours of graduate education credit hours and unlimited undergraduate credit hours. Applicants who are adding licensure in Middle Childhood may take up to the required 28 hours. Applicants wishing to add licensure should be aware that they will likely need to take undergraduate classes during the day.

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

- **Early Childhood Teaching License:**

Licensure for teaching ages 3 through 8 (grades PK - 3)

One concentration area required from: Early Childhood Intervention (includes 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 through 14 (grades 4 - 9)

Two teaching concentration areas required from: Reading/Language Arts; Mathematics; Science; Social Studies.

- **Adolescence to Young Adult Teaching Licensure:**

Licensure for teaching ages 12 through 21 (grades 7 - 12)

Available areas include: Integrated Language Arts; Integrated Mathematics; Integrated Social Studies; Life Sciences; Physical Sciences.

- **Multi-Age Teaching Licensure:**

Licensure for teaching ages 3 through 21 (PK - 12)

Available areas include: Art; Foreign Language (French or Spanish); Health; Music; Physical Education.

Transient Student Admission

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. 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.

In order to be admitted, 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/license. Applicants who hold a teaching certificate/license from a state other than Ohio must also submit an official transcript documenting completion of a bachelor's degree. In order to be considered official, transcripts must be sent directly from the issuing institution to the Office of Graduate Programs. If hand-delivered, transcripts must be in an unopened envelope from the issuing institution.
3. Written authorization from the home institution.

MAE and MAT Course Descriptions

* MAT only

** Requires access to a classroom

***EDUC 500 - Liberal Arts and Philosophies of Education**

3 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 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 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.

EDUC 504 - Exceptional Children

4 hrs

A study of children with special needs with an emphasis on middle childhood and adolescence. Techniques of including exceptional children in the classroom will be explored as will an examination of assessment, the referral and IEP process and the differentiation of instruction. 25 clinical hours required.

EDUC 505 - Media and Technologies for the Middle Level Classroom

3 hrs

This course focuses on basic types and uses of instructional media and technology for the middle level classroom. Students will use and evaluate computer operation, software, and applications that are frequently used at the middle level: word processing, spreadsheets, databases, the Internet, and the use of computers to support problem solving. In addition to an overview of computer uses and careers in business, industry, and society, students will also learn about resources (including organizations) which support educational computing and professional growth related to technology.

EDUC 507 - Multicultural Education

2 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 3 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 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

EDUC 540 - Responsive Schools for Young Adolescents 3 hrs

Nature and needs of young adolescents, characteristics of responsive schools, resources for the middle child practitioner, characteristics of effective middle childhood teachers, and critical issues in middle level education are addressed in depth; reflection on personal beliefs, research, theory, and practice is encouraged. 20 field hours required. *Prerequisite for MATs: EDUC 503; No prerequisite for MAEs*

***EDUC 542 - Middle Childhood Methods** 4 hrs

A study of content specific methodology for middle childhood, the course focuses on planning, instruction, assessment, teacher resources, technology, and classroom climate. Education 542 is a block of interdisciplinary methodology to develop skills important to the teaming design central to middle childhood instruction. Students register for this Methods and Materials course and their two concentration area Methods courses. In each of these courses students become acquainted with the appropriate Ohio academic content standards, subject matter reflected on proficiency tests, subject-specific pedagogy, methods of assessment and national standards or guidelines which shape the teaching of the discipline. 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 542 includes a full time placement in a school, with designated times for their Methods courses at the discretion of the Methods instructor. *Prerequisite: MAT Degree Candidacy and approval of Internship application.*

***EDUC 542.20 - Middle Grades Language Arts Methods** 2 hrs

Topics include, but are not limited to the structure, construction of meaning, application and multi-disciplinary issues of reading, writing, listening, visual literacy, and oral communication for middle grades language arts instruction. Must be taken concurrently with EDUC 542 – Middle Childhood Methods.

***EDUC 542.30 - Middle Grades Math Methods** **2 hrs**

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. Must be taken concurrently with EDUC 542 – Middle Childhood Methods.

***EDUC 542.40 - Middle Grades Science Methods** **2 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. Must be taken concurrently with EDUC 542 – Middle Childhood Methods.

***EDUC 542.50 - Middle Grades Social Studies Methods** **2 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. Must be taken concurrently with EDUC 542 – Middle Childhood Methods.

EDUC 565 - Multicultural Literature for Children and Young Adults **2 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 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 hrs**

This course allows MAT students to do independent study or research or take an undergraduate course for graduate credit. All EDUC 589 work must be approved in writing by the instructor and MAT Director (forms are available in the Office of Graduate Programs, the Office of Continuing Studies, and the Education Department office). 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.

***EDUC 597 - MAT Middle Childhood Student Teaching Internship** 11 hrs
 Middle Childhood Student Teaching Internship (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 an electronic portfolio during the Internship. MAT candidates are required to earn a grade of "B" or better and receive positive recommendations from the College Supervisor and Seminar instructor in order to complete the MAT program successfully. Additional course work may not be taken during the internship without the permission of the MAT Director. *Prerequisite: Admission to Degree Candidacy, approval of MAT Director, and positive recommendations from the Methods Internship instructor.*

EDUC 600 - Liberal Arts and Philosophies of Education 3 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 602 - Current Issues in Education 3 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 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 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. In order to provide a basis for discussion, students will read cases and relevant research on learning, cognition, and socio-cultural aspects of instruction. This course is recommended the fall quarter prior to completion of the Capstone Project. *Prerequisite: Admission to the MAE program or permission of the instructor*

****EDUC 610 - Principles of Curriculum** 3 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.

****EDUC 611 - Principles and Application of Instruction****3 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 a professional portfolio.

EDUC 620 - Equity, Diversity, and Social Justice**3 hrs**

This course will focus on a critical analysis of issues related to diversity, equity and social justice, including, but not limited to such topics as changing demographics of schools; social hierarchies; socio-political contexts of education; democracy in education. *Prerequisites: A course in multicultural education or permission of the instructor.*

EDUC 621 - Linguistics and Language Acquisition**3 hrs**

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

EDUC 622 - TESOL English Language Assessment**3 hrs**

This course will offer opportunities for acquiring skills in developing lessons and assessments for ESL students that are reflective of Ohio's grade-level learning outcomes. Students will select, create, and adapt resources to support ESL students' language and literacy development and content area achievement. They will use age appropriate assessment procedures, interpret data to make instructional decisions, communicate assessment results to learners and their caregivers and develop strategies to encourage learners to use assessment results to make decisions about their own learning. *Prerequisite: EDUC 621*

EDUC 623 - TESOL Instructional Strategies**3 hrs**

Participants will gain practical instructional strategies that can be used when teaching English as Second Language (ESL) students in K-12 settings. They will learn how to differentiate instruction and accommodate ESL students while giving them access to standards-based and age/grade-appropriate curriculum. They will develop units/lessons, share curricular materials, and learn about school/community resources. They will utilize research-based and culturally relevant pedagogy in order to enhance students' English literacy development and help them succeed in school. *Prerequisite: EDUC 621*

EDUC 624 - TESOL in School and Society**3 hrs**

This course will provide a foundation for ESL teachers to undertake a leadership role in a building and to serve as an advocate for English Language Learners. Participants will investigate major areas of concern and develop models for practical reference. May substitute for EDUC 636 for TESOL Endorsement candidates. *Prerequisite: EDUC 621 and 622 or 623*

EDUC 625 - TESOL Field Practicum**3 hrs**

During the practicum, students will be assigned to a school or community agency to work with English Language Learners under supervision. Students will be expected to plan instruction, implement lessons, and assess students. Students will also attend a weekly seminar. The Teacher Work Sample Portfolio will be completed during the Field Practicum. 75 field hours required; up to 50 hours may be documented prior to the Practicum, with prior approval of the Practicum instructor. *Prerequisite: EDUC 621, 622, and 623*

EDUC 636 - Teacher Leadership**3 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 641 - Curriculum, Instruction and Assessment in the Middle Grades**3 hrs**

This course will focus on the major concepts, principles, theories and research of exemplary middle school curriculum, instruction, and assessment and consider implications for their practice. Major topics will include adapting curriculum and instruction to maximize student learning, understanding the interdisciplinary nature of knowledge and the implications for various teaching fields, and how teaming and other organizational structures support student learning. Issues related to standards and assessment of students as well as program assessment will also be addressed. MAE only.

EDUC 642 - Reform Initiatives in the Middle Grades**3 hrs**

This course will address the major concepts, principles, theories, and research related to change process and middle school reform. Individual concerns and issues related to educational reform in middle schools and beyond will be explored, including the standards movement, family and community involvement, advocacy, using teaming to create change, teacher research to promote best practice, and changing professional roles of teachers. MAE only.

EDUC 660 - Reading Foundations**5 hrs**

In this course students explore, compare and contrast major theories of language and literacy acquisition, with emphases on psychological, sociological, and linguistic models. Students study the reading process in the context of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension and motivation) with particular attention to variations of the process related to cultural and linguistic diversity. *Prerequisite: EDUC 325, 335, or 530 or other reading course.*

EDUC 661 - Literacy in Content Areas**5 hrs**

A study of research-based strategies that promote content area literacy across the curriculum in grades K-12, with an emphasis on classroom practices for increasing K-12 students' achievement in content area comprehension, vocabulary, writing, thinking, and study skills. Other topics include understanding general assessment tools and terminology, working with diverse learners, and identifying characteristics of a positive classroom culture. On-line. *Prerequisite: EDUC 325, 335, or 530 or other reading course*

EDUC 662 - Children's Literature in a Comprehensive Reading Program**4 hrs**

Through extensive reading and library research, students will develop a knowledge base for selecting culturally inclusive and developmentally appropriate children's literature. Students will read and study the genres of children's literature, learn to recognize bias and stereotyping in literature, select children's literature that promotes equity and representation, and learn student-centered practices for utilizing literature in a classroom.

EDUC 663 - Adolescent Literature in a Comprehensive Reading Program 4 hrs

This course will require students to read and analyze a wide variety of literature for adolescents from the following perspectives: embedding reading instruction in a meaningful context, importance of reading instruction as a means to access information and enhance 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.

EDUC 664 - Reading Assessment and Instruction 5 hrs

A study of techniques and instruments of reading assessment. Topics include critical analysis of current assessment, observation and description of the reading process, and planning individualized and whole-class assessment-driven programs in reading. Forty hours of supervised field experience required. *Prerequisite: EDUC 660.*

EDUC 666 - Reading Research and Instruction 4 hrs

This course is a critical exploration of historical and current research and instructional trends in literacy education with a focus on the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension, and motivation). Students locate and critique relevant research studies and apply research findings to instructional planning and implementation. Students lead other practitioners (pre-service or in-service) in the study of research-based instruction. Thirty-five hours of supervised field experience required. *Prerequisite: EDUC 660*

EDUC 667 - Clinic/Field Experience in Reading 5 hrs

This course provides practicing and experienced teachers of reading with techniques for developing, implementing, and reflecting on their roles as reading teachers and instructional leaders within their schools. Students examine (and help other practitioners examine) year-long assessment data and use the results to develop (and help other practitioners develop) action plans to improve instruction. Students develop an electronic Professional Portfolio. 50 hours of supervised field experience required. *Prerequisites: EDUC 660, EDUC 664.*

EDUC 675 - Internet Tools and Practice for Teachers 3 hrs

Students will learn about the use of the Internet in teaching and learning for PreK-12 academic content standards. Special emphasis will be placed on using Internet resources for student inquiry. Topics of the course include conducting and information searches, evaluating Internet resources (especially primary sources), constructing Web pages, developing Internet based curriculum, and ethical and legal issues of Internet use. This course is designed to accommodate early through advanced users of computers.

EDUC 685 - 3D Computer Graphics and Animation 5 hrs

This course is designed to give students a studio experience with 3D computer graphics and 3D animation techniques using the PC platform. Students will learn techniques and strategies for creating three-dimensional computer models and creating 3D animations that illustrate a concept or tell a story. This course is applicable to all fields where visualization is need to present an idea, illustrate a process, or tell an interesting story. It is especially advantageous to artists, teachers and designers.

EDUC 689 - MAE Independent Study**1-15 hrs**

This course allows MAE students to do independent study or research or take an undergraduate course for graduate credit. All EDUC 689 work must be approved in writing by the instructor and MAE Director (forms are available in the Office of Graduate Programs, the Office of Continuing Studies, and the Education Department office). 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 689 credit.

EDUC 691 - Adobe Photoshop® for Windows**3 hrs**

This is an introductory course in the use of Photoshop in the Windows environment. Students will explore the creation and manipulation of 2D graphics and digital images in this project-driven course. Whether it is creating effective graphics for the web, presentations in Power Point, posters for your next event, or sophisticated editing of your digital photography, Photoshop is the industry standard for 2D graphics manipulation. Highly recommended for teachers, artists, web developers, and administrators or presenters in any field.

EDUC 691 - Reading Instruction for Students with Diverse Learning Needs**3 hrs**

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

EDUC 695 - MAE Capstone Hours**1-5 hrs**

Pass/Fail

Students should enroll in 1-5 Capstone hours during quarters in which they are completing their Capstone Project. 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. The student and the Capstone advisor will determine the topic of inquiry, the methodology, and the appropriate option for the Capstone Project. A Capstone Prospectus must be approved during the Degree Candidacy process. For more information, see the MAE Capstone Project Handbook. A minimum of 5 hours is required for the Capstone Project. *Prerequisite: EDUC 606; Admission to Degree Candidacy and permission of Capstone Advisor. Course has a per credit hour extra fee.*

EDUC 695 - MAE Capstone Seminar (spring quarter only)**5 hrs**

Pass/Fail

To participate in the Capstone Seminar in the spring quarter, a student must have taken EDUC 606 - Teacher as Inquirer - and have the instructor's permission. Students will continue to meet with the instructor during winter quarter as they implement their project, and submit an article based on their research for possible inclusion in the electronic Journal for Teacher-Initiated Research during the Capstone Seminar. All 5 Capstone hours are taken spring quarter. *Prerequisite: EDUC 606; Admission to Degree Candidacy and permission of the instructor. Course has a per credit hour extra fee.*

EDUC 698 - Special Topics**1-5 hrs**

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

NURSING DEPARTMENT

Dr. Barbara H. Schaffner, Chairperson; Dr. Eda L. Mikolaj, Director of Graduate Studies
Department Office: Schear-McFadden Science Hall

Mission Statement

The Department of Nursing is committed to quality nursing education which fosters critical thinking within the context of a caring framework. Our mission encourages the personal and professional development of faculty, staff and students. An appreciation for diverse perspectives and humane values is central to this mission. Building on a liberal arts education and a strong science foundation, the goal of the Nursing Program is to prepare lifelong learners who are committed to the profession, the community and to meeting the changing health care needs of society.

Academic Advising

Prior to enrolling at Otterbein, students are assigned a faculty member as their academic advisor. The advising process is an ongoing series of consultations between the student and the advisor. This advisor will help the student with decisions concerning courses and class scheduling. Advising involves both the development and communication of accurate information regarding degree programs, courses, resources, academic policies/procedures and career opportunities intended to help students in achieving their educational goals. Both the advisee and the advisor share the responsibility of being active participants in the advising process. However, the student is responsible for making decisions regarding personal and educational goals and satisfying all graduation requirements.

Academic Standing Policy

Academic standing policies apply to all degree, non-degree, and workshop participants. For graduate level courses, please refer to the section on Academic Policies in this catalog. For undergraduate level courses, please refer to the Academic Standing Policies in the Undergraduate Course Catalog.

Grade Policy

The following program policies are in addition to the College's Academic Standing policies. For a description of the college policy please refer to the Academic Policies section of the catalog.

Master of Science in Nursing Program

A minimum grade of C+ (77%) is required in all graduate course work except for capstone requirements (thesis or scholarly project or comprehensive examination for all MSN students; or NURS 708 for NP students only). If a grade lower than C+ is earned, this course must be repeated in order to enroll in subsequent nursing courses. Students must have a cumulative grade point average of at least 3.0 (B) to receive the Master of Science in Nursing degree. For capstone requirements, students must achieve a passing grade (P) at a level equivalent to a B or higher.

Any student receiving two (2) grades of C or lower in the original attempt of all required graduate course work, will no longer be able to continue in the MSN program.

A student may attempt only one graduate course twice in the MSN program. An attempt is defined as being enrolled in a course beyond the twenty-fifth class day. Receiving a grade of C or lower or a W (Withdrawal) in the original attempt of any graduate course will constitute an attempt.

Post Masters Nurse Practitioner Programs and Post Masters Advanced Practice Nurse Educator Program

A minimum grade of C+ (77%) is required in all Post Masters course work. If a grade lower than C+ is earned, the course must be repeated in order to complete the program.

Any student receiving two (2) grades of C or lower in the required Post Masters course work, will no longer be able to continue in the Post Masters program.

A student may attempt only one nursing course twice in the Post Masters program. An attempt is defined as being enrolled in a course beyond the twenty-fifth class day. Receiving a grade of C or lower or a W (Withdrawal) in the original attempt of any nursing course will constitute an attempt.

Time Limit for Program Completion

After a student has been admitted to the graduate program, continuous progress toward completion of the degree is expected. The time limit for the completion of graduate course work is six years for the Master of Science in Nursing program (three years for the Post Masters programs). The time limit is computed from the first date credit is recorded on the college transcript until the program curriculum requirements are completed. Petitions requesting extension of the time limit may be submitted to the Nursing Curriculum Committee for consideration. Extensions are only considered if there is adequate and unusual cause, beyond the control of the student, for failure to meet the time limit policy.

Interruption in Attendance

The program requirements of the College in effect at the time of the student's first enrollment are those which must be met for completion of a program. Subsequent changes in program requirements may be substituted with the approval of the department chairperson or Academic Council, whichever is appropriate.

Students who interrupt their enrollment at Otterbein College for a period of one year must meet the requirements for the program as published in the catalog in effect at the time of re-enrollment. Students who have not been enrolled for one year or more must be readmitted. Please refer to the section on readmission.

In some instances, changes in departmental requirements must be applied to students who have already enrolled. In such instances, the new requirements will apply in a manner that will not require a student to carry more than a full-time load otherwise not required in any quarter and will not prolong the time required to complete the program requirements. Students should be aware that there is a time limit for program completion. Please see the section on Time Limit for Program Completion.

Readmission

Students who do not enroll in required graduate courses for one to six years will be required to submit an updated Application for Admission form to the Office of Graduate Programs if they desire to return to the program. Also, updated transcripts must be submitted if additional college or university courses were taken during the year(s) of absence from Otterbein College along with a current Ohio RN license number. (The Office of Graduate Programs will verify current Ohio RN licensure on the Ohio Board of Nursing website and a copy of the license verification will be added to the student file.)

If the returning student had applied for admission but never enrolled in any graduate course work, the Office of Graduate Programs will readmit the student for one quarter upon receipt of an updated application, a current Ohio RN license number, and a transcript from a fully accredited institution of higher education showing completion of either a baccalaureate nursing degree for the graduate nursing program or a baccalaureate and a masters nursing degree for the Post Masters nursing programs.

If the returning student was provisionally admitted by the Office of Graduate Programs or fully admitted by the Nursing Professional Review Committee and first enrolled no more than six years ago in the Master of Science in Nursing (MSN) program or three years ago in the Post Masters programs, the Office of Graduate Programs will readmit the student upon receipt of an updated application, a current Ohio RN license number and an updated transcript if additional college or university courses have been taken since the last enrollment at Otterbein College.

If it has been over six years since the returning student began taking classes in the MSN program or three years in the Post Masters programs, a petition requesting readmission must first be submitted to the Nursing Curriculum Committee. If the Committee approves readmission, the student will receive a letter from the Office of Graduate Programs that details the conditions of readmission, such as required course work, time line for program completion, etc. The returning student must submit an updated application, a current Ohio RN license number and an updated transcript if additional college or university courses have been taken since the last enrollment at Otterbein College.

Students who have not been enrolled for one year or longer must follow the curriculum in place at the time of their return.

Change in Major

Students who wish to change their declared major should talk with their faculty advisor to explore what this change will mean in relation to required course work. After making the decision to change majors, students should contact the Office of Graduate Programs at (614) 823-3210 to request the appropriate form for making the change.

Additional Requirements: MSN and Post Masters Programs

CPR

Students are required to complete the American Heart Association CPR Basic Life Support Course for Health Care Providers (BLS-C) before beginning a clinical course. Certification from the American Heart Association is valid for two years. Before expiration, a recertification course must be completed. Proof of certification must be filed in the Department of Nursing prior to entry to a clinical course.

***American Red Cross CPR classes are NOT accepted for this requirement.

Health Requirements

A medical history and physical examination are required prior to enrolling in the first clinical course. Students must provide proof of up-to-date immunizations as specified by the Student Health Center. This includes current written documentation of two annual successive TB skin tests; if not available, a two-step Mantoux TB skin test is required (or chest x-ray if recommended by the health care provider). The Hepatitis B vaccine series or a waiver (available from the Nursing Department) is also required. Students are NOT allowed to participate in clinical experiences until all health requirements are met and on file at the Nursing Department office and Student Health Center.

Liability Insurance

Prior to the first clinical nursing course, the student must present proof of professional nurse liability insurance to the Nursing Department secretary. Forms are available in the Department of Nursing, if needed. Annual renewals must be maintained.

Bureau of Criminal Investigation (BCI) Clearance

Students who have lived in the state of Ohio during the past 5 years must complete a BCI clearance prior to enrolling in the first clinical nursing course. Students who have lived outside of the state of Ohio during the past 5 years must complete both a BCI and an FBI clearance prior to enrolling in the first clinical nursing course. Prior clearance through an employer is NOT accepted. Distant students may request application materials from the Nursing Office to use with their local police department by calling (614) 823-1614. Local students may wish to go to Secure Check, a company in the Columbus area. They can be contacted for hours and location by calling (614) 252-7300. Students are responsible for associated fees. Caution: Mail-in applications (done by the police department) take 6-8 weeks; computerized screening (such as at Secure Check), usually take 1 week. The Nursing Department MUST receive the official report of clearance prior to the clinical course. Unsuccessful BCI clearance may result in an inability to successfully progress in the nursing program, all such cases will be evaluated on an individual basis.

Health Insurance

Adequate health insurance coverage is strongly recommended. Students are financially responsible for any testing or treatment needed following a course-related injury or illness.

Essential Performance Requirements

In order to accomplish the objectives of the nursing program safely, students must possess the ability and fitness to perform in a manner that will not jeopardize safety and well-being of their patients or themselves.

Examples of these essential performance requirements include but are not limited to:

1. Visual acuity with or without corrective lenses to identify cyanosis or absence of respiratory movement in patients, perform equipment calibrations, read small print on medication containers, physician's orders and equipment monitors, perform physical assessments and recognize when a patient is in imminent danger, etc. Many clinical agencies require all health care workers to possess normal visual color perception.
2. Hearing ability with or without auditory aids to understand the normal speaking voice without viewing the speaker's face, hear monitor alarms, emergency signals, patients' calls for help, call bells from patients, stethoscope sounds originating from a patient's blood vessels, heart, lungs, and abdomen, etc.
3. Physical ability to stand for prolonged periods of time, perform cardiopulmonary resuscitation, quickly move about and transport patients during emergencies, carry infants, maneuver quickly in confined spaces, etc. Other physical requirements include carrying equipment, pushing, pulling, stooping, kneeling, bending, and climbing stairs. Must be able to lift, push and pull with assistance (mechanical or co-worker) the weight of the average patient specific to the clinical area working in.
4. Ability to communicate effectively in verbal and written form. Ability to speak clearly, coherently and succinctly when explaining treatment procedures, describing patient conditions, implementing health teaching, etc. Ability to write legibly, logically and correctly in patient's chart for legal documentation, etc.
5. Manual dexterity and fine motor skills, including eye-hand-foot coordination, repetitive arm and hand movements and finger dexterity, using sterile techniques, inserting catheters, preparing and administering medication (oral, intramuscular, intravenous), and numerous other invasive procedures.
6. Emotional stability and ability to accept responsibility and accountability.

The Nursing Department may require nursing students with special needs who pose a threat to the safety of others or to themselves in the health care environment to withdraw from the program. Each situation will be reviewed on an individual basis.

Health Problems Policy

Students are responsible for informing faculty about health alterations which may affect safety and competency in the clinical setting. Students are required to submit a faculty specified doctor's/health professional's statement on appropriate letterhead regarding status of this health condition before participating in clinical experiences to her/his instructor. Students are also responsible to inform clinical instructors about any conditions (e.g., pregnancy, skin not intact, immunocompromised condition) which may affect their clinical assignment to clients with serious communicable diseases.

Special Needs Policy

Reasonable accommodation in course work or clinical experiences will be made for students with special needs on an individualized basis. Requests for such services must be made through the Academic Support Center (614) 823-1362. When students are enrolled in courses that require clinical experiences, they also have the responsibility to discuss their special needs with course faculty so that reasonable accommodations can be made in a timely manner. Special needs include, but are not limited to, physical, emotional or learning disabilities. For students with English as a second language, please refer to the Nursing Department policy for Extra Time on Examinations.

Registered Nurse Licensure

Distance students who plan clinical experiences outside Ohio must be licensed as a registered nurse in both Ohio and the state of the clinical site.

Fees/Expenses Policy

Additional fees are required. Fees are listed on the Otterbein website at www.otterbein.edu/resources/business_office/fee_schedule.asp.

Department of Nursing Handbook

Each student has the obligation to become familiar with the contents of the Department of Nursing Graduate Handbook. This handbook, containing guidelines and policies specifically related to graduate study in nursing, can be accessed on the intranet at www.otterbein.edu by selecting Nursing under Department Intranet Sites.

MASTER OF SCIENCE IN NURSING PROGRAM

Admission

Admission Standards

Admission to the Master of Science in Nursing Program (MSN) is open to graduates of baccalaureate nursing programs from institutions of higher education that are fully accredited by the appropriate regional accrediting agencies and either NLNAC (National League for Nursing Accrediting Commission) or CCNE (Commission on Collegiate Nursing Education). Applicants must hold a current Ohio registered nurse 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 race, religion, age, sex, color, disability, sexual orientation, national or ethnic origin, political affiliation, marital or veteran status.

Applications for admission will be reviewed each quarter by the Nursing Professional Review Committee. The most qualified applicants will be selected on a space-available basis. It may be necessary for some students to take undergraduate courses to meet prerequisites of selected graduate courses.

Candidates that do not meet all the admission criteria, but who wish to be considered for admission must submit a petition requesting special consideration along with their application materials. For example, the inclusion of GRE scores may strengthen the candidate's position, if the application does not meet the criteria of a minimum grade point average.

Admission Criteria

1. Baccalaureate degree from an institution of higher education that is fully accredited by the appropriate regional accrediting agency.
2. Baccalaureate degree from a NLNAC and/or CCNE accredited undergraduate nursing program.
3. Current licensure as a registered nurse in Ohio.
4. Evidence of capacity for graduate study. A blended cumulative grade point average of at least a 3.0 on a 4.0 scale for all undergraduate course work is required.
5. Congruence of the applicant's goals with the objectives and resources of the Otterbein College Nursing Department.
6. One year full-time or part-time equivalent nursing work experience within the last five years is required for the NSA and CNL majors. Two years full-time or part-time equivalent nursing work experience within the last five years is required for the ANP and FNP majors.
7. Ability to articulate one's professional goals and express one's self clearly as evidenced by the admission essay.

Admission Procedure

Materials required for admission to the MSN Programs must be submitted to the Office of Graduate Programs at the address listed below. All contents of the admission file become the legal property of the College and are not returnable or transferable.

1. Complete a graduate Application for Admission.
2. Request official transcripts from all previous colleges or universities attended be sent to the Office of Graduate Programs. In order to be considered official, transcripts must be sent directly from the issuing institution to the Office of Graduate Programs. If hand-delivered, transcripts must be in an unopened envelope from the issuing institution.
3. Submit a professional resume.
4. Give an Otterbein College Graduate Nursing Recommendation Form to two individuals that can support your application to pursue graduate studies (one reference from an RN is preferred). At least one should be from an employer. If the applicant has been in school during the last five years, the other recommendation should be from a nursing professor. Otterbein College reserves the right to contact persons providing recommendations and to contact a recommender to acknowledge receipt of a recommendation.
5. Submit a 2-4 page essay (typewritten, double-spaced). The essay should:
 - Summarize professional background.
 - Discuss professional goals and how these goals can be achieved in the MSN Program.
 - Describe past experiences and reflections that have influenced these goals.
 - Describe personal contributions that can be made to the nursing program and wider community.

This essay should be carefully prepared and edited since it is considered an important component of the admission application.

6. Provide a current Ohio RN license number on the Application for Admission form. The Office of Graduate Programs will verify current Ohio RN licensure on the Ohio Board of Nursing website and a copy of the license verification will be added to the student file.
7. Optional but strongly encouraged: Schedule an appointment with the Nursing Admissions Advisor in the Office of Graduate Programs for program information.

All admission materials including transcripts must be submitted to:

Office of Graduate Programs
Roush Hall, Room 208
Otterbein College
One Otterbein College
Westerville, OH 43081

Admission Process

Applicants for the MSN program may be enrolled provisionally for one quarter through the Office of Graduate Programs while completing the admission process. Applicants must submit transcripts showing completion of a BSN degree from an institution of higher education that is fully accredited by the appropriate regional accrediting agency, and a NLNAC and/or CCNE accredited program in nursing; MSN Application for Admission form; and a current Ohio RN number. (The Office of Graduate Programs will verify current Ohio RN licensure on the Ohio Board of Nursing website and a copy of the license verification will be added to the student file.) In order to ensure priority admission consideration, these materials should be submitted approximately four weeks prior to the start of the quarter. Please contact the Office of Graduate Programs at (614) 823-3210 for specific dates.

To be considered for full admission and continuation in the MSN program, all admission materials must be submitted to the Office of Graduate Programs according to the published deadline. Please refer to your provisional admission letter for the applicable deadlines. It is the applicant's responsibility to ensure that all materials have been submitted by the appropriate deadline.

The completed application materials are reviewed by the Nursing Professional Review Committee to determine whether the applicant is accepted into the MSN program and may continue to enroll in graduate course work. Questions regarding the application process or admission status should be directed to the Office of Graduate Programs at (614) 823-3210.

Applicants to the MSN program have the option of being provisionally admitted and enrolling for one quarter prior to review for full admission. Applicants who do not exercise this option and are denied admission by the Nursing Department Professional Review Committee, may not provisionally enroll under a degree or non-degree admission status.

International/Non-Citizen Applicant Admission

Some, or all of the following information may be required in order to complete the application process. Once the Office of Graduate Programs has received an admission application, the applicant will be notified what additional materials will be required.

The materials may include:

1. Supplemental Application for Admission.
2. Official TOEFL report if the applicant's first language is not English or the applicant does not hold a degree from a U.S. college or university. A score of at least 550 on the paper-based test, a 213 on the computer-based test, or a 79 on the Internet-based test (iBT) is required. Departments may set separate minimum scores.
3. Proof of financial support is required for applicants seeking a student visa. Please contact the Office of Graduate Programs for a complete description of documentation required to process an I-20.
4. If academic credentials are from an institution outside of the United States, a World Education Services, Inc. (WES) course-by-course evaluation of all post-secondary credentials.
5. Applicants who hold a visa, are a U.S. resident alien, or are a permanent resident (with a green card) must submit a copy of the visa/green card along with the Supplemental Application.

All international applicants should contact the Office of Graduate Programs for additional information. In order to process admission and immigration documents in a timely manner, international/non-citizen applicants are asked to submit all admission materials, including the WES evaluation and proof of financial support, no later than two months prior to the start of the term.

Non-Degree Applicant Admission

Qualified applicants with baccalaureate degrees in nursing who do not plan to earn a Master of Science in Nursing degree at Otterbein College may enroll in selected graduate nursing courses on a space available basis for one quarter. Requests for enrollment beyond one quarter must be submitted to the Director of Graduate Studies in Nursing. Non-degree students must pay the same fees as degree seeking students. Prior to beginning the admission process, applicants must contact the Otterbein College Nursing Department Professional Review Committee Chair.

In order to be admitted, non-degree applicants must submit the following to the Office of Graduate Programs:

1. Graduate Application for Admission.
2. Official transcripts showing completion of a BSN degree from an institution of higher education that is fully accredited by the appropriate regional accrediting agency and a NLNAC and/or CCNE accredited nursing program. In order to be considered official, transcripts must be sent directly from the issuing institution to the Office of Graduate Programs. If hand-delivered, transcripts must be in an unopened envelope from the issuing institution.
3. Current Ohio RN license number.
The Office of Graduate Programs will verify current Ohio RN licensure on the Ohio Board of Nursing website and a copy of the license verification will be added to the student file. Contact the Office of Graduate Programs at (614) 823-3210 for application deadline.

Transient Applicant Admission

A student enrolled and in good standing in a graduate nursing program at another institution may enroll in specific graduate courses for transfer of credit.

In order to be admitted, transient applicants must submit the following to the Office of Graduate Programs:

1. Graduate Application for Admission form.
2. Official transcripts from all previous colleges or universities attended.
3. Official transcript from the current graduate nursing program.
In order to be considered official, transcripts must be sent directly from the issuing institution to the Office of Graduate Programs. If hand-delivered, transcripts must be in an unopened envelope from the issuing institution.
4. Letter from school administrator documenting enrollment with good academic standing of the student in a graduate nursing program.
5. A current Ohio RN license number.
The Office of Graduate Programs will verify current Ohio RN licensure on the Ohio Board of Nursing website and a copy of the license verification will be added to the student file.

The visiting student must meet the registration requirements for the given course, complete all the course requirements and examinations, and pay the same fees and tuition as Otterbein College students. Transient students may register on a space available basis and take up to 12 quarter hours over a maximum of three quarters.

Transfer Credit

Master of Science in Nursing Program transfer credit for graduate level course work will be considered if:

1. The course work is evaluated by the Director of Graduate Studies in Nursing and course faculty.
2. The transcript and syllabus reflect course work at the graduate level from an accredited graduate nursing program.
3. The content of the transfer course is equivalent to the course offered in the Otterbein College Master of Science in Nursing Program.
4. The course has been taken within the previous 5 years.
5. The course was completed with a grade of B or higher. The actual grade is not transferred and thus will not be included in the Otterbein grade point average.
6. No more than 15 hours of graduate credit will be accepted as transfer credit.
7. Graduate course work must be taken at an institution of higher education that is fully accredited by the appropriate regional accrediting agency and a NLNAC and/or CCNE accredited graduate nursing program.
8. Proficiency exams are not offered in the MSN program.
9. Credit for life/professional experiences is not granted for graduate courses.

To request transfer credit, the student must submit the following information to the Director of Graduate Studies in Nursing:

1. A letter describing what transfer credit is being sought.
2. Syllabus of the graduate course(s) taken at another school(s) for which transfer credit is being sought.

Transient Credit

Students admitted to the nursing graduate program may petition to take appropriate course work in other institutions for credit at Otterbein College.

The conditions for approval of course work taken as a transient student in other institutions for graduate credit are as follows:

1. The application for credit earned as a transient student must be approved by the Director of Graduate Studies in consultation with course faculty.
2. The institution offering the course must be accredited and approved for graduate work in nursing.
3. Course work for which credit is requested must be described in the catalog or other official publication of the offering institution.
4. 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 the Otterbein program.
5. No more than 4 quarter hours of credit earned as a transient student will be approved.

6. The 4 credits earned as a transient student plus any transfer credits approved when the student is admitted to the MSN program cannot exceed 15 quarter hours.
7. Credit will not be recorded until an official transcript or report has been received from the offering institution. In order to be considered official, transcripts must be sent directly from the issuing institution to the Office of Graduate Programs. If hand-delivered, transcripts must be in an unopened envelope from the issuing institution.

Residence Requirement

A student is considered to be in residence when registered for graduate course work offered by Otterbein College. To meet the residence requirement for the Master of Science in Nursing degree, students in the Nursing Service Administration major must complete at least 27 quarter hours of graduate course work at Otterbein College. Students in the Clinical Nurse Leader major must complete at least 17 quarter hours of graduate course work at Otterbein College to meet the MSN degree residence requirement. Students in the Adult Nurse Practitioner major must complete at least 31 quarter hours and students in the Family Nurse Practitioner major must complete at least 38 quarter hours of graduate course work at Otterbein College to meet the MSN degree residence requirement.

Program Completion

Students must submit a Request for Degree Application to the Registrar's Office two quarters prior to the completion of all graduate work. This form may be obtained at the Registrar's Office or from the Registrar's web page at www.otterbein.edu, under the intranet link. All financial obligations must be met before students may participate in graduation, receive their transcripts, or receive their diploma.

The following criteria must be fulfilled to complete the MSN Program:

1. Complete:
 - a. 42-45 quarter hours of required graduate course work for the NSA major
 - b. 32 quarter hours of required graduate course work for the CNL major
 - c. 46-49 quarter hours of required graduate course work for the ANP major
 - d. 53-56 quarter hours of required graduate course work for the FNP major
2. Complete at least the following hours of course work at Otterbein College:
 - a. 27 quarter hours for the NSA major
 - b. 17 quarter hours for the CNL major
 - c. 31 quarter hours for the ANP major
 - d. 38 quarter hours for the FNP major
3. Achieve a cumulative grade point average of at least 3.0.
4. Successfully complete the capstone requirement (thesis or scholarly project or comprehensive examination for all MSN students; or NURS 708 for NP students only). Must achieve a passing grade at a level equivalent to a B or higher for the capstone requirement.

MSN Program Curriculum*

The Master of Science in Nursing Program (MSN Program) at Otterbein College provides the baccalaureate nurse an opportunity to synthesize knowledge and develop skills for advanced nursing practice, teaching, management, and research. Students may major in Nursing Service Administration, Clinical Nurse Leader, Adult Nurse Practitioner or Family Nurse Practitioner. Post Masters Adult Nurse Practitioner and Family Nurse Practitioner Certificate Programs are available for students who already have an MSN degree and want to practice as an advanced practice nurse in adult or family primary care. (For additional details, see section on Post Masters NP programs in this catalog.) MSN students may also choose a concentration in education consisting of three on-line courses focusing on the role of the Advanced Practice Nurse Educator. This advanced practice nurse educator concentration is also offered as a Post Masters program. (For additional details, see section on Post Masters Advanced Practice Nurse Educator program in this catalog.) An RN to MSN program is also available (See Undergraduate course catalog for details). Graduate courses are offered on-line and via interactive television to five distance sites: Central Ohio Technical College, Hocking College, Marion Technical College, Southern State Community College, and Washington State Community College.

Curriculum Objectives

Upon completion of the Master of Science in Nursing Program, the graduate will be able to:

1. Synthesize knowledge from nursing and relevant fields of study as a basis for an advanced nursing role.
2. Use the nursing process to perform the independent, collaborative and multifaceted functions of an advanced nursing role to optimize health care outcomes.
3. Demonstrate critical thinking when making decisions regarding the delivery of quality, cost effective, culturally relevant health care to individuals or populations including the vulnerable or underserved.
4. Analyze the legal, political, ethical, financial and professional functions of advanced nursing roles.
5. Examine health issues, health care delivery systems, including informatics and the implications for nursing.
6. Provide nursing leadership through advocacy and change management within the health care delivery system in advanced nursing roles.
7. Integrate caring behaviors and patterns into advanced nursing roles.
8. Apply the body of nursing knowledge through systematic inquiry, professional standards of care and evidence-based practice.

The Master of Science in Nursing program is accredited by:

NLNAC Statement

- * National League for Nursing Accrediting Commission (NLNAC), located at 51 Broadway, New York, NY 10006, is an informational resource for the nursing program (eg. tuition, fees and length of programs). The telephone number is 1-800-669-9656.

CCNE Statement

- * Commission on Collegiate Nursing Education (CCNE) is located at One Dupont Circle, NW, Suite 530, Washington, D.C., 20036-1120. The telephone number is 202-887-6791.

Summary of Curriculum Requirements

The Master of Science in Nursing Program curriculum requirements in the four majors are as follows:

Credit Hours	NSA	CNL	ANP	FNP
Core Nursing Hours	13-16	10	10	10
Specialty Core Hours	8-12	12	12	12
Specialty Hours	<u>18-20</u>	<u>10</u>	<u>24-27</u>	<u>31-34</u>
Total Hours	42-45	32	46-49	53-56

1. Nursing Service Administration (NSA)
2. Clinical Nurse Leader (CNL)
3. Adult Nurse Practitioner (ANP)
4. Family Nurse Practitioner (FNP)

Nursing Service Administration (NSA) Major

Graduate Nursing Core

NURS 622	Health Care Systems	4 hrs
NURS 636	Development of Nursing Knowledge	3 hrs
NURS 638	Using Evidence-Based Knowledge in Practice	3 hrs
NURS 640	Educational Program Development and Evaluation	3 hrs
*NURS 699	Nursing Elective	3 hrs

Graduate Nursing Core Total 13-16 hrs

Nursing Service Administration Core

BADM 500	Financial Management for Health Care Administrators	4 hrs
BADM 600	Managing in Organizations	4 hrs
*BADM XXX	BADM Elective from options below:	4 hrs

Major Core Total 8-12 hrs

**Select either a Nursing Elective or a BADM Elective*

BADM Elective Options:

BADM 635	Management of Services	4 hrs
BADM 660	Quantitative Methods for Business Decision-Making (Prereq: Math 230)	4 hrs
BADM 680	Communications and Negotiations	4 hrs
BADM 685	Managing Information Systems	4 hrs
BADM 696	Business Ethics-Public Policy and Social Responsibility	4 hrs
BADM 698	21st Century Leadership	4 hrs

Nursing Service Administration Specialty

NURS 650	Nursing Service Administration I	5 hrs
NURS 655	Nursing Service Administration II	5 hrs
NURS 660	Nursing Administration Practicum	5 hrs
NURS XXX	Capstone from options below	<u>3-5 hrs</u>

Major Specialty Total 18-20 hrs

Capstone Options (choose one of the following):

NURS 665	Nursing Administration Scholarly Project	3-5 hrs
NURS 667	Nursing Administration Comprehensive Exam	3 hrs
NURS 700	Thesis	3-5 hrs

Nursing Service Administration Major Total 42-45 hrs

Clinical Nurse Leader (CNL) Major

Graduate Nursing Core

NURS 622	Health Care Systems	4 hrs
NURS 636	Development of Nursing Knowledge	3 hrs
NURS 638	Using Evidence-Based Knowledge in Practice	<u>3 hrs</u>

Graduate Nursing Core Total 10 hrs

Clinical Nurse Leader Core

NURS 670	Advanced Health Assessment	4 hrs
LSC 500	Advanced Pathophysiology	4 hrs
NURS 666	Clinical Pharmacology and Therapeutics	<u>4 hrs</u>

Major Core Total 12 hrs

Clinical Nurse Leader Specialty

NURS 624	Clinical Leadership	4 hrs
NURS 626	Clinical Leader Immersion	4 hrs
NURS 696	Clinical Leader Capstone	<u>2 hrs</u>

Major Specialty Total 10 hrs

Clinical Nurse Leader Major Total 32 hrs

Adult Nurse Practitioner (ANP) Major

Graduate Nursing Core

NURS 622	Health Care Systems	4 hrs
NURS 636	Development of Nursing Knowledge	3 hrs
NURS 638	Using Evidence-Based Knowledge in Practice	<u>3 hrs</u>

Core Total 10 hrs

Adult Nurse Practitioner Core

NURS 670	Advanced Health Assessment	4 hrs
LSC 500	Advanced Pathophysiology	4 hrs
NURS 666	Clinical Pharmacology and Therapeutics	<u>4 hrs</u>

Major Total 12 hrs

Adult Nurse Practitioner Specialty

NURS 701	Adult Nurse Practice I	6 hrs
NURS 703	Adult Nurse Practice III	7 hrs
NURS 706	Family Nurse Practice II: Primary Care of Women	7 hrs
NURS 707	Nurse Practitioner Clinical Practicum	2 hrs
	Capstone from options below	<u>2-5 hrs</u>

ANP Specialty Total 24-27 hrs

Capstone Options (choose one of the following):

NURS 675	Nurse Practitioner Scholarly Project	3-5 hrs
NURS 677	Nurse Practitioner Comprehensive Exam	3 hrs
NURS 700	Thesis	3-5 hrs
NURS 708	Nurse Practitioner Role Development	2 hrs

ANP Major Total 46-49 hrs

Family Nurse Practitioner (FNP) Major

Graduate Nursing Core

NURS 622	Health Care Systems	4 hrs
NURS 636	Development of Nursing Knowledge	3 hrs
NURS 638	Using Evidence-Based Knowledge in Practice	<u>3 hrs</u>

Core Total 10 hrs

Family Nurse Practitioner Core

NURS 670	Advanced Health Assessment	4 hrs
LSC 500	Advanced Pathophysiology	4 hrs
NURS 666	Clinical Pharmacology and Therapeutics	<u>4 hrs</u>

Major Total 12 hrs

Family Nurse Practitioner Specialty

NURS 701	Adult Nurse Practice I	6 hrs
NURS 703	Adult Nurse Practice III	7 hrs
NURS 705	Family Nurse Practice I: Pediatric Primary Care	7 hrs
NURS 706	Family Nurse Practice II: Primary Care of Women	7 hrs
NURS 707	Nurse Practitioner Clinical Practicum	2 hrs
	Capstone from options below	<u>2-5 hrs</u>

FNP Specialty Total 31-34 hrs

Capstone Options (choose one of the following):

NURS 675	Nurse Practitioner Scholarly Project	3-5 hrs
NURS 677	Nurse Practitioner Comprehensive Exam	3 hrs
NURS 700	Thesis	3-5 hrs
NURS 708	Nurse Practitioner Role Development	<u>2 hrs</u>

FNP Major Total 53-56 hrs

Capstone Requirements

In order to successfully complete the thesis, the student must demonstrate the following:

1. Knowledge and mastery of the graduate program content, including therapeutic nursing interventions, critical thinking skills, and communication skills.
2. Pose a research question based on a review of the literature and clinical experiences.
3. Develop a research proposal.
4. Meet with a thesis committee for approval of the proposal.
5. Receive Institutional Review Board approval and if appropriate, agency approval for planned research.
6. Conduct the study.
7. Analyze the study results and make recommendations for future research.
8. Write a comprehensive research report (thesis).
9. Defend the study to the thesis committee during an oral examination.

The thesis will be read and evaluated by a thesis committee, and the student will defend the study before the committee. All three faculty committee members must approve the written thesis as well as the oral defense before the Master of Science in Nursing degree can be granted. The student must achieve a passing grade at a level equivalent to a B or higher. A passing grade will be granted if the student demonstrates the competencies listed in the above objectives. Thesis guidelines may be obtained in the Department of Nursing Office, 614-823-1614.

In order to successfully complete the scholarly project, the student must demonstrate the following:

1. Knowledge and mastery of the graduate program content, including therapeutic nursing interventions, critical thinking skills, and communication skills.
2. Select a significant problem related to advanced practice nursing or administration based on a review of the literature and clinical experiences.
3. Develop a scholarly project proposal.
4. Meet with the scholarly project committee for approval of the proposal.
5. Receive agency and/or if appropriate, Institutional Review Board approval for planned project.
6. Develop and implement the scholarly project.
7. Evaluate the project results and make recommendations for future initiatives.
8. Write a comprehensive project report.
9. Defend the project to the scholarly project committee during an oral examination.

The scholarly project will be read and evaluated by a scholarly project committee, and the student will defend the project before the committee. All three faculty committee members must approve the scholarly project report before the Master of Science in Nursing degree can be granted. The student must achieve a passing grade at a level equivalent to a B or higher. A passing grade will be granted if the student demonstrates the competencies listed in the above objectives. Scholarly Project guidelines may be obtained in the Department of Nursing Office, 614-823-1614.

In order to successfully complete the comprehensive examination, the student must demonstrate the following:

1. Knowledge and mastery of the graduate program content, including therapeutic nursing interventions, critical thinking skills, and communication skills.
2. Ability to write comprehensive and clear responses to the examination questions.
3. Ability to respond clearly and concisely to oral questions posed by a comprehensive examination committee composed of three faculty members.

All three faculty committee members must approve the written comprehensive examination as well as the oral defense before the Master of Science in Nursing degree can be granted. The student must achieve a passing grade at a level equivalent to a B or higher in both the written and oral portions of the examination. A passing grade will be granted if the student demonstrates the competencies listed in the above objectives. The comprehensive examination policy is contained in Appendix A of the Nursing Graduate Handbook.

In order to successfully complete Nursing 708, the student must demonstrate the following:

1. Knowledge and mastery of the graduate program content, including therapeutic nursing interventions, critical thinking skills, and communication skills.
2. Ability to write a paper suitable for publication, that is clear, concise, well-written, and demonstrates knowledge of the literature and critical thinking.

The student must achieve a passing grade equivalent to a B or higher in the course. A passing grade will be granted if the student demonstrates the competencies listed in the above objectives.

POST MASTERS NURSE PRACTITIONER CERTIFICATE PROGRAMS

Admission

Admission Standards

Admission to the Post Masters Adult or Family Nurse Practitioner Program is open to graduates of baccalaureate and masters nursing programs from institutions of higher education that are fully accredited by the appropriate regional accrediting agencies and either NLNAC (National League for Nursing Accrediting Commission) or CCNE (Commission on Collegiate Nursing Education). Applicants must hold a current Ohio registered nurse license. Admission shall not be denied on the basis of race, religion, age, sex, color, disability, sexual orientation, national or ethnic origin, political affiliation, marital or veteran status.

Applications for admission will be reviewed each quarter by the Nursing Professional Review Committee. The most qualified applicants will be selected on a space-available basis.

Candidates that do not meet all the admission criteria, but who wish to be considered for admission must submit a petition requesting special consideration along with their application materials. For example, the inclusion of GRE scores may strengthen the candidate's position, if the application does not meet the criteria of a minimum grade point average.

Admission Criteria

1. Baccalaureate degree from an institution of higher education that is fully accredited by the appropriate regional accrediting agency.
2. Baccalaureate degree from a NLNAC and/or CCNE accredited undergraduate nursing program.
3. Masters degree in nursing from a NLNAC and/or CCNE accredited graduate nursing program.
4. Current licensure as a registered nurse in Ohio.
5. Evidence of capacity for graduate study. A blended cumulative grade point average of at least 3.0 on a 4.0 scale for all undergraduate and graduate studies is required.
6. Congruence of the applicant's goals with the objectives and resources of the Otterbein College Nursing Department.
7. Two years full-time or part-time equivalent nursing work experience within the last five years.
8. Ability to articulate one's professional goals and express one's self clearly as evidenced by the admission essay.

Admission Procedure

Materials required for admission to the Post Masters Program must be submitted to the Office of Graduate Programs at the address listed below. All contents of the admission file become the legal property of the College and are not returnable or transferable.

1. Complete a graduate Application for Admission.
2. Request official transcripts from all previous colleges or universities attended be sent to the Office of Graduate Programs. (All schools, regardless of number of courses taken.) In order to be considered official, transcripts must be sent directly from the issuing institution to the Office of Graduate Programs. If hand-delivered, transcripts must be in an unopened envelope from the issuing institution.
3. Submit a professional resume.
4. Give an Otterbein College Graduate Nursing Recommendation Form to two individuals that can support your application to pursue graduate studies (one reference from an RN is preferred). At least one should be from an employer. If the applicant has been in school during the last five years, the other recommendation should be from a nursing professor. Otterbein College reserves the right to contact persons providing recommendations and to contact the recommender to acknowledge receipt of a recommendation.
5. Submit a 2-4 page essay (typewritten, double-spaced). The essay should:
 - Summarize professional background.
 - Discuss professional goals and how these goals can be achieved in the Post Masters NP Program.
 - Describe past experiences and reflections that have influenced these goals.
 - Describe personal contributions that can be made to the nursing program and wider community.

This essay should be carefully prepared and edited since it is considered an important component of the admission application.
6. Provide a current Ohio RN license number on the Application for Admission form. The Office of Graduate Programs will verify current Ohio RN licensure on the Ohio Board of Nursing website and a copy of the license verification will be added to the student file.
7. Optional but strongly encouraged: Schedule an appointment with the Nursing Admissions Advisor in the Office of Graduate Programs for program information.

