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The Graduate School Policy Handbook

I. Otterbein University Mission

Otterbein is an inclusive community dedicated to educating the whole person in the context of humane values. Our mission is to prepare graduates to think deeply and broadly, to engage locally and globally, and to advance their professions and communities. An Otterbein education is distinguished by the intentional blending of the liberal arts and professional studies, combined with a unique approach to integrating direct experience into all learning.

II. Otterbein University Vision

Otterbein University will be nationally recognized as a model community of educators, leaders, and learners who set the pace for higher education and contribute to the common good.

III. Graduate School Vision

Otterbein University's Graduate School creates engaged and transformed leaders who shape tomorrow.

IV. Graduate Administration

A. University Graduate Committee

The Graduate Committee, a standing committee of the University Senate, monitors all policies relating to graduate programs, including admission, retention and graduation; reviews resources and makes recommendations for future needs to the graduate programs. Membership: (1) The Dean of the Graduate School as chair; (2) the Program Director of Graduate Studies from each department with a graduate program; (3) one faculty member, teaching at the graduate level, elected for a two-year term, from each department with a graduate program; (4) two faculty elected for two-year terms by the Senate from departments not offering graduate programs; (5) liaison faculty from the University Curriculum Committee; (6) one graduate student from each department with a graduate program; the Registrar; and a faculty library representative. Faculty members shall possess a doctorate or other terminal degree.
V. **Graduate Program Director**

It is the responsibility of the Graduate Program Director to administer the Graduate Program in each department and to keep the Graduate Faculty and the Graduate Students informed about matters of concern, including admissions and curriculum. The Graduate Program Director serves as the liaison between the graduate students and the Graduate Faculty for the Dean in matters of policy, rule changes, program effectiveness and general graduate student affairs related to the area. Most correspondence to the Graduate program is signed by the Graduate Program Director.

Graduate Program Directors shall be selected by the Department Chair and serve a 4 year term, with possibility of reappointment. Termination of this appointment is possible by the Program Director, Department Chair, or Dean of the Graduate School.

Graduate Program Directors must have graduate faculty status. Graduate Program Directors are full voting members of the Graduate Committee and must attend all committee meetings.

Graduate Program Directors shall meet regularly with Graduate School recruiters/advisers to provide support to recruit and advising new students. Meetings should continue all four terms (fall, J, spring, summer) to coincide with admissions.

Specific responsibilities include:

- Establishing, in consultation with departmental faculty, the admissions requirements for the program
- Overseeing the maintenance of graduate student records within the Department
- Recommending capstone committee appointments, Faculty Advisors and other committees to the Dean
- Assisting assigned academic adviser with advising Graduate Students on their degree programs including readiness for candidacy
- Reviewing Graduate student petitions for admissions, transfer credit, or academic appeals
- Reviewing the files of new applicants prior to admission decisions by Admissions Committees within the Department
- Recommending changes in the curriculum and/or changes in degree requirements
- Preparing documents needed for accreditation reports/agencies
- Participating in facility placements of students (i.e. clinical, student teaching) with Department Chair and personnel
- Working with University offices and Graduate recruiters to assure accuracy in content presented on the web related to graduate programs(s)
### Directors of Graduate Programs

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VI. Graduate Academic Policies and Procedures

A. General Admission Requirements

Admission to Master’s, Doctoral, and Post-Master’s programs at Otterbein University is open to graduates from institutions of higher education that are fully accredited by the appropriate regional accrediting agencies. While each program has its own admission criteria (approved by the University Graduate Committee), all programs require that candidates give evidence of the intellectual, academic, and personal abilities to succeed in graduate studies. Admission shall not be denied on the basis of race, religion, age, sex, color, disability, sexual orientation, national/ethnic origin, political affiliation, marital or veteran status.

A Graduate School representative serves on each of the departmental admission committees. All admission decisions are reported in writing to the Graduate School.

B. Enrollment Requirements (Full Time; Part Time)

Full-time graduate course load is defined as six (6) semester hours. Part-time graduate course load is defined as three (3) semester hours. Graduate students will be charged a per-credit-hour rate for Graduate courses regardless of hours enrolled. Graduate students will be considered part-time, and thus eligible for financial aid, at three (3) semester hours.

C. Academic Standing Requirements

Graduate students must maintain a 3.0 (B) cumulative average. Students will be placed on academic probation when the overall GPA falls below 3.0. If a student’s GPA for a semester falls below a 3.0, a review by the Graduate School office will be conducted and a decision regarding status will be made. Written notice of academic probation will be sent to students and their advisors. A student may be on probation only once during the program of study. A probationary period consists of up two registered academic terms.

Students must raise their GPA to 3.0 or above during the next two semesters of enrollment in required or elective courses. If the cumulative GPA falls below 3.0 a second time, the student will be dismissed from the university.

Grades of B-, C+, and C, while acceptable in meeting graduate degree requirements in some programs, are considered “marginal progress” outcomes. Any such outcome, or a GPA that falls below 3.0, or a Satisfactory Academic Progress rate that falls below expectations, warrants an academic advising conversation between the advisor and student, and possibly with the program chair or the Dean of The Graduate School. In some cases, students earning a marginal progress in selected courses may be required to repeat and achieve a grade of satisfactory progress in these select courses to continue in the program of study.

Through the advising process, the University may direct the student to improve graduate-level academic skills (e.g., through a formal study of writing or use of other academic support resources), to take a reduced academic load, or to take other steps to promote academic success.

