Master of Arts in Education
Advanced Programs

offered by

Accreditation

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

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

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

Table of Contents

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

Model for Teacher

Graduate Standards Table

MAE Performance Outcomes	Unit Conceptual Framework	CAEP Standards A.1 Candidate Competencies
Discovers independentlyan issue or problem, which is in need of a solution	Power of Knowledge; Merits of Experiential Learning; Potential ofall Students	Professional Dispositions
Selects high-quality sources independentlyand efficiently	Interdependency of Pedagogy and Content	Data Literacy
Designs a study that is ethical, methodologically sound, and is likely to	Merits of Experiential Learning	Research Methodologies

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

Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their

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

Critical Dispositions

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

Degrees Offered in Teacher Education

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

Critical Decision

be done overthe phone or an internet connection such as Zoom.

- Step 4: Submit a professional recommendation form. Ideally, the form would be completed by someone familiar with your work as a teacher. Submit an academic recommendation from a university professor who is familiar with your academic work. Forms are available from the Education Department.
- **Step 5: Submit an application essay.**
- **Step 6: If your native language is not English, you must send an official report of a score**

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

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

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

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

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

Decision Point 1: Pre-Admission

(Applicants must submit the following)

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

Licensure Areas Offered

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

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

Early Childhood Intervention Specialist Teaching License: Licensure for teaching ages3-11 (grades PreK-5) for those with existing certificates or licenses in PreK-5 Primary Education, Elementary 1-8/K-8, Multi-Age Intervention Specialist, or Special Education K-12

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

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

Attendance Policy for Classes and Field Experiences

The attendance policies listed shall apply for courses and field experiences offered by the Education Department; however, professors may further define or alter thesegeneral policies by writing an attendance policy in the course outline.

- Attendance is expected at all class sessions and required field experiences. A record of student attendance shall be kept by the instructor and attendance maybe a factor in

Disability Services provides academic services and accommodations for students with diagnosed disabilities. Accommodations are based on an

- To talk with the Disability Services Coordinator, Kera Manley,

  Courtright Memorial Library, email kmanley@otterbein.edu, or call 614-823-1618.
- To learn more about resources and accommodations offered through DS
  Support webpage: www.otterbein.edu/asc/academic-support-center/disability-services/accomodations/ .
- To register with the Office of Disability Services, follow the webpage:
  https://www.otterbein.edu/asc/academic-support-center/disability-services/.

Documentation Style

The preferred style for all Education courses is APA (American Psychological Association). Exceptions to this policy will be clearly defined in course syllabi.

Field Experiences

Field experiences for advanced program candidates may take place

passage of teacher competency tests prior to licensure. See https://www.teachercertificationdegrees.com/reciprocity/ .
Students planning to teach in another state should consider also obtaining their Ohio teaching license.

Portfolio

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

- Tuition waiver certificates

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

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

Graduate Level Endorsement and Licensure Programs

Candidates

Reading Endorsement

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

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

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

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

MAE Course Descriptions

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