All admission materials including transcripts must be submitted to:

Office of Graduate Programs
Roush Hall, Room 208
Otterbein College
One Otterbein College
Westerville, OH 43081

Admission Process

Applicants for the Post Masters NP program may be enrolled provisionally for one quarter through the Office of Graduate Programs while completing the admission process. Applicants must submit transcripts showing completion of both a BSN degree and MSN degree from an institution of higher education that is fully accredited by the appropriate regional accrediting agency, and a NLNAC and/or CCNE accredited program in nursing; Application for Admission form; and a current Ohio RN license number. (The Office of Graduate Programs will verify current Ohio RN licensure on the Ohio Board of Nursing website and a copy of the license verification will be added to the student file.) In order to ensure priority admission consideration, these materials should be submitted approximately four weeks prior to the start of the quarter. Please contact the Office of Graduate Programs at (614) 823-3210 for specific dates.

To be considered for full admission and continuation in the Post Masters NP program, all admission materials must be submitted to the Office of Graduate Programs according to the published deadline. Please refer to your provisional admission letter for the applicable deadlines. It is the applicant's responsibility to ensure that all materials have been submitted by the appropriate deadline.

The completed application materials are reviewed by the Nursing Professional Review Committee to determine whether the applicant is accepted into one of the Post Masters NP programs and may continue to enroll in graduate course work. Questions regarding the application process or admission status should be directed to the Office of Graduate Programs at (614) 823-3210.

Applicants to the Post Masters NP program have the option of being provisionally admitted and enrolling for one quarter prior to review for full admission. Applicants who do not exercise this option and are denied admission by the Nursing Department Professional Review Committee, may not provisionally enroll under a degree or non-degree admission status.

Transfer Credit and Credit for Prior Learning

Post Masters Nurse Practitioner Programs transfer credit for graduate level course work will be considered if:

- The course work is evaluated by the Program Director of the Post Masters Nurse Practitioner Programs and course faculty.
- The transcript and syllabus reflects course work at the graduate level from a NLNAC and/or CCNE accredited graduate nursing program.
- Graduate course work must be taken at an institution of higher education that is fully accredited by the appropriate regional accrediting agency.
- The content of the transfer course is equivalent to the course offered in the Otterbein College Post Masters Nurse Practitioner Programs.
- The course has been taken within the previous five years.
- The course was completed with a grade of B or higher.
- *A maximum of one clinical course will be accepted for transfer credit.*
- *The clinical courses that are eligible for transfer credit are: NURS 701, NURS 705 and NURS 706.*

To request transfer credit, the student must submit the following information to the Program Director of the Post Masters Nurse Practitioner Programs:

1. A letter describing what transfer credit is being sought.
2. Syllabus of graduate course(s) taken at another school(s) for which transfer credit is being sought.

The Post Masters Nurse Practitioner Programs offer students the opportunity to obtain proficiency credit for NURS 670, Advanced Health Assessment.

- The proficiency exam consists of a written exam on assessment content and the demonstration of a history and physical.
- The written exam must be passed before the candidate is eligible to perform the history and physical.
- The candidate must achieve a minimum of 80% on both components of the exam.
- The candidate may take the proficiency exam only once.
- The student must make an appointment with the course coordinator for any component of the exam, at least two weeks prior to the exam date.
- The candidate must pre-register in the Nursing Office using the "Proficiency Exam Registration Form", two weeks before the exam date.
- A non-refundable fee for the proficiency exam must be paid in the nursing office at the time of pre-registration.

Residence Requirement

A student is considered to be in residence when registered for graduate course work offered by Otterbein College. To meet the residence requirement, students in the Post Masters Family Nurse Practitioner Program must take at least three out of the following four clinical courses (N701, N703, N705 or N706) at Otterbein College. In the Post Masters Adult Nurse Practitioner Program, students must take N701, N703, and N706 at Otterbein College to meet the residence requirement.

Program Completion

A candidate for the Post Masters NP certificate must complete the following:

- **Post Masters Adult Nurse Practitioner Program**
36 quarter hours of required graduate course work or its equivalent in the Post Masters ANP program.
- **Post Masters Family Nurse Practitioner Program**
43 quarter hours of required graduate course work or its equivalent in the Post Masters FNP program.

Post Masters Nurse Practitioner Certificate Program Curriculum

The Post Masters Adult and Family Nurse Practitioner Certificate Programs at Otterbein provide the nurse an opportunity for advanced nursing practice in adult and family primary care. The course-work prepares students to sit for the American Nurses Credentialing Center Certification Exam for Adult or Family Nurse Practitioner.

Curriculum Objectives

Upon completion of the Post Masters Adult or Family Nurse Practitioner Certificate Program, the graduate will:

1. Synthesize theories and research from the physical and behavioral sciences relevant to primary care advanced nursing practice.
2. Incorporate a caring framework in applying the nursing process with healthy families and those with acute or chronic problems.
3. Perform comprehensive health assessments utilizing a research-based practice, principles of problem-oriented data collection, concepts of epidemiology, therapeutic communication, history-taking skills, techniques of assessment and pertinent diagnostic data.
4. Interpret data to identify excesses, norms and deficits of individuals in a variety of health care settings.
5. Perform holistic, continuous, comprehensive and individualized primary health care to clients and families that includes anticipatory guidance appropriate for age/developmental status through the health/illness continuum.
6. Demonstrate critical thinking and diagnostic reasoning skills in clinical decision-making with attention to safety, cost, invasiveness, simplicity, acceptability and efficacy.
7. Implement primary care management strategies with acute and chronic needs and problems.
8. Evaluate one's own performance in the independent, collaborative and multifaceted aspects of the advanced practice nursing role in primary care.
9. Examine the legal, political, ethical, financial and professional aspects of the nurse practitioner role.

Summary of Curriculum Requirements

The Post Masters Nurse Practitioner Certificate Program curriculum requirements are as follows:

	Credit Hours	
	PM/ANP	PM/FNP
Specialty Core Hours	12 hrs	12 hrs
Specialty Hours	<u>24 hrs</u>	<u>31 hrs</u>
Total Hours	36 hrs or equivalent course work	43 hrs or equivalent course work

1. Post Masters Adult Nurse Practitioner (PM/ANP)
2. Post Masters Family Nurse Practitioner (PM/FNP)

Post Masters Adult Nurse Practitioner Program

Post Masters Adult Nurse Practitioner Core

NURS 666	Clinical Pharmacology and Therapeutics	4 hrs
NURS 670	Advanced Health Assessment	4 hrs
LSC 500	Advanced Pathophysiology	<u>4 hrs</u>
Core Total		12 hrs

Post Masters Adult Nurse Practitioner Specialty

NURS 701	Adult Nurse Practice I	6 hrs
NURS 703	Adult Nurse Practice III	7 hrs
NURS 706	Family Nurse Practice II: Primary Care of Women	7 hrs
NURS 707	Nurse Practitioner Clinical Practicum	2 hrs
NURS 708	Nurse Practitioner Role Development	<u>2 hrs</u>
Specialty Total		24 hrs

Total Post Masters Adult Nurse Practitioner Program 36 hrs
or equivalent course work

Post Masters Family Nurse Practitioner Program

Post Masters Family Nurse Practitioner Core

NURS 666	Clinical Pharmacology and Therapeutics	4 hrs
NURS 670	Advanced Health Assessment	4 hrs
LSC 500	Advanced Pathophysiology	<u>4 hrs</u>
Core Total		12 hrs

Post Masters Family Nurse Practitioner Specialty

NURS 701	Adult Nurse Practice I	6 hrs
NURS 703	Adult Nurse Practice III	7 hrs
NURS 705	Family Nurse Practice I: Pediatric Primary Care	7 hrs
NURS 706	Family Nurse Practice II: Primary Care of Women	7 hrs
NURS 707	Nurse Practitioner Clinical Practicum	2 hrs
NURS 708	Nurse Practitioner Role Development	<u>2 hrs</u>
Specialty Total		31 hrs

Total Post Masters Family Nurse Practitioner Program 43 hrs
or equivalent course work

POST MASTERS ADVANCED PRACTICE NURSE EDUCATOR PROGRAM

Admission

Admission Standards

Admission to the Post Masters Advanced Practice Nurse Educator Program is open to graduates of baccalaureate and masters nursing programs from institutions of higher education that are fully accredited by the appropriate regional accrediting agencies and either NLNAC (National League for Nursing Accrediting Commission) or CCNE (Commission on Collegiate Nursing Education). Applicants must hold a current Ohio registered nurse license. Admission shall not be denied on the basis of race, religion, age, sex, color, disability, sexual orientation, national or ethnic origin, political affiliation, marital or veteran status.

Applications for admission will be reviewed each quarter by the Nursing Professional Review Committee. The most qualified applicants will be selected on a space-available basis. Candidates that do not meet all the admission criteria, but who wish to be considered for admission must submit a petition requesting special consideration along with their application materials. For example, the inclusion of GRE scores may strengthen the candidate's position, if the application does not meet the criteria of a minimum grade point average.

Admission Criteria

1. Baccalaureate degree from an institution of higher education that is fully accredited by the appropriate regional accrediting agency.
2. Baccalaureate degree from a NLNAC and/or CCNE accredited undergraduate nursing program.
3. Masters degree in nursing from a NLNAC and/or CCNE accredited graduate nursing program.
4. Current licensure as a registered nurse in Ohio.
5. Evidence of capacity for graduate study. A blended cumulative grade point average of at least 3.0 on a 4.0 scale for all undergraduate and graduate studies is required.
6. Congruence of the applicant's goals with the objectives and resources of the Otterbein College Nursing Department.
7. One year full-time or part-time equivalent nursing work experience within the last five years.
8. Ability to articulate one's professional goals and express one's self clearly as evidenced by the admission essay.

Admission Procedure

Materials required for admission to the Advanced Practice Nurse Educator Program must be submitted to the Office of Graduate Programs at the address listed below. All contents of the admission file become the legal property of the College and are not returnable or transferable.

1. Complete a graduate Application for Admission.
2. Request official transcripts from all previous colleges or universities attended be sent to the Office of Graduate Programs. (All schools, regardless of number of courses taken.) In order to be considered official, transcripts must be sent directly from the issuing institution to the Office of Graduate Programs. If hand-delivered, transcripts must be in an unopened envelope from the issuing institution.
3. Submit a professional resume.
4. Give an Otterbein College Graduate Nursing Recommendation Form to two individuals that can support your application to pursue graduate studies (one reference from an RN is preferred). At least one should be from an employer. If the applicant has been in school during the last five years, the other recommendation should be from a nursing professor. Otterbein College reserves the right to contact persons providing recommendations and to contact a recommender to acknowledge receipt of a recommendation.
5. Submit a 2-4 page essay (typewritten, double-spaced). The essay should 1) summarize professional background; 2) discuss professional goals and how these goals can be achieved in the Post Masters Advanced Practice Nurse Educator Program; 3) describe past experiences and reflections that have influenced these goals; and 4) describe personal contributions that can be made to the nursing program and wider community. This essay should be carefully prepared and edited since it is considered an important component of the admission application.
6. Provide a current Ohio RN license number on the Application for Admission form. The Office of Graduate Programs will verify current Ohio RN licensure on the Ohio Board of Nursing website and a copy of the license verification will be added to the student file.
7. Optional but strongly encouraged: Schedule an appointment by calling 614-823-3210 with the Nursing Admissions Advisor in the Office of Graduate Programs for program information.

All admission materials including transcripts must be submitted to:

Office of Graduate Programs
Roush Hall, Room 208
Otterbein College
One Otterbein College
Westerville, OH 43081

Admission Process

Applicants for the Post Masters Advanced Practice Nurse Educator program may be enrolled provisionally for one quarter through the Office of Graduate Programs while completing the admission process. Applicants must submit transcripts showing completion of both a BSN and MSN degree from an institution of higher education that is fully accredited by the appropriate regional accrediting agency, and a NLNAC and/or CCNE accredited program in nursing; Application for Admission form; and a current Ohio RN license number. (The Office of Graduate Programs will verify current Ohio RN licensure on the Ohio Board of Nursing website and a copy of the license verification will be added to the student file.) In order to ensure priority admission consideration, these materials should be submitted approximately four weeks prior to the start of the quarter.

To be considered for full admission and continuation in the Post Masters Advanced Practice Nurse Educator program, all admission materials must be submitted to the Office of Graduate Programs according to the published deadline. Please refer to your provisional admission letter for the applicable deadlines. It is the applicant's responsibility to ensure that all materials have been submitted by the appropriate deadline.

The completed application materials are reviewed by the Nursing Professional Review Committee to determine whether the applicant is accepted into the Post Masters Advanced Practice Nurse Educator program and may continue to enroll in graduate course work. Questions regarding the application process or admission status should be directed to the Office of Graduate Programs at (614) 823-3210.

Applicants to the Post Masters Advanced Practice Nurse Educator program have the option of being provisionally admitted and enrolling for one quarter prior to review for full admission. Applicants who do not exercise this option and are denied admission by the Nursing Department Professional Review Committee, may not provisionally enroll under a degree or non-degree admission status.

Residence Requirement

A student is considered to be in residence when registered for graduate course work offered by Otterbein College. To meet the residence requirement, students in the Post Masters Advanced Practice Nurse Educator Program must take all three required courses (N640, N641 or N642, and N643).

Program Completion

A candidate for the Post Masters Advanced Practice Nurse Educator certificate of program completion must complete 10 quarter hours of required graduate course work in the Post Masters Advanced Practice Nurse Educator program.

Post Masters Advanced Practice Nurse Educator Program Curriculum

The Post Masters Advanced Practice Nurse Educator Program at Otterbein College provides the nurse an opportunity for advanced practice as an educator in nursing education, staff development and/or patient education programs. A certificate of completion is awarded when program requirements are met.

Curriculum Objectives

Upon completion of the Post Masters Advanced Practice Nurse Educator Program, the graduate will:

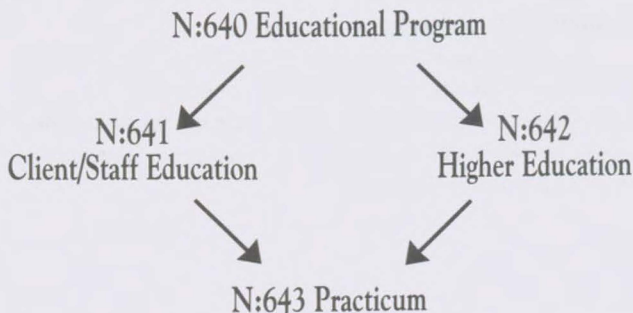
1. Synthesize knowledge from nursing education and relevant fields of study as a basis for nursing education and professional development.
2. Use the nursing process to perform the independent, collaborative and multifaceted functions of the nurse educator.
3. Demonstrate critical thinking when making decisions regarding the delivery of quality, cost-effective educational programs.
4. Analyze the legal, political, ethical, social, cultural, financial and professional functions of the nurse educator role.
5. Examine health issues and health care delivery systems and their implications for nursing education, professional development, and/or client education programs.
6. Provide nursing leadership within health care and nursing education systems in the advanced nurse educator role.
7. Integrate caring behaviors and patterns into the advanced nurse educator role.
8. Extend the body of nursing knowledge through systematic inquiry.

Summary of Curriculum Requirements

The Post Masters Advanced Practice Nurse Educator Program curriculum requirements are as follows:

Post Masters Advanced Practice Nurse Educator Program		
NURS 640	Educational Program Development and Evaluation	3 hrs
* NURS 641	Client/Staff Education	3 hrs
* NURS 642	Higher Education Nursing Programs	3 hrs
NURS 643	Advanced Practice Nurse Educator Practicum	<u>4 hrs</u>
Total		10 hrs

* Take 1 of 2 courses



GRADUATE NURSING COURSE DESCRIPTIONS

NURS 622 - Health Care Systems

4 hrs

Explores advanced roles in nursing with individuals, clinical populations and communities. Examines the quality management, risk management, information management, financial management, and human resource management in selected health care settings. Includes selected theories/concepts; research; information systems; quality improvement; cost containment; and legal, ethical, social, cultural, political and economic issues of organizations and health care delivery systems. (30 clinical hours)

NURS 624 - Clinical Leadership

4 hrs

Examines the Clinical Nurse Leader (CNL) role at the point of care to individuals, clinical populations and communities. Includes selected theories and concepts, and research related to the leadership, ethical and professional aspects of the CNL role in selected health care settings. The CNL role components include the areas of educator; clinician; steward of the environment and human/material resources; leader; team manager; outcomes manager; information manager; client advocate; and systems analyst/risk anticipator. (60 clinical hours)

NURS 626 - Clinical Leader Immersion

4 hrs

The clinical leader immersion course is a time of intensive clinical experience in a setting that is chosen by the student in collaboration with community resources and Otterbein nursing faculty. Students will experience the role of a clinical leader while under the guidance of a preceptor working directly in the clinical setting. A seminar class will include discussion of clinical issues and an analysis of student's clinical performance and experiences. *Prerequisites:* NURS 622, NURS 624, NURS 636, NURS 638, NURS 666, NURS 670, LSC 500. (320 clinical hours)

NURS 636 - Development of Nursing Knowledge

3 hrs

Study the development of knowledge, science and nursing science. Discussion of theoretical issues and factors that influence the professional practice of nursing. Understand the applicability of qualitative research methods to nursing practice.

NURS 638 - Evidence-Based Knowledge in Nursing Practice

3 hrs

Examine the use and development of evidence-based practice. Evaluate nursing research against standards of scientific rigor and utilization in professional practice. Use translational research to improve the quality of nursing care to individuals, groups and populations.

NURS 640 - Educational Program Development and Evaluation

3 hrs

Examines basic learning theories, learning styles, and teaching methods. Focuses on planning, developing, implementing, and evaluating educational programs. Utilizing relevant theories and research, students will design selected nursing and/or health related programs, including needs assessment, objectives, content, instructional methods/materials and evaluation. Students will apply these concepts to select nursing education situations.

NURS 641 - Client/Staff Education**3 hrs**

Examines the advanced nurse educator role functioning as coach and facilitator in client/staff education using the principles for planning, developing, implementing, and evaluating in selected nursing and/or health related programs. Focuses on educational programs for clients (patients/family) and nursing professional development (continuing education, orientation and in-service); and related organizational, political, legal and ethical issues. Includes selected theories/concepts, research, budgeting, marketing, professional certification, documentation, and teaching methods.

Prerequisites: NURS 640

NURS 642 - Higher Education Nursing Programs**3 hrs**

Examines the advanced nursing faculty role in schools of nursing. Focuses on using the principles of planning, developing, implementing, and evaluating in higher education nursing curriculums and assessing the influences of related organizational, political, legal and ethical issues. Includes selected theories/concepts, research, budgeting, marketing, recruiting, accreditation, professional certification, documentation, and teaching methods for distance education, on-line programming, and clinical teaching. *Prerequisites:* NURS 640

NURS 643 - Advanced Practice Nurse Educator Practicum**4 hrs**

Participation in this course facilitates the synthesis of nursing and educational theories, concepts, and research in performing the advanced role of a nurse educator within selected educational settings. Students will discuss theory and application of teaching/learning principles in a weekly one-hour seminar. Students will be guided by masters or doctorally prepared nurse educator preceptors in selected health care or higher educational settings. *Prerequisites:* NURS 640; and either NURS 641 or NURS 642 (Clinical 7.5 hrs/wk)

NURS 650 - Nursing Service Administration I**5 hrs**

Examines the administrative processes of nursing service management in selected organizational settings. Includes selected theories/concepts, research, nursing service philosophy, strategic planning, decision-making, organizational structures, budgeting, staffing, legal and ethical administrative issues, and social, political and economic influences on nursing administration. (Approximately 3 hrs/wk spent developing an innovative project)

NURS 655 - Nursing Service Administration II**5 hrs**

Examines the quality management, information analysis, financial management, and human resource development processes of nursing service administration in selected organizational settings. Includes selected theories/concepts, research, leadership, motivation, staff development and appraisal, information systems, quality improvement, cost containment, legal and ethical administrative issues, and social, political and economic influences on nursing administration. *Prerequisites:* NURS 638, NURS 640, NURS 650. (Approximately 3 hrs/wk spent implementing the innovative project under the guidance of a masters prepared nurse preceptor.) This course is a sequential course and should be taken the quarter prior to NURS 660.

NURS 660 - Nursing Administration Practicum**5 hrs**

Involves observation, participation and practice in nursing service administration in a health care organization or other appropriate health related setting. Focus is on the role and function of the nurse administrator, theory and research related to the nurse administrator role, and issues related to nursing administration. Includes a three hour weekly seminar and six hours of clinical practice with a selected masters prepared nursing administrator preceptor in a health care delivery system or other appropriate health related setting. *Prerequisites:* NURS 622, NURS 650, NURS 655. (Clinical 6 hrs/wk)

NURS 665 - Nursing Administration Scholarly Project**3-5 hrs**

Provides students majoring in Nursing Service Administration who choose the Scholarly Project option the opportunity for integrating theory, research and nursing administration. Requires students to complete a selected project according to the graduate nursing program guidelines.

Prerequisites: NURS 622, NURS 638, NURS 640, NURS 655, BADM 500, BADM 600.

NURS 666 - Clinical Pharmacology and Therapeutics**4 hrs**

Presents the fundamentals of pharmacokinetics and pharmacodynamics and the pharmacology of drugs affecting a) infectious disease; b) cardiovascular and respiratory disease; c) gastrointestinal disease; d) endocrine and metabolic disease; e) rheumatic disease; f) neurological and psychological diseases; g) diseases of the eye; h) skin disease; and i) general disorders. Includes client education, essentials of drug action, clinical usage of select drugs and rationale for drug therapy by relating the physiologic factors of disease processes to drug mechanisms.

NURS 667 - Nursing Administration Comprehensive Examination**3 hrs**

Provides students majoring in Nursing Service Administration who choose the Comprehensive Examination option the opportunity for synthesizing content from graduate course work in responding to exam questions. This examination will be conducted according to the graduate nursing program guidelines. Students may take comprehensive exams concurrently with a core or an elective course after all other course requirements have been completed.

NURS 670 - Advanced Health Assessment**4 hrs**

Builds on basic physical assessment concepts and addresses the comprehensive health assessment of adults. Focuses on communicating with clients and families; assembling a complete health assessment data base; analyzing the data; and establishing an accurate assessment of the adult client's health status. Includes all body systems but special emphasis will be placed on cardiovascular, genitourinary, gastrointestinal, respiratory, and neurological assessment. Addresses family, cultural, psychosocial, and socioeconomic assessments. Provides students with the opportunity for health assessment clinical experience under the guidance of a masters prepared advanced practice nurse or physician preceptor. (Clinical 2 hrs/wk)

NURS 675 - Nurse Practitioner Scholarly Project**3-5 hrs**

Provides students majoring in Adult or Family Nurse Practitioner who choose the Scholarly Project option the opportunity for integrating theory, research, and advanced nursing practice. Requires students to complete a selected project according to the graduate nursing program guidelines.

Prerequisites: NURS 622, NURS 638, NURS 703, NURS 706.

NURS 677 - Nurse Practitioner Comprehensive Examination**3 hrs**

Provides students majoring in Adult or Family Nurse Practitioner who choose the Comprehensive Examination option the opportunity for synthesizing content from graduate course work in responding to exam questions. This examination will be conducted according to the graduate nursing program guidelines. Students may take comprehensive exams concurrently with a core or an elective course after all other course requirements have been completed.

NURS 696 - Clinical Leader Capstone Course 2 hrs

This clinical leadership capstone course is taken during the last quarter of the CNL program. Students will apply their CNL knowledge and skills as members of a team to projects in selected health care settings. Their projects will be done under the supervision of a full time Otterbein nursing faculty and a masters prepared preceptor in the clinical setting. During the first part of the quarter, students will develop the projects and plan the project strategies while the latter part of the quarter will consist of implementing the planned project strategies, monitoring the implementation and evaluating the project outcomes. This capstone course will require a detailed project report based on specific capstone criteria. *Prerequisites:* NURS 626.

NURS 698 - Graduate Level Independent Study in Nursing 1-5 hrs

This course is designed for the graduate student who wishes to investigate a special nursing issue in depth under the guidance of one specific faculty member. Issue specific content, objectives and evaluation criteria are mutually determined by the faculty member and the student.

NURS 699 - Special Topics in Health Care 3 hrs

Explores an important topical issue related to health care. Focuses on identifying the key components of the issue by examining the scientific literature and by reflecting on current health care practice. At the graduate level there is an additional focus on analyzing and synthesizing the available theory and research about the topic and applying it to past, present, and future health care practice. Special topic offerings will vary each year and include (but not limited to) Introduction to Parish Nursing; Advanced Parish Nursing; Complementary Health Therapies; Native American Culture and Health Practices; Issues in Human Sexuality; and Transcultural Nursing: either the Mexico or Appalachian Experience.

NURS 700 - Thesis 3-5 hrs

Provides students who choose the thesis option the opportunity for systematically investigating selected research problems. Requires students to conduct a study and complete a thesis report according to the graduate nursing program guidelines. *Prerequisites:* Nursing Service Administration majors: NURS 622, NURS 638, NURS 636, NURS 640, NURS 655, BADM 500, BADM 600. Adult Nurse Practitioner majors: NURS 622, NURS 638, NURS 636, NURS 703, NURS 706. Family Nurse Practitioner majors: NURS 622, NURS 638, NURS 636, NURS 703, NURS 706.

NURS 701 - Adult Nurse Practice I 6 hrs

This course addresses diagnosis and management of common, acute and chronic health problems of adults. Content includes the application of theories and principles from the physical and behavioral sciences necessary for decision-making and clinical management for primary care with adults. (Approximately 8 hours per week are spent in clinical practice with a preceptor.) *Prerequisites:* L SC 500, NURS 666, NURS 670.

NURS 703 - Adult Nurse Practice III 7 hrs

This course focuses on the diagnosis and management of complex, multidimensional health problems experienced by adults. Emphasis will be on health care problems that require collaboration and/or referral. Included will be the continued acquisition of nurse practitioner skills and the ability to discriminate between independent and collaborative functions. (Approximately 16 hours per week are spent in clinical practice with a preceptor.) *Prerequisites:* NURS 701.

NURS 705 - Family Nurse Practice I: Pediatric Primary Care**7 hrs**

This course addresses diagnosis and management of common, acute and chronic health problems of children. The focus is on health promotion and health maintenance of children (e.g., newborns through adolescents) within the context of families, schools, and communities. Students will utilize research and theories from nursing and related disciplines in the assessing, planning, implementing and evaluating care of children. Clinical experiences include practice in primary care settings that serve children and their families. *Prerequisites: NURS 701 (Clinical 12 hrs/wk)*

NURS 706 - Family Nurse Practice II: Primary Care of Women**7 hrs**

This course addresses health promotion for women and the diagnosis and management of common gynecologic, pre-natal problems. Content includes the application of selected theories and principles from the physical and behavioral sciences central to primary care of women. Women's health issues, such as reproduction, contraception, sexuality and fertility will be included. (Approximately 12 hours per week are spent in clinical practice with a preceptor.) *Prerequisites: NURS 701.*

NURS 707 - Nurse Practitioner Clinical Practicum**2 hrs**

This course involves approximately 16 hours per week in clinical experience with a preceptor. Students become more skillful in health assessment, diagnostic reasoning, prescribing therapeutic regimens, providing health teaching and counseling, and developing the nurse practitioner role. *Prerequisites: ANP majors: NURS 638, NURS 636, NURS 706, NURS 703. FNP majors: NURS 638, NURS 636, NURS 705, NURS 706, NURS 703.*

NURS 708 - Nurse Practitioner Role Development**2 hrs**

This seminar course addresses issues unique to the nurse practitioner role. Students explore issues related to the transition to practice in a nurse practitioner role. Students evaluate and integrate research, theory and practice. *Prerequisites: ANP majors NURS 638, NURS 636, NURS 706, NURS 703. FNP majors: NURS 638, NURS 636, NURS 705, NURS 706, NURS 703.*

L SC 500 - Advanced Pathophysiology**4 hrs**

Builds on basic pathophysiology and studies current concepts and theories related to pathological processes occurring across the adult life span. Focuses on concepts of disease processes as related to cellular, immune, cardiovascular, respiratory, renal, neurological and whole body function.

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Alison Prindle, Faculty, Otterbein College

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Joseph Ignat, '65, Managing Director, Blackburn Consultants, Inc., Denver, Colorado

Rev. Erwin K. Kerr, Pastor, (retired), Pittsburgh, Pennsylvania

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Paul S. Reiner, '68

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President/Owner, Roush Companies (retired), Westerville, Ohio

President of the College

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B.S.J., Ohio University, 1962

M.A., Kent State University, 1971

Ph.D., Kent State University, 1978

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Abiódún Gòkè-Paríolá

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Equine Science	Bruce G. Mandeville
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Health and Sport Sciences	Joan E. Rocks
History and Political Science	Debra J. Halbert
Integrative Studies	Amy E. Jessen-Marshall
Life and Earth Sciences	Michael A. Hoggarth
Mathematical Sciences	Zengxiang Tong
Music	Craig R. Johnson
Nursing	Barbara H. Schaffner
Physics and Astronomy	David G. Robertson
Psychology	Michele Acker
Religion and Philosophy	Andrew P. Mills
Sociology	Heidi R. Ballard
Theatre and Dance	John Stefano

Faculty – Department of Education; Nursing; and Business, Accounting and Economics

Kyriacos C. Aristotelous, 1993-
Professor of Business, Accounting and Economics
 B.S., Iowa State University, 1986
 M.A., University of Delaware, 1988
 M.A., The Ohio State University, 1989
 Ph.D., The Ohio State University, 1993

Research interests:

International trade; economic development and growth; applied macroeconomics.

Bruce C. Bailey, 1999-

Associate Professor of Business, Accounting and Economics

B.S., University of Connecticut, 1977
 M.B.A., University of Michigan, 1979
 Ph.D., SUNY at Buffalo, 1999

Research interests:

Marketing of consumer packaged goods, particularly food marketing; positioning of private label grocery brands.

Mary Ann Burnam, 1977-

Professor of Nursing

B.S., The Ohio State University, 1967
 M.S., The Ohio State University, 1970
 Ph.D., The Ohio State University, 1998

Research interests:

Education and teaching; women's health; nursing history; women's history and education; qualitative research; curriculum development and teaching.

Susan A. Butz, 2005-

Instructor of Nursing

R.N. Diploma Graduate, Grant Hospital

School of Nursing, 1977

B.S.N., Otterbein College, 2001

M.S.N., Otterbein College, 2004

Research interests:

Critical care; emergency room care; nursing education and women's health; end of life care.

Sharon L. Carlson, 1979-

Professor of Nursing

B.S.N., Marquette University, 1964

M.S.N., University of Missouri, 1978

Ph.D., The Ohio State University, 1995

Research interests:

Human development (adult, aged); health promotion and the elderly; elder abuse; mental health issues; teaching methodologies, e.g. case studies; qualitative and quantitative research.

Ruth A. Chavez, 1993-

Instructor of Nursing

B.S.N., The Ohio State University, 1975

M.S.N., The Ohio State University, 1978

Research interests:

Pediatrics, particularly medically fragile children.

Daniel Cho, 2006-

Assistant Professor of Education

B.A., UCLA, 1999

M.A., Pepperdine University, 2000

Ph.D. UCLA, 2006

Research Interests:

Expanding the boundaries of educational philosophy; examining the pedagogical function of culture; rethinking the purpose of school; and pedagogy in contemporary society.

Susan D. Constable, 2004-

Associate Professor of Education

B.A., State University of New York at Cortland, 1985

M.S., State University of New York at Cortland, 1989

Ph.D., The Ohio State University, 1997

Research interests:

Contexts for early literacy learning; effective literacy schools; adolescent literacy.

Barbara B. Cornett, 1983-

Professor of Nursing

B.S., University of Maryland, 1971

M.S., The Ohio State University, 1976

Ph.D., The Ohio State University, 1989

Research interests:

Children's mental health; public health; computers and health care.

David K. Dennis, CPA 1990-

Professor of Business, Accounting and Economics

B.S., B.A., The Ohio State University, 1966

M.B.A., Wright State University, 1969

Ph.D., University of Cincinnati, 1975

Research interests:

Visual representation and analysis of financial data sets; animation of complex accounting and business procedures; accounting education.

Marlene Lansman 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 interests:

Middle level education.

Don E. Eskew, 1993-

Professor of Business, Accounting and Economics

B.S., Indiana University, 1982

M.A., University of Kansas, 1987

Ph.D., The Ohio State University, 1993

Research interests:

Compensation; recruitment; training; organizational behavior in management; perceived fairness of human resources policies and procedures.

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.

Wendy Sherman Heckler, 2007-

Associate Professor of Education

B.S., The Ohio State University, 1991

M.A., The Ohio State University, 1997

Ph.D., The Ohio State University, 2001

Research interests:

Science education.

Marsha M. Huber, 1986-

Associate Professor of Business, Accounting and Economics

B.A., Ohio University, 1981

M.B.A., Miami University, 1983

Ph.D., The Ohio State University, 2003

Research interests:

Restaurant industry accounting and tax issues.

Sunhwa Jung, 2007-

Assistant Professor of Education

B.A., Ewha Womens University, 1986

M.A., Ewha Womens University, 1993

Ph.D., The Ohio State University, 2003

Research interests:

Early childhood special education.

Patricia F. Keane, 1989-

Professor of Nursing

B.S.N., Boston College, 1973

M.S.N., University of Pennsylvania, 1977

Ph.D., The Ohio State University, 1995

Research interests:

Qualitative research; women's health; violence against women (physical abuse, rape, etc.).

Clare Ryan Kilbane, 2007-

Associate Professor of Education

B.S., University of Dayton, 1993

M.A., The Ohio State University, 1997

Ph.D., University of Virginia, 2000

Research interests:

Instructional technology.

Deanne E. Knoblauch, 2004-

Assistant Professor of Education

B.S., Bowling Green State University, 1983

M.A., Eastern Michigan University, 1987

M.A., The Ohio State University, 2003

Ph.D., The Ohio State University, 2004

Research interests:

Teacher education; multicultural education; teachers' sense of efficacy.

Shirine L. Mafi, 1986-

Associate Professor of Business, Accounting and Economics

B.B.A., Marshall University, 1977

M.B.A., Marshall University, 1978

Ph.D., The Ohio State University, 2000

Research interests:

Role of human resource development in improving quality in manufacturing services.

Grace A. McDaniel, 1996-

Academic Teaching Staff

B.S., Capital University, 1983

M.A., The Ohio State University, 1987

Research interests:

Science education; middle childhood education; differentiation/gifted education; integration of technology with instruction.

Mary W. McKelvey, 1984-

Professor of Nursing

B.S.N., Tuskegee Institute, 1971

M.S., The Ohio State University, 1974

Ph.D., The Ohio State University, 1996

Research interests:

Stress and coping in minority (e.g. Black and Hispanic) families; economic concerns of women in the U.S.; psychological adaptation (e.g. depression, feeling of well-being, self-esteem) to stressors (e.g. divorce).

Eda L. Mikolaj, 1990-

Professor of Nursing

B.S.N., Saint John College, 1957

M.S., The Ohio State University, 1962

Ph.D., The Ohio State University, 1983

Research interests:

Administration; nursing education; staff development; adult women students; end of life care; care of older adults; Italian health care system.

Allen M. Prindle, 1989- (1987-1988)

Professor of Business, Accounting and Economics

B.S., The University of Wisconsin, 1970

M.S., Purdue University, 1972

Ph.D., Pennsylvania State University, 1977

Research interests:

Microeconomics; state and local land issues.

Joan M. Pryor McCann, 1991-

Professor of Nursing

B.S.N., University of Pittsburgh, 1976

M.N., University of Pittsburgh, 1978

M.A., The Ohio State University, 1985

Ph.D., The Ohio State University, 1995

Research interests:

Nursing theory (grand-middle range-micro); medical-surgical topics, especially pulmonary cardiac; legal and ethical issues; research; history of nursing, especially Florence Nightingale; global health care.

Kristen Reninger, 2007-

Assistant Professor of Education

B.A., SUNY College at Potsdam, 1993

M. S., SUNY College at Potsdam, 1995

Ph.D., The Ohio State University, 2007

Research interests:

Middle childhood education.

Alicia Ribar, 2005-

Instructor of Nursing

B.S.N., The University of Toledo, 1991

M.S., Wright State University, 1994

Research interests:

Pediatric and women's health; qualitative research; diabetes education; maternal-infant research; lactation education.

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-

Assistant Professor of Education

B.S., The College of Wooster, 1980

M.A. Ed, The University of Akron, 1990

Ph.D., Kent State University, 2004

Research interests:

Social justice; educational technology, middle childhood education.

Jiten V. Ruparel, 1999-

Associate Professor of Business, Accounting and Economics

B.S., Faraday House, London, UK, 1962

M.S., University of Waterloo, 1977

Ph.D., The Ohio State University, 1998

Research interests:

International business strategy; cooperative strategies; strategic alliances; exit strategies; and corporate affinity.

Patricia M. Ryan, 1988-

Professor of Education

A.B., Ohio Dominican University, 1967

M.A., The Ohio State University, 1980

Ph.D., The Ohio State University, 1986

Research interests:

Differentiated instruction; urban education.

Barbara H. Schaffner, 1985-

Professor of Nursing

B.S.N., University of Cincinnati, 1977

M.S.N., Indiana University, 1981

Ph.D., The Ohio State University, 1992

Research interests:

Research on nursing interventions; child health; alternative therapies; primary care (pediatric practitioner).

Charles G. Smith, 2000-

Professor of Business, Accounting and Economics

B.A., John Carroll University, 1970

M.A., The University of Cincinnati, 1983

Ph.D., The Ohio State University, 1989

Research interests:

Dispute resolution; union certification election; labor-management cooperation; transformation of business systems.

Henry C. Smith, III, CMA, 2001-

Associate Professor of Business, Accounting and Economics

B.S., Virginia Military Institute, 1966

M.B.A., Troy State University, 1977

Ph.D., Virginia Commonwealth University, 1994

Research interests:

Capital budgeting issues for information technology; management control systems; managerial/cost accounting systems; fraud detection and investigation; financial distress/bankruptcy.

Marjorie A. Vogt, 1990-

Associate Professor of Nursing

B.S.N., Carlow College, 1977

M.S., The Ohio State University, 1990

Ph.D., The Ohio State University, 2000

Research interests:

Quantitative/qualitative research; children with chronic illness; diabetes; oncology; camp nursing; nursing administration; pediatric practitioner; pediatric/family practitioner; women's health; global health.

John A. Volkmar, 2006-

Associate Professor of Business, Accounting and Economics

B.A., The Ohio State University, 1974

M.S., Temple University, 1996

Ph.D., Temple University, 2003

Research Interest:

Cross-cultural management, international management and strategy, international human resources management.

Adele B. Weiss, 1998-

Associate 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 interests:

Special education; reading.

Dennis J. Whalen, 2000-

Associate Professor of Business, Accounting and Economics

B.S., University of Scranton, 1982

M.B.A., Syracuse University, 1986

Ph.D., Syracuse University, 2000

Research interests:

Derivative securities; market microstructure; earnings announcements; capital structure.

Office of Academic Affairs

Abíódún Gòkè-Pariolá, 2006-

Vice President for Academic Affairs/

Academic Dean/Professor of English

B.A., University of Ife, Ile-Ife, Nigeria, 1974

A.D., The University of Michigan, 1982

Susan R. Fagan, 2006- (2003)

Assistant Dean for Academic Affairs

B.A., Seton Hill College, 1968

M.Ed., University of Pittsburgh, 1971

Ed.D., Rutgers University, 1980

Barbara Wharton, 2007-

Director of Institutional Effectiveness and Planning

B.S., The Ohio State University, 1991

M.A., The Ohio State University, 2002

Ph.D., The Ohio State University, 2007

Academic Support Center

Ellen E. Kasulis, 1991-

Director of Academic Support Center

B.A., Albertus Magnus College, 1970

M.L.S., Southern Connecticut State

University, 1974

Ann I. Biancamano, 1995-

Math Specialist

B.A., Leeds University, England, 1968

M.A., The Ohio State University, 1993

Regina Kengla, 2000-

Reading/Writing Specialist

B.S., Duquesne University, 1972

M.A., Duquesne University, 1976

Leah M. Monaghan, 2005-

Disability Services Coordinator

B.A., The Ohio State University, 1996

M.A., The Ohio State University, 1999

Leigh V. Slauson, 2005-

Visiting Instructor of Mathematical

Sciences/Academic Support Center

B.A., Vanderbilt University, 1998

M.S., The Ohio State University, 2000

Ph.D., The Ohio State University, in progress

Center for Teaching and Learning

Leslie Ortquist-Ahrens, 2002-

Director of the Center for Teaching and Learning

B.A., Hope College, 1983

M.A., Indiana University, 1988

Ph.D., Indiana University, 1999

Continuing Studies

Cynthia A. Johnson, 1998-

Director of Continuing Studies

Retention and Program Development

B.S., Otterbein College, 1998

Deanna S. Heermann, 2001-

Academic Advisor

B.A., Wittenberg University, 1987

M.A., Bowling Green State University, 1991

Judith Helfgott, 1999-

Continuing Studies Academic Advisor/

Student Teacher Supervisor

B.S., University of Cincinnati, 1981

M.S., The Ohio State University, 1992

Vicki K. Miller, 1998-

Academic Coordinator for Off-Campus Programs

B.A., Otterbein College, 2006

Graduate Programs

Ann R. Rottersman, 1992-

Director of the Office of Graduate Programs

B.A., University of Kentucky, 1980

M.A., The Ohio State University, 1988

Education

Melinda Harrington, 2001-

Academic Advisor for Education

B.S., Ohio Dominican College, 1970

M.A., The Ohio State University, 1975

Kimberly Mason, 1995-

Academic Advisor for Education

B.S., Miami University, 1983

M.A., The Ohio State University, 1988

Nursing

Jacqueline J. Haverkamp, 2006-

Academic Advisor for Nursing

A.S.N., Otterbein College, 1981

B.S.N., Franklin University, 1997

M.S.N., Otterbein College, 2004

Institutional Effectiveness and Planning

Barbara Wharton, 2007-

Director of Institutional Effectiveness and Planning

B.S., The Ohio State University, 1991

M.A., The Ohio State University, 2002

Ph.D., The Ohio State University, 2007

Library

Lois F. Szudy, 1990-

Director of Library, Associate Professor

B.A., Miami University, 1975

M.L.S., Indiana University, 1976

M.A.E., Otterbein College, 1999

Doris Ebbert, 1987-

Collection Development Librarian,

Assistant Professor

B.S.Ed., Ohio Northern University, 1969

M.L.S., University of Michigan, 1987

Stephen Grinch, 1998-

Archivist

B.A., Otterbein College, 1998

Amy B. Parsons, 2004-

Reference/Catalog Librarian

Assistant Professor

B.A., The Ohio State University, 1991

M.L.S., San Jose State University, 2002

P. Allen Reichert, 1999-

Electronic Access Librarian/Associate Professor

B.S., Ball State University, 1992

M.A., University of Hawaii, 1994

M.L.S., Indiana University, 1996

Patricia E. Rothermich, 1983-

Reference/Business Librarian, Associate Professor

B.A., Ohio Dominican College, 1964

M.L.S., Kent State University, 1988

Elizabeth A. Salt, 1983-
Catalog Librarian, Professor
B.A., Western College, 1974
M.A., The Ohio State University, 1975
M.L.S., Indiana University, 1979

Jane Wu, 1997-
Automation Librarian, Assistant Professor
B.S., Sun Yat-sen University, 1988
M.L.S., Clarion University, 1991

MBA Program

Shah M. Hasan, 2006-
Director of the Master of Business Administration Program
B.A., The College of Wooster, 1985
M.A., The Ohio State University, 1988
Ph.D., Ohio University, 2005

Office of Sponsored Programs

Diane Nance, 2007-
Director, Office of Sponsored Programs
B.F.A., The Ohio State University, 1976

Registrar

Donald W. Foster, 1973-81, 1992-
Registrar
B.A., Otterbein College, 1973

Cynthia A. Davis, 1998-
Associate Registrar
B.A., University of Akron, 1985
M.Ed., Kent State University, 1990

Cheryl L. Gloege, 1991-
Assistant Registrar for Transfer Services
B.S., Ohio University, 1974

Laurie J. Mayhew, 1993-
Assistant Registrar for Graduation Services
B.S., Franklin University, 1980

Office of Student Affairs

Robert M. Gatti, 1978-
Vice President and Dean for Student Affairs
B.A., University of South Carolina, 1976
M.A., Indiana University, 1978

Lawrence J. Banaszak, 2003-
Director of Security
B.A., Duquesne University, 1976

Margarette C. Barkhymer, 1986-
Director, Center for Career Planning
B.A., Otterbein College, 1980
M.A., (2), Bowling Green State University, 1994

Tracy R. Benner, 2000-
Director of Residence Life
B.A., Wilmington College of Ohio, 1993
M.S., Indiana State University, 1996

Monty Bradley, 1982-
Chaplain, Director of Religious Activities
B.A., Malone College, 1975
M.A., Kent State University, 1977
M.Div., Methodist Theological School of Ohio, 1980

Kimberly D. Brazwell, 2003-
Assistant Director, Center for Career Planning
B.S., Ohio University, 1997
M.A., The Ohio State University, 2003

Melissa Gilbert, 2003-
Director of Center for Community Engagement
B.A., The Ohio State University, 1984
M.A., University of Baltimore, 1988
Ph.D., Boston College, 2003

Angela L. Harris, 2002-
Assistant Dean of Students/Coordinator of Ethnic Diversity
B.A., Cheyney University, 1993
M.S., Western Maryland College, 1998

Kate Porubcansky, 2003-
Assistant Dean for Campus Enrichment/ Director of Orientation and the Campus Center
B.A., Marquette University, 2001
M.A., The Ohio State University, 2003

Julie A. Saker, 2002-
Director of Student Conduct and Wellness
B.S., University of Illinois, 1980
M.S., Miami University, 1982

Charles Vedder, 1987-
Director of International Student Programs
B.S., The Ohio State University, 1969
M.A., The Ohio State University, 1971

Office of Admission and Financial Aid

Thomas H. Stein, 1992-

Vice President for Enrollment

B.A., Ohio Northern University, 1978

M.S., University of Dayton, 1980

Ph.D., University of Toledo, 2006

Jaclyn Barker, 2007-

Director of Continuing Studies Admission and Financial Aid

B.A., Bowling Green State University, 2000

M.S., University of Cincinnati, 2006

Philip F. Bovenizer, 1980-

Associate Director of Financial Aid

B.M.E., Otterbein College, 1979

Kirsten Crotte, 2004-

Financial Aid Counselor

B.A., Ohio University, 1990

DeLane Crutcher, 2006-

Admission Counselor

B.A., Otterbein College, 2005

Catherine M. Johnson, 1980-

Director of Admission

B.S.E., Northern Illinois University, 1975

M.A., Northwestern University, 1979

Ph.D., Ohio University, 1998

Kristen Messenheimer, 2004-

Admission Counselor

B.A., Otterbein College, 2004

Chad Myers, 2005-

Admission Counselor

B.A., Otterbein College, 1996

Mark Moffitt, 1998-

Associate Director of Admission

B.S., Ohio University, 1992

M.Ed., Ohio University, 1996

Mary L. Neels, 1990-

Assistant Director of Financial Aid

B.A., Otterbein, 1990

Andrea Pearch, 2006-

Admission Counselor

B.S., The Ohio State University, 2004

Ben Shoemaker, 2002-

Assistant Director of Admission

B.S., Ohio University, 2000

M.A., Ohio University, 2002

Thomas V. Yarnell, 1986-

Director of Financial Aid

B.A., Marietta College, 1976

Carolyn R. Alexander, 2000-

Admission Information Coordinator and Adviser

A.A., University of Cincinnati, 1984

B.S., University of Cincinnati, 1993

Office of Business Affairs

David L. Mead, 2006-

Vice President for Business Affairs

B.A., Otterbein College, 1976

M.B.A., Xavier University, 1994

CPA, 1978

Business Office

Chris A. Hayter, 2005-

Financial Analyst

B.A., Franklin University, 1992

Judith C. Ralph, 1989-

Manager, Student Accounts

Steven H. Rosenberger, 1988-

Associate Controller

B.S., Miami University, 1976

Deborah G. Runyon, 1980-

Student Loan Officer

Lynne L. Schneider, 1984-

Controller

A.B., Goucher College, 1968

C.P.A., 1979

Information Technology Services

John Lateulere, 1997-

Director of Information Technology

B.A., University of Notre Dame, 1969

M.A., John Carroll University, 1977

Tahsha Raleigh, 2000-

Student Computing Manager

Frank Brusca, 2003-

Instructional Technologist

B.S., Towson State University, 1978

M.S., Towson State University, 1992

Debra A. Crouse, 1991-

Administrative Computer Specialist

Jeffrey M. Kasson, 2002-

Coordinator of Network Services and PC

Computing

A.D., Columbus State Community College, 1986

B.S., The Ohio State University, 1990

Jon P. McClintock, 1989-

Administrative Systems Manager

B.A., Otterbein College, 1988

M.B.A. Capital University, 1998

Tim Pindell, 1998-

Network Engineer

B.A., Capital University, 1995

Randy Reitz, 2000-

Information Technology Support Specialist

Niraj Sharma, 2003-

PC Replacement Coordinator

B.S., Otterbein College, 2003

M.B.A., Otterbein College, 2006

Terri Tracy, 1994-

Information Technology Support Specialist

Human Resources

Kathie Gibb, 2004-

Director of Human Resources

B.A., The Ohio State University, 1994

E.M.B.A., West Virginia University, 2001

Ann Page, 2006-

Benefits Manager

B.S. Ohio University, 1978

Instructional Support Services

Willie Franklin, 1983-

Director of Instructional Support Services

Diploma, Ohio Institute of Technology, 1983

A.D., DeVry Institute, 1991

Service Department

David Bell, 1974-

Director of Physical Plant and Telecommunications

B.A., Otterbein College, 1974

Mark Ewing, 1986-

Assistant Director of Physical Plant

B.A., Nazarene Bible College, 1980

Frank Rydzewski, 2004-

Special Projects Manager

A.S., Hocking Technical College, 1978

B.S., Ohio University, 1973

Brian Woodard, 2006-

Plant Superintendent

Guernsey-Noble Technical School, 1976

Office of Institutional Advancement

Richard H. Dorman, 1996-

Vice President for Institutional Advancement

B.Mus., Susquehanna University, 1975

M.Ed., Pennsylvania State University, 1980

D.Ed., Pennsylvania State University, 1990

Office of Development

Donna Burtch, 2007-

Executive Director of Development

B.A., Ohio Wesleyan, 1979

M. A., Methodist Theological School, 1989

David Bender, 2003-

Database Administrator

B.A., Otterbein College, 1997

Annie Boehm, 2005-

Assistant Director of Annual Giving

B.A., Wittenberg University, 2005

Lori Green, 2003-

Director of Investor Relations

B.A., Denison University, 1988

M.L.S., Kent State University, 1995

Joe Neal, 2007-

Assistant Director of Development

B.A., Wright State University, 1995

Bonnie Robinson, 2005-

Assistant Director of Alumni Relations

B.A., Stephen F. Austin State University, 1990

Tracy Rush, 1994-

Director of Advancement Resources

B.A., University of Evansville, 1988

Rebecca F. Smith, 1981-

Director of Alumni Relations

B.A., Otterbein College, 1981

M.A., Bowling Green State University, 1984

Jennifer Westbrook, 2005-

Director of Annual Giving

B.A., Otterbein College, 2001

Carolyn Williams, 2003-

Major Gifts Officer

B.A., University of Dayton, 1980

Office of Marketing and Communications

Jennifer Pearce, 2005-

Executive Director of Marketing and

Communications

B.A., Otterbein College, 1987

Jun Gonzaga, 2007-

Web Developer

B.S., DeVry University, 2003

Jennifer Hill, 1999-

Communications Coordinator

B.S.J., Ohio University, 1999

B.A., Otterbein College, 2005

Amy Householder, 2001-

Web Manager

B.F.A., Columbus College of Art and Design,
1985

Roger Routson, 1995-

Director of Publications

A.D., Lorain Co. Community College, 1973

A.D., Columbus State Community College, 1978

Edward P. Syguda, 1984-

Assistant Director of Marketing and
Communications/Sports Information

Director/Photographer

B.A., The Ohio State University, 1978

Grinch, Stephen D
Library



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