D. Grading System

Graduate school is a process of academic exploration reserved for students who are committed to the high level of work demanded by master’s, doctoral or post master’s
programs. 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 scales are considerably different than those applied to undergraduates. Specifically, for graduate courses, “A” level work is exemplary, “B” level work is satisfactory, and “B-” or below work does not meet expectations. Grading policies specific to each program are described in the online graduate catalog.

Each student can access his/her grades at the end of each semester on-line via Self-Service Banner/Students tab at www.otterbein.edu. A permanent transcript of all course work attempted and grades earned is maintained in the Office of the Registrar.

The following grades from letter-graded courses are included in the calculation of the grade point average (GPA):

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

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

- F = failing from pass/fail graded course
- IP = coursework 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 from satisfactory/unsatisfactory graded course
- W = withdrawal with permission

E. Program Completion Time Limits

After a student has been admitted to a 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, Master of Arts in Educational Mathematics, Master of Science in Allied Health 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 six years for the Doctor of Nursing Practice program. 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 Graduate Program Director for the MAE, MAT, MAEM, MSAH, and MBA programs. Petitions requesting extension of the time limit for graduate Nursing programs, MSN, Post Masters, and DNP, must be submitted to the Department’s Curriculum Committee.

Consideration of petitions will take into account whether: 1) there is a reasonable plan for completion; and 2) the individual’s knowledge and skills meet current program goals. If approved, an official letter that stipulates the terms of the extension will be sent to the student and his/her academic advisor, and a copy will be placed in the student’s file in the Graduate School office.

A student has the right to appeal the decision. After meeting with the Dean of The Graduate School, a student can request that the Graduate Academic Appeals Council consider the appeal. If deemed appropriate, after consideration by Graduate Academic Appeals Council, a student may appeal the decision to the President of the University.

F. Program Completion: Capstone Committees

Graduate programs with a capstone requirement constitute committees to advise and evaluate final projects. Students should consult their advisor and their program’s student handbook for the specific function and composition of committees in their program. One individual on each capstone committee serves as the graduate program representative; the role of the representative is to ensure that all policies and procedures, approved by the University Graduate Committee and outlined in the student’s handbook, are followed. Please find requirements for each program listed below:

The **DNP** program has a final scholarly project which is part of Nursing 8000. Please contact the Nursing Department for information at 823-1614.

The **MAE** program has a capstone requirement. Please contact the Education Department for information at 823-1214. The necessary forms can be located by clicking on the following link: [www.otterbein.edu/public/Academics/Departments/Education/Forms.aspx](http://www.otterbein.edu/public/Academics/Departments/Education/Forms.aspx)

The **MAEM** program has a research project and comprehensive examinations. Please contact the Math Department for information at 823-1218.

The **MAT** program has a Student Teaching Clinical Practice and Performance Assessment. Please contact the Education Department for information at 823-1214.

The **MBA** program has a capstone project which is part of MBA 6990. Please contact the Business, Accounting, Economics Department for information at 823-1310.

The **MSAH** program has a choice of a clinical practicum or a thesis. Please contact the Health and Sports Sciences Department for information at 823-3528.
The MSN program has capstone requirements that may vary according to each Nursing major. Please contact the Nursing Department for information at 823-1614.

G. Graduate students may choose to publish their master’s thesis and dissertations, as available, in an electronic format through the OhioLink Electronic Thesis and Dissertation (ETD) Center.

Otterbein Graduate Theses/Dissertations/Project Submission Procedures:

Advisor of Candidate

1. The student takes the theses (paper and electronic format) and submission form printed from the ETD Library webpage to the advisor.

2. The advisor checks the quality of the electronic PDF version of the final version of the thesis. The advisor is responsible for a general check of diacritic signs, graphics, tables, presence of a title page, body of work divided into chapters, a bibliography, an abstract and keywords and to check that no personal details of the student are attached to the electronic format of the thesis.

3. Under the guidance of the advisor, the candidate must provide at least four, but not more than six keywords in English about the theses/dissertations.

4. Once the advisor has signed off on the correctness of the electronic version on the Otterbein University Thesis/Dissertation/Project Submission Sheet printed from the ETD Library webpage, the student can submit the ETD to OhioLINK using the form at the OhioLINK ETD Center. The student must sign the Author/Contributor Publication Agreement through Otterbein Banner also once been approved for ETD submission.

5. It is the responsibility of the faculty advisor to safeguard sensitive material and to make sure that they are not sent to the Library or OhioLINK ETD.

Graduate School

1. The student submits the document to the OhioLINK ETD. ETD notifies the Graduate School via email of the submission.

2. The students should also submit the Otterbein University Thesis/Dissertation/Project Submission Sheet to the graduate office to show the advisor's approval for the ETD submission. The Graduate School verifies with faculty that the thesis/dissertation is in accordance with the rules and regulations as set out in the each program and department. The Graduate School also verifies that the student has signed the Author/Contributor Publication Agreement through Otterbein Banner.

3. If the submission has errors, the Graduate School notifies the student and the advisor. Some helpful information on how to create a properly formatted PDF can be found under "Two important preparation steps" from the ETD Library webpage.
4. The Graduate School releases the ETD from OhioLINK to public view once the PDF file is in the accepted format.

Library

1. Acquisitions Department receives one printed copy from the student and binds the copy for placement in the archival collection.

2. Cataloging department receives an email from OhioLINK once the ETD is released to the public by the graduate office. The print copy and the ETD copy will be cataloged in a single record with the URL to the ETD copy in the bibliographic record.

3. The library provides help to students on how to format their theses/dissertation into proper PDF format.

4. The Systems librarian coordinates the ETD activities, serves as a liaison for the OhioLINK ETD and maintains the campus ETD web site.

(Examples of the Otterbein University Thesis/Dissertation/Project Submission Sheet and Thesis/Dissertation (ETD) Submission Checklist are in the Templates Section in the back of the handbook.) Information can be found at: http://library.otterbein.edu/etd/etdmain.htm

H. Academic Misconduct Policy

Any student who knowingly omits or falsifies admissions materials will not be admitted to Otterbein or will be dismissed, should the falsification be discovered after admittance. Students are responsible for the accuracy of admissions documents submitted to Otterbein. Unintentional omission of documents will not result in dismissal.

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

- Furnishing false information to any University official, faculty member or office
- Forgery, alteration or misuse of any University document, record or instrument of identification
- Falsification, distortion, or misrepresentation of information before a judicial body
- Omitting relevant information or data regarding previous college attendance or earned credit (transcripts, etc.)

I. The Appeals Process

1. A graduate student may file an appeal once he or she has completed the departmental student grievance process. Processes are found in department handbooks, The Graduate
School Policy Handbook, and on the Otterbein web site. Departmental policies are required by the Ohio Administrative Code, Rule 4723-5-12. Students are first expected to express their views and try to resolve conflict on an informal basis. Ample opportunities exist for students to express these views and concerns through individual and/or small group discussion.

If an informal conversation does not resolve the academic conflict, students should follow the appropriate departmental policies. If students believe the outcome of the departmental process was prejudiced or capricious, students may file an appeal to the Graduate Academic Appeals Council.

**Departmental policies and processes:**

**Allied Health:** Contact the Department of Health and Sport Sciences – 823-3528

**Business:** Contact the Department of Business, Accounting & Economics – 823-1310

**Education:** Contact the Graduate Program Director, Education Department – 823-1214

**Educational Mathematics:** Contact the Graduate Program Director for Educational Mathematics, Department of Mathematics – 823-1218

**Nursing:** Contact the Nursing Department – 823-1614

2. Graduate Students may appeal two types of decisions – 1) those regarding grades, academic progression, and/or academic misconduct made within the Department according to each Department’s grievance policy, and 2) those decisions regarding academic standing made by the Dean of The Graduate School. Appeals for resolution of department policies or Dean’s decisions must be made to the Graduate Academic Appeals Council within five (5) business days. The Graduate Committee oversees the Graduate Academic Appeals Council. Call The Graduate School at 823-3210 to request an appeal form and a hearing date and time.

3. The evidence leading to the decision to be appealed shall be presented by the student in writing to the department Director of Graduate Programs and to The Graduate School within five (5) business days of the department or Dean’s decision. The chair of the Graduate Academic Appeals Council shall disseminate the information to the Council and set a meeting within five (5) business days of receiving the appeal and all evidence.

Pending action of the Graduate Academic Appeals Council, a student’s status shall not be altered, nor the right to be present on campus and attend classes suspended, except for reasons relating to physical or emotional safety and the well-being of students, faculty/staff, or University property. The student will be informed in writing of the Graduate Academic Appeals Council decision within three business days of that decision. For more information or questions about an academic appeal, please contact The Graduate School at 823-3210.
4. Procedure for Review by the President: A student has the right to submit a final appeal of a decision made by the Graduate Academic Appeals Council to the President. A student requesting the President to review a decision must do so in writing, (not through email) explaining the reason(s) within a week after receiving notification (in written form) of the decision by the Graduate Academic Appeals Council. At the President’s convenience, the appellant may be requested to appear. The President may also request an appearance by the chair of the Graduate Academic Appeals Council.

J. Graduate Academic Appeals Council

1. Membership
   a) Three faculty members with graduate faculty status from three different academic departments, and three graduate students, not members of any other judicial body, shall be chosen in accordance with the provisions set forth in Article IV. The term of office for the Graduate Academic Appeals Council shall be two years. No one shall be elected for more than four consecutive years. The Council shall elect a Chair from its own membership.
VII. Graduate Faculty Status

A. Rationale for Graduate Faculty Status

Otterbein University grants graduate faculty status to insure that graduate programs provide students with excellent instruction and guidance. Graduate faculty status is not the sole determinant of which faculty members within academic departments are assigned graduate courses. Instead, this status is designed to meet two goals:

1. to insure that each graduate program is implemented and evolves under the guidance of a committed team of faculty members within an intentionally developed scholarly culture

2. to demonstrate and document to students, members of the Otterbein community, relevant accrediting entities and professional associations, and the wider academic community that the university is implementing high caliber graduate programs

B. Criteria for Being Granted Graduate Faculty Status

1. A full-time faculty appointment, or emeriti or retired faculty with graduate faculty status. The faculty member’s department chair may waive this criterion for instructors who possess exceptional expertise, including (but not limited to) contemporary professional experience and/or meaningful engagement in related scholarship.

2. The rank of assistant professor or above. The faculty member’s department chair may waive this criterion for instructors who possess exceptional expertise, including (but not limited to) contemporary professional experience and/or meaningful engagement in related scholarship.

3. An appropriate terminal degree as determined by the university in consultation with the faculty member’s department

4. Emeriti or retired faculty with graduate faculty status may maintain such status for up to 2 years after retirement. Graduate faculty status may be renewed after the initial 2 years with approval from the Chair and the Graduate Dean.

5. Willingness and competence to teach graduate courses

6. Ongoing scholarly engagement, as defined by the university approved departmental scholarship statements

7. Demonstrated competency as a member of a Capstone Committee or experience teaching a capstone course

8. Readiness to assume all the responsibilities entailed in having graduate faculty status

C. Responsibilities
Full-time faculty members with graduate faculty status are responsible for actively collaborating with other faculty to maintain and improve the caliber of the specific program. These responsibilities include:

1. Advising graduate students

2. Participating in regularly scheduled program meetings through which essential program business is conducted

3. Participating in the ongoing review and modification of program courses and curriculum

4. Selecting students for admission through the systematic review of applications

5. Participating in periodic program evaluation and policy modifications

6. Participating in appropriate recruiting activities, such as meeting with prospective students or giving presentational workshops

**Full-time faculty members, or emeriti or retired faculty with graduate faculty status are responsible as assigned:**

7. Serving as a member or chair of capstone project committees

8. Contributing to activities that help promote a lively intellectual culture within the program. Examples of such activities include co-editing a departmental journal, presenting research at departmental brown bags, and helping to plan and implement special activities that deepen scholarly engagement and orient students toward the challenges and rewards of their profession.

**D. Privileges**

Full-time graduate faculty status affords professors professional opportunities that are embodied in the responsibilities enumerated above. Broadly speaking, these responsibilities provide faculty:

1. The opportunity to develop significant mentoring relationships with students and colleagues through advising graduate student’s scholarly work

2. The opportunity to have a full voice and decision-making power in collaboratively shaping the curriculum, pedagogy, and culture of a graduate program

**E. Support**

To enhance full-time faculty capacity to exercise the responsibilities and privileges associated with graduate faculty status, Otterbein University will provide faculty members who have (or are seeking) graduate faculty status with:

1. Collegial mentoring as they develop and refine the skills and knowledge base necessary to successfully meet the expectations associated with graduate faculty status
2. Institutional recognition of the importance of this work and the time commitment it entails. This recognition will be implemented through appropriate adjustments to each faculty member’s workload.

3. Eligibility to apply for Graduate School professional development and research funds that will enhance the knowledge base and skills they need to effectively advise graduate students

F. Procedures for Gaining and Maintaining Graduate Faculty Status

1. Departmental chairs are responsible for recommending graduate faculty status to the graduate dean, based on consultative discussions with interested faculty members that take into account their performance, professional goals, and the needs of the department. Based on prior experience, an individual faculty member can be granted graduate faculty status at the time he/she joins the Otterbein University faculty.

2. At the beginning of every academic year, each departmental chair will circulate a memo to his/her department listing those faculty members who have graduate faculty status, and send a copy of that memo to the Dean of the School of Professional Studies.

3. After an initial 2 year period, graduate faculty status for emeriti or retired faculty may be renewed annually with approval from the Department Chair and the Dean of The Graduate School based on continued scholarly engagement in the discipline and ongoing involvement in graduate programs at Otterbein University.

i Capstone projects vary from department to department. They include theses, scholarly inquiry projects, clinical projects, and articles.

ii Faculty who are teaching graduate courses but do not have graduate faculty status may be expected by their departments to perform some of the responsibilities delineated on the list in the Responsibilities section.
VIII. Graduate Assistantships

Otterbein University provides graduate assistantships to help students complete graduate school in two years with full University tuition benefits. Various opportunities exist in academic departments, administrative offices, and athletics. This policy clarifies the academic progress necessary for graduate assistants (GAs) to remain at Otterbein. Job descriptions for each position are on file in Human Resources. Hiring and performance evaluation are done by the unit, in collaboration with Human Resources.

Otterbein has graduate assistants in three categories – 1) 10 months, 2) 12 months and 3) 12 months with working breaks. Breaks include Fall break, December holiday break, and Spring break.

A. Graduate Assistants in academic, athletic and administrative units:

1. must have a Bachelor's degree and supply official transcripts prior to being offered a position

2. must be admitted and enrolled in an Otterbein graduate program or post-baccalaureate program and make satisfactory progress toward a degree. They may only take undergraduate classes if required to complete a graduate program.

3. they must complete a minimum of 18 semester hours per academic year (Fall through Summer). Six (6) credit hours per semester is the minimum for full-time student status.

4. are generally offered a GA position for up to two years. A second year is contingent upon making satisfactory progress toward a degree and satisfactory performance of other duties and responsibilities during the initial contract period.

5. must assume financial responsibility for books, supplies, lab fees, overload fees, library and parking fines, student teaching fees and any other fees. Graduate courses are subject to IRC Section 127 and up to $5,250 can be excluded from taxes annually.

6. will receive a full-time tuition waiver to cover three semesters and J-term. A total of 36 credit hours may be taken over two full academic years as a Graduate Assistant.

7. will be responsible for tuition for the term if a GA resigns or is dismissed while a term is in session. The stipend and all tuition benefits will cease immediately upon resignation or dismissal.

B. Academic Progress Reporting Process

All GAs are students in an Otterbein graduate or post-baccalaureate program and must make satisfactory progress in the program of study. They must complete a minimum of 18 semester hours per academic year (Fall through Summer).

All supervisors shall report student academic progress at the end of fall and spring terms to the Graduate Dean’s assistant using the form found at http://www.OTTERBEIN.EDU/Public/TheGraduateSchool/Resources.aspx.
IX. Curriculum Approval Process for Graduate Courses and Programs

Curricular change and review is necessary and vital to maintain sound and up-to-date academic programs. The amount of review needed for curricular change will vary depending on the substance and significance of the change.

A. The following curricular changes require the approval of the Department/Program, School(s) (all affected schools), Graduate Committee, and the University Senate:
   1. The addition or deletion of a disciplinary or interdisciplinary major
   2. The addition or deletion of a disciplinary or interdisciplinary minor
   3. The addition or deletion of a degree program or academic non-degree program

B. The following curricular changes require the approval of the Department/Program, Schools (all affected schools) and Graduate Committee; with a report to the University Senate (all decisions are reviewable by Senate according to the procedures in the Bylaws):
   1. The addition or deletion of a course from the curriculum. This also includes any course offered as an “experimental course” more than twice.

C. The following curricular changes require the approval of the Department/Program, Dean(s) of all affected schools, and Graduate Committee; with a report to the University Senate (all decisions are reviewable by Senate according to the procedures in the Bylaws):
   1. Any change in the requirements for a major (or a concentration for a major)
   2. Any change in the requirements for a minor
   3. Any change in the specification of prerequisites for a course
   4. Any change in the level of a course (from lower level to upper level or vice versa)
      NOTE: The Deans have discretion to take those items that they deem controversial to the Schools for input or votes. The Graduate Committee also has the right to refer any of these items to the School(s) for input or a vote.

D. The following curricular changes require the approval of the Department/Program, and Graduate Committee; with a report to the University Senate (all decisions are reviewable by Senate according to the procedures in the Bylaws):
   1. The change of a department’s or program’s name
   2. The change of the name of a major or minor
   3. The creation of a new curricular prefix
   4. The change of a course’s prefix
   5. A change in the number of credit hours for a particular class

E. The following curricular changes require the approval of the Department/Program, and the Registrar, with reporting to Department Chairs. The Registrar may refer any changes s/he deems controversial or significant to the Graduate Committee, the Schools or the Deans:
   1. Any change of curricular information (including changes in course title or course content description) contained in the official graduate course catalog
   2. A change in the grading of a class (from graded to P/F or vice versa)

F. If any proposal, which normally requires only Graduate Committee approval, is deemed by the Graduate Committee to be substantial and significant, then that proposal must obtain the approval of the University Senate as well. One condition under which such a referral would be
made to the College Senate would occur when the proposal directly alters or affects the majors or programs of other departments.

G. All changes to this document will require approval of the University Senate.
X. Learning Outcomes

In 2007, Otterbein University (then College) produced a Strategic Plan to guide the institution’s developmental trajectory. The Vision Statement\(^1\) and Core Values\(^2\) identified in that document became the foundation for identifying five broad goals for student learning. From these goals, each academic program across the university has developed more specific student learning outcomes. Otterbein’s learning goals are thematically consistent across the undergraduate and graduate educational experience, although the specific focus of student work necessarily changes according to the degree being sought.

The University Learning Goals state that at degree completion, Otterbein graduate students will be:

- **Knowledgeable**
  - Otterbein graduate students will acquire advanced theoretical, empirical and practical knowledge in their field. They will demonstrate understanding of the established and evolving professional and/or academic standards of their discipline.

- **Multi-literate**
  - Otterbein graduate students will use evidence, including technology based databases and appropriate research methods to initiate and reformulate ideas, theories, and concepts. They will communicate reasoned judgments on issues in their field.

- **Engaged**
  - Otterbein graduate students will actively address local and global issues related to their primary field of study. They will complete creative projects reflecting a unique integration of knowledge, theory and practice.

- **Responsible**
  - Otterbein graduate students will demonstrate leadership in their field, upholding professional values and ethical standards. They will exemplify a commitment to honesty and fairness for the betterment of the profession or discipline.

- **Inquisitive**
  - Otterbein graduate students will demonstrate a quest for knowledge, a humility with which to respond to feedback from their peers and a receptivity to new ideas.

\(^1\)\(^2\) - [http://www.otterbein.edu/intranet/academic-affairs/institutional-resources.aspx](http://www.otterbein.edu/intranet/academic-affairs/institutional-resources.aspx)
XI. GUIDELINES FOR GRADUATE PROPOSALS TO ADD COURSES OR MAKE CURRICULAR CHANGES

This document outlines the procedures for submitting curriculum proposals to the Graduate Committee. There are two sections: the guiding principles of Otterbein Curriculum and the proposal format.

A copy of your proposal should be delivered or emailed to Assistant to the Dean, School of Professional Studies on the Wednesday preceding the Graduate Committee meeting.

I. Guiding Principles

The Graduate Programs reflect the important and historic link between liberal arts instruction and specialized education. The humanities, math, sciences, and social sciences combined with professional studies provide essential knowledge necessary for success in student’s chosen careers. Individuals, their environment, and the complex interactions between people, groups, culture, and the physical environment are the subject matter of these traditional disciplines.

Professional fields of study owe much to the insights and skills honed in these areas. Whether one teaches, heals, or produces, an understanding of the “human condition,” its history, culture, and artistic expression provide a backdrop on which to examine human interactions. Further, the natural phenomena studied in mathematics and science gives specialized students an appreciation of environmental constraints they will confront in their working lives. Finally, an awareness of the social and behavioral dimensions of life affords students insights into individual psyche, social groups, and culture necessary to succeed in chosen professions. Whereas the undergraduate curriculum examines the liberal arts/professional link in identifiable courses, the Otterbein graduate curriculum incorporates insights from the liberal arts into each graduate level class as appropriate.

The mission and core values of Otterbein University guide the institution’s developmental trajectory and became the foundation for identifying five broad goals for student learning. From these goals, each academic program across the university has developed more specific student learning outcomes. Otterbein’s learning goals are thematically consistent across the undergraduate and graduate educational experience, although the specific focus of student work necessarily changes according to the degree being sought. Please find the Learning Outcomes listed at www.otterbein.edu/public/TheGraduateSchool/Resources.aspx in the Graduate Handbook.

II. Proposal Format

FROM:  
TITLE:  
DATE:  
VOTE:  
DEPARTMENT:  
SCHOOL:  
For:  
Against:  
Abstain

Proposal: State the nature and effective date of the proposed change/addition/deletion. It would be helpful for the committee to see existing information in contrast to proposed changes. If adding or changing a course:
1. Provide a catalog course description
2. List all prerequisites
3. Identify grade mode (letter grade or pass/fail)
4. Identify with rationale, an enrollment cap

**Rationale:** Give an argument for the change including the following:
1. Why is this proposal desirable?
2. How does this proposal fit with the goals from your departmental review?
3. What will this proposal do to enhance the learning experience of students at Otterbein?
4. Does the proposed change generate any duplication with other courses, either in your department or elsewhere? If so, why is (are) the existing course(s) insufficient to meet your needs?

**Offerings:** For course additions/deletions, include the following:
1. When? Day/evening/weekend?
2. Frequency? Every semester/year/alternate years?
3. For changes in the major, include a sample student schedule/plan of study.
4. What is the net addition/deletion to the curriculum?

**Assessment:** How and when will the department assess the new course(s)/program(s)?

**Academic Support:** (materials, equipment and facilities)—Consider the following:
1. Assessment of present resources
2. Additional materials needed, including library needs
3. Plans for securing such materials
4. Possible funding for needed materials (available in present budget, grants, etc.)

**Staffing:** Note the effect of the proposal on current staffing.
1. What faculty expertise is presently available, or what faculty development will be used to gain such expertise?
2. Will the department take on (more) overloads? (What percentage of your faculty currently teaches overloads?)
3. Will (more) adjuncts be hired? (What percentage of your courses is currently staffed by adjuncts?)
4. Will additional full-time faculty be needed? Does the department plan to request an additional faculty line or lines?
5. What are the short-range and long-range staffing needs the proposed curricular addition would entail?
6. If you are requesting additional faculty, full or part-time, how will you offer the course if funding is denied?
7. Show evidence of discussion with the School Dean concerning staffing.
8. If you are going to need faculty from another department, have you consulted the faculty member and his/her chair?

**Communication:** How will the department plan to communicate the proposed change/addition/deletion to students affected by it?
XII. GUIDELINES FOR GRADUATE PROPOSALS TO ADD PROGRAMS

This document outlines the procedures for submitting new program proposals to the Graduate Committee. There are two sections: the guiding principles of Otterbein Curriculum and the proposal format.

A copy of your proposal should be delivered or emailed to the Assistant to the Dean, School of Professional Studies on the Wednesday preceding the Graduate Committee meeting.

I. Guiding Principles

The Graduate Programs reflect the important and historic link between liberal arts instruction and specialized education. The humanities, math, sciences, and social sciences combined with professional studies provide essential knowledge necessary for success in student’s chosen careers. Individuals, their environment, and the complex interactions between people, groups, culture, and the physical environment are the subject matter of these traditional disciplines.

Professional fields of study owe much to the insights and skills honed in these areas. Whether one teaches, heals, or produces, an understanding of the “human condition,” its history, culture, and artistic expression provide a backdrop on which to examine human interactions. Further, the natural phenomena studied in mathematics and science gives specialized students an appreciation of environmental constraints they will confront in their working lives. Finally, an awareness of the social and behavioral dimensions of life affords students insights into individual psyche, social groups, and culture necessary to succeed in chosen professions. Whereas the undergraduate curriculum examines the liberal arts/professional link in identifiable courses, the Otterbein graduate curriculum incorporates insights from the liberal arts into each graduate level class as appropriate.

The mission and core values of Otterbein University guide the institution’s developmental trajectory and became the foundation for identifying five broad goals for student learning. From these goals, each academic program across the university has developed more specific student learning outcomes. Otterbein’s learning goals are thematically consistent across the undergraduate and graduate educational experience, although the specific focus of student work necessarily changes according to the degree being sought. Please find the Learning Outcomes listed at www.otterbein.edu/public/TheGraduateSchool/Resources.aspx in the Graduate Handbook.

II. Proposal Format

FROM: 
TITLE: 
DATE: 
VOTE: 
DEPARTMENT: For: Against: Abstain: 
ACADEMIC PLANNING: Support: 
Priority: 
SCHOOL: For: Against: Abstain: 

20
Proposal: Building upon the proposal submitted to Academic Planning, include the curriculum for the proposed program.
1. Identify the program's terminal objectives
2. Identify the interconnection of program terminal objectives with the University’s learning goals for graduate programs (complete Appendix A)
3. Include a sample student schedule/plan of study; full-time and part-time, as appropriate
4. Include the actual proposal submitted to Academic Planning

Each new course:
1. Provide a catalog course description, includes # of credit hours and newly designated course number
2. Provide course objectives
3. List all prerequisites
4. Identify grade mode (letter grade or pass/fail)
5. Identify with rationale, an enrollment cap
7. Frequency? Every semester/year/alternate years?

Assessment: How and when will the department assess the new course(s)/program(s)?

Academic Support: (materials, equipment and facilities)—Consider the following:
1. Assessment of present resources
2. Additional materials needed, including library needs
3. Plans for securing such materials
4. Possible funding for needed materials (available in present budget, grants, etc.)

Staffing: Note the effect of the proposal on current staffing.
1. What faculty expertise is presently available, or what faculty development will be used to gain such expertise?
2. Will the department take on (more) overloads? (What percentage of your faculty currently teaches overloads?)
3. Will (more) adjuncts be hired? (What percentage of your courses is currently staffed by adjuncts?)
4. Will additional full-time faculty be needed? Does the department plan to request an additional faculty line or lines?
5. What are the short-range and long-range staffing needs the proposed curricular addition would entail?
6. If you are going to need faculty from another department, have you consulted the faculty member and his/her chair?

Communication: How will the department plan to communicate the proposed change/addition/deletion to students affected by it?
Appendix A
Interconnection of New Program Curriculum with University Graduate Learning Outcomes

<table>
<thead>
<tr>
<th>Terminal Objective*</th>
<th>Knowledgeable</th>
<th>Multi-Literate</th>
<th>Engaged</th>
<th>Responsible</th>
<th>Inquisitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- *Identify each terminal objective, by #, as it corresponds to the University Graduate Learning Outcome. A terminal objective may concur with more than one learning outcome; all University learning objectives should have at least one corresponding program terminal objective.
- **Identify course(s), by course # that corresponds to each University Graduate Learning Outcome. Courses may concur with more than one learning outcome; all University learning objectives should have at least one corresponding course number.
XIII. **Graduate School Policies**

Changes to Graduate School policies can be made with approval from the Graduate Committee. If any policy change that normally requires only Graduate committee approval is deemed by the Graduate Committee to be substantial and significant, then that policy change must obtain the approval of the University Senate as well.

XIV. **University Policies**

Intellectual Property can be found as an Appendix of the Faculty Manual on the Academic Affairs Intranet site.

Institutional Review Board Approval
IRB policies and procedures are described on the Otterbein Intranet site:

http://www.otterbein.edu/public/Academics/AcademicAffairsDivision/sponsored_programs/Student_research/IRB.aspx

XV. **Assessment of Graduate Programs**

Graduate programs use multiple measures to get an accurate reading of how well they are meeting goals and objectives. In addition to measurements aligned with admission and exit criteria (including but not limited to portfolios, performance assessments, course grades, standardized test scores, and capstone projects), survey and focus group data are utilized to inform decisions. Assessment findings are reported on an annual basis to the Graduate Committee.

XVI. **Sponsorship of Faculty and Graduate Student Research**

A. Travel funds for faculty are administered by the School Deans. For application procedures, refer to the Otterbein intranet site:

http://www.otterbein.edu/intranet/academic-affairs/faculty-resources/internal-funding.aspx

B. Institutional Support for Research: Office of Sponsored Programs
The Office of Sponsored Programs manages the grants that Otterbein University receives from corporations, foundations, and federal and state government agencies. Staff members work with our faculty and administrators to obtain and manage support for academic, endowment, capital and other project needs.

C. Student Research Fund
The Student Research Fund has been established to support student research and other scholarly and creative endeavors. Application procedures are described on the Otterbein intranet site:

http://www.otterbein.edu/public/Academics/research-at-otterbein.aspx
D. Sabbatical Leaves
The sabbatical leave program is the primary expression of the University’s commitment to faculty development. As such, faculty is encouraged to prepare proposals which enable them to initiate or continue study, research, or curricular revisions in their academic disciplines. Policies and procedures (including financial support and reporting requirements) are described on the Otterbein intranet site:

http://www.otterbein.edu/home/academicaffairs/FacResources/sabbaticals/sabbaticals.asp

E. Research Funding
Research funding for faculty is available through the Faculty Scholar Development Committee. Information about funding opportunities can be found at:

http://www.otterbein.edu/home/academicaffairs/FacResources/internal_funding.asp
XVII. Graduate School Events

The Graduate School hosts a series of events to build a scholarly community, support graduate students in academic life, and to engage the community:

A. Graduate Symposiums

The Graduate School Symposium Series provokes new thought, stimulates engaging conversations, and promotes collaborations through talks on varied topics of interest. Topic areas range from education, health care, change management, technology innovations, commerce, creative arts, and social justice. The Graduate School Symposium Series facilitates the exchange of ideas and knowledge among faculty, graduate students, and the public. Formal question-and-answer sessions allow deeper inquiry into the session topic. An informal reception allows time for private conversation among attendees and with presenters. Questions get answered. Knowledge gets shared. Graduate Symposia are held once or twice annually. For more information, please go to:

http://www.otterbein.edu/public/TheGraduateSchool/GraduateSchoolSymposium.aspx

B. Graduate Commencement

Graduate Commencement is held once per year, the Saturday afternoon after spring semester. Graduates, with family and friends, are invited to attend commencement which is held on campus. Graduating students are provided, each spring, with information specific to the commencement ceremony and how to rent/purchase academic regalia required for the ceremony.

Graduate Faculty is encouraged to attend Graduate events.

Current link to the Graduate Catalog: http://www.otterbein.edu/public/catalogs

Current link to the Graduate Assistant Policy which is in the Graduate Handbook:
http://www.otterbein.edu/public/TheGraduateSchool/Resources.aspx

Current link to the Graduate Assistant Academic Progress Review Form:
http://www.otterbein.edu/public/TheGraduateSchool/Resources.aspx
Appendix A

Graduate School Organizational Chart

Dean of the Graduate School

Assistant to the Dean

Associate Dean of the Graduate School

Admissions Coordinator

Recruiter/Admissions Counselor

Recruiter/Admissions Counselor

Recruiter/Admissions Counselor

Recruiter/Admissions Counselor
Otterbein University Thesis/Dissertation/Project Submission Sheet

An original print or digital version and one print copy of the thesis, dissertation, or project named below will be provided to the library for processing, binding, and placement in Courtright Memorial Library for use in scholarly research and reference.

PLEASE PRINT CLEARLY

Thesis/Dissertation/Project (circle one) title: _____________________________________________

________________________________________

Keywords

Please list 4-6 keywords or keyword phrases describing your Thesis/Dissertation/Project:

______________________________________  _________________________________________

______________________________________  _________________________________________

______________________________________  _________________________________________

______________________________________  _________________________________________

Author name: ________________________________________________________________

Permanent mailing address: ___________________________________________________
Permanent phone number(s): 

Permanent e-mail address(es): 

Degree/Discipline or Program (i.e., M.A. in History): 

School/Department/Institute offering degree: 

Approved for ETD __Yes __ No  Advisor Signature ________________

For Certification by the Author:

This is to certify that I will save and hold harmless Otterbein University from any damages which may arise from copyright violations of the work named above. I, the undersigned, hereby declare that the electronic format of the dissertation/thesis is a true replica of the examined dissertation/thesis. I have reviewed my submission, and it is complete (all pages are numbered and accounted for).

Thesis/Dissertation/Project author signature    Date

______________________________  ______________________

Thesis/Dissertation/Project received by    Date
Appendix C

Theses and Dissertations (ETD)
Submission Checklist

☐ DEFEND successfully and COMPLETE all revisions as directed by your thesis committee.

☐ REVIEW the formatting guidelines from your program or department.

☐ FOLLOW the website’s ETD Submitting Guidelines carefully.

☐ ENSURE Paper margins be 1.5 inches on the left and at least 1 inch on the top, bottom, and right sides.

☐ INCLUDE a Committee Approval Sheet with original signatures of committee members.

☐ CONVERT your ETD to a PDF file. Your PDF must have all fonts embedded and security restrictions removed. Some helpful information on how to create a properly formatted PDF can be found under “Two important preparation steps” from the ETD webpage.

☐ SUBMIT Thesis/Dissertation/Project Submission Sheet to graduate office after signing and obtaining the signature from your advisor.

☐ SIGN the Author/Contributor Publication Agreement through Otterbein Banner you’re your document has been approved for ETD submission. Go to My Ozone now and click on the My-Banner Icon. Select the Personal Information tab and the Answer a Survey link is at the top; click that link.

☐ UPLOAD your approved PDF file to the OhioLink ETD website at http://etd.ohiolink.edu. If there is a problem with the uploading of the ETD, contact the library.

☐ **CHOOSE**: “Do not upload my paper to UMI...” option during your submission
Appendix D

Graduate Committee

Template to Change The Graduate School Policy Handbook

The proposal was discussed by the Graduate Committee on ___________ and the vote was:

For: ___________  Against: ___________  Abstain: ___________

Proposal:

Effective Date:
Appendix E

Graduate Committee

Template for Changing Course Prefix

From:

Title:

Date:

The proposal was discussed with and approved by the Chair of the ____________ Department.

______________________________________________  __________

(Chair Signature)  (Date)

The proposal was discussed by the Graduate Committee on ____________ and the vote was:

For: _________  Against: _________  Abstain: _________

Proposal: State the nature of the proposed change. Assign PREFIX ### to COURSE TITLE.

Effective Date:

Rationale: Provide a rationale/explanation.

Staffing: Note the effect of the proposal on faculty staffing.

Course Title:

Catalog Description:

Credit Hours:

Communication: How will the department communicate the proposed change to students affected by it?
Appendix F

ACKNOWLEDGEMENT

of

APPELLANT'S RIGHTS

in

GRADUATE ACADEMIC APPEAL PROCESS

I have read the Graduate Academic Appeals process and will follow those procedures.

______________________________
Signature

______________________________
Print Name               Date

Return to The Graduate School
Suite 208 Roush Hall
Otterbein University
Westerville, Ohio  43081

For Questions:
Contact The Graduate School, (208 Roush Hall, 823-3210)
Appendix G

Graduate Assistant Academic Progress Review Form

Name: __________________________________________________________

Position:  10 months _____________________________________________

12 months _____________________________________________

12 months with working breaks _______________________________________

Department: ___________________________________________________

Program/Degree: __________________________________________________

Semester/Year: ___________________________________________________

GPA Semester: __________________________ GPA Cumulative:_______________

Credit hours completed this semester: ________________________________

Making Progress towards Degree: yes____ no____ (GA students must take 18 semester hours/academic year) Comments: _________________________________

Will Graduate Assistant return next semester: yes___ no____

Coach/Supervisor Name: ___________________________________________

Coach/Supervisor Signature: _________________________________________

Phone Extension: __________________________________________________

(To be completed by the direct supervisor after each semester of study and sent to the Assistant of the Dean of The Graduate School)
Appendix H

Links to departmental graduate handbooks/booklets:


Graduate Education MAE booklet:  [www.otterbein.edu/Files/pdf/GradEducation/MAE-program-booklet.pdf](http://www.otterbein.edu/Files/pdf/GradEducation/MAE-program-booklet.pdf)

Graduate Education MAT booklet:  [www.otterbein.edu/Files/pdf/GradEducation/MAT-program-booklet.pdf](http://www.otterbein.edu/Files/pdf/GradEducation/MAT-program-booklet.pdf)


Graduate MBA: no handbook/booklet