November 2013
Graduate Catalog
American College of Education reserves the right to change the content and policies within this catalog and to change the rate of tuition and fees at any time. The College will make reasonable attempts to notify current and prospective students of such changes through methods deemed appropriate by the Board of Trustees and/or the College administration.
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A Note from the Academic Dean

American College of Education welcomes you.

Your College was founded in the digital age, designed to enhance classroom, school, and community leadership skills through online delivery of the highest quality curriculum and services. The result is a vibrant institution that brings graduate study through technology.

As you select your course of study at ACE, you will find a support system for your success. This Catalog is the foundation for learning about how to be a scholar practitioner at ACE. Guideposts for degrees and other offerings are detailed in the Catalog. Policies and procedures provide the means for navigating your program. The Catalog is updated frequently and always available online. However, you are required to fulfill the degree requirements of your program that were published in the Catalog in effect when you first enrolled in the program.

As you interact with colleagues and faculty in courses, you will contribute to and expand our learning community. We welcome you to our community.

Dr. Pi Irwin, Academic Dean
Administrative Office

American College of Education
101 West Ohio Street, Suite 1200
Indianapolis, IN 46204
317-289-9400

Monday – Friday: 9:30 AM to 6:00 PM (ET)

Enrollment Services: 800-280-0307 Option 2
Monday- Thursday 10:00 AM – 9:00 PM (ET)
Friday 10:00 AM – 8:00 PM (ET)
Saturday and Sunday: 11:00 AM – 4:00 PM (ET) (week before term start and week of term start)

Student Support: 800-280-0307 Option 1
Monday – Friday 8:00 AM – 9:00 PM (ET)
Saturday 10:00 AM – 2:00 PM (ET) (week before term start and week of term start)
Sunday 3:00 PM – 7:00 PM (ET) (week before term start and week of term start)

Ownership

American College of Education is a wholly owned subsidiary of Higher Ed Holdings, LLC.
2200 Ross Avenue, Suite 3800, Dallas, TX 75201.
About American College of Education

Background and History

American College of Education was formally incorporated in Illinois on February 25, 2005. Following incorporation, it purchased the intellectual property (the academic programming) of Barat College. American College of Education immediately applied to The Higher Learning Commission of the North Central Association of Colleges and Schools to continue the accreditation of Barat College under its new name and ownership. The Higher Learning Commission approved this request in March 2006. American College of Education’s current accreditation award extends to 2013-2014. American College of Education moved its headquarters from Chicago, Illinois to Indianapolis, Indiana in fall 2011.

American College of Education is committed to providing educational programs for teachers, administrators, and other professionals that will prepare them to meet the challenges of 21st-century students, schools, and communities. In early 2013, ACE launched its first post-master’s degree programs, the Education Specialist (Ed.S.) in Leadership, and the Doctor of Education (Ed.D.) in Leadership. In addition, the Master of Arts in Teaching and Transition to Teaching programs lead to initial teacher licensure in Indiana.

Vision

The vision of American College of Education is simply put: all educators, or those who wish to become educators, ought to be able to gain access to initial or continuing professional education, irrespective of their physical or geographical location, and at a cost that does not burden them with substantial personal debt. American College of Education believes that, through the judicious use of technologies, the appropriate design of instruction, and the provision of a range of ways to support learners, a vision of making further education both practically and financially accessible to all educators, is not only possible, but essential to the future of our country.

Mission

To deliver affordable online degree programs that provide evidence-based content and relevant experiences to improve educators’ knowledge, skills, and performance.

Core Values

American College of Education has established a set of core values that undergird both its mission statement, and the goals/objectives established as guidelines for realizing this mission statement. Those core values are:

• Accountability – We are accountable for our programs and will demonstrate their effectiveness through a multi-mode, multi-level assessment program.
• Affordability – We are committed to establishing and maintaining low-cost, highly affordable education and training programs through scalable and efficient operations.
• Accessibility – We are committed to improving access to graduate programs for traditionally underserved populations.
• Technology – We will use technology to transform the way education and training for 21st-century adult learners is presented, evaluated and delivered.
• Ethics and Integrity – We are committed to ethical principles in relationships with all stakeholders, including students, faculty, staff, and community partners.
• Diversity – Our students and graduates will reflect the diversity of public school educators and will be able to apply a practical knowledge of how to work effectively with diverse populations.
Education for Results

American College of Education is committed to improving the academic achievement of our nation’s P-12 students, especially in high-need, urban areas. The College provides, monitors, and adjusts a results-oriented curriculum. Our candidates receive coursework designed to raise student achievement through evidence-based teaching and learning.

To achieve these goals, the conceptual framework, “Education for Results”, has become the overarching theme for American College of Education. The framework informs the design and development of the College’s operations and instructional practices to ensure that its graduates positively impact our nation’s P-12 students:

**Relevance**
We believe the ultimate measure of our candidates’ mastery of competencies is demonstrated through application in real-world settings; all learning must be relevant to the work and challenges our graduates will experience in their schools.

**Evidence-based**
We believe that effective decision-making, curriculum development, instructional delivery, and assessment must be purposeful and evidence-based and lead to improved student achievement.

**Student-focused**
We believe our graduates must display a passion for the success of their students and serve as change agents in their school districts.

**Unity and diversity**
We believe in creating partnerships with high-need, urban school districts to ensure effective teaching for all students, resulting in improved achievement and, ultimately, closing the achievement gaps between diverse groups.

**Leadership**
We believe all educators, whether teachers or administrators, must serve as leaders with their students, colleagues, and communities to create and cultivate school cultures of continuous improvement.

**Technology**
We believe that our graduates will use current instructional technology to prepare their students for success in an increasingly complex technological society.

**Academic Outcomes**

The academic outcomes underlie all assessment measures, discussion forums, course tests and assignments, capstone experiences, internships, course evaluations, and surveys of students, graduates (exit), alumni, and ACE employees. These outcomes align with the specific program outcomes and course objectives. In this way, the College can look at the same variable across programs and across constituencies to see if these outcomes are achieved and are reported as being achieved.

**Broad Educational Commitments**
Graduates of American College of Education should be prepared to:

1. Create environments and employ or support teaching methods that promote student learning.
2. Develop, promote, and employ assessment methods to measure the success of student learning, and consult and evaluate research regarding student learning.
3. Operate within a context beyond the school, including engaging the local community and responding constructively to state and national guidelines, policies, and regulations.
4. Develop continuously as an education professional, defining possible career paths, engaging ethically in the educational process.
5. Possess and continue to develop specific knowledge related to a field of specialization.
6. Become a leader capable of guiding and shaping a collaborative vision, and as a teacher or administrator taking an active role in continuous progress towards that vision.
7. Establish pathways to stay abreast of current best practices and apply those best practices to continuous improvement and ongoing institutional and academic success.

Professional Skills
Graduates of American College of Education should display the ability to:

1. Develop effective administration plans (administrators) or instructional plans (teachers).
2. Review and conduct research.
3. Use assessment techniques for school improvement (administrators) or assessment tools for classroom instruction (teachers).
4. Write cogently and prepare documents and presentations to undertake educational leadership as administrators or teachers.
5. Use standards, frameworks, and established educational theories to analyze and evaluate school programs, potential for school improvement, individual student needs (administrators) or educational systems, structures, curriculum, technology, student groups, research and publications (teachers).

Accreditation

Regional Accreditation
American College of Education is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (www.ncahlc.org or 312-263-0456). The College’s accreditation includes approval to offer degree programs through distance education via the Internet.

Program Accreditation
American College of Education’s Professional Education Program, M.Ed. in Educational Leadership, which is designed to provide graduate students with the essential knowledge, skills, and abilities to become school principals, is granted accreditation by the Teacher Education Accreditation Council (TEAC) for a period of seven years, from May 3, 2013 to May 3, 2020. This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to TEAC’s quality principles.

American College of Education’s Professional Education Program, M.Ed. in Curriculum and Instruction, which is designed to provide graduate students with the knowledge, skills, and abilities to become instructional leaders in their classrooms, schools, and/or district, is granted accreditation by the Teacher Education Accreditation Council (TEAC) for a period of seven years, from May 3, 2013 to May 3, 2020. This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to TEAC’s quality principles.

American College of Education’s Professional Education Program, M.Ed. in Curriculum and Instruction with a Specialization in ESL/Bilingual, which is designed to provide graduate students with the knowledge, skills, and abilities to work with nonnative speakers of English and to become instructional leaders and advocates in their classrooms, schools, and/or districts, is granted accreditation by the Teacher Education Accreditation Council (TEAC)
for a period of seven years, from May 3, 2013 to May 3, 2020. This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to TEAC’s quality principles.

American College of Education’s Professional Education Program, M.Ed. in Educational Technology, which is designed to prepare graduate students to lead the integration of technology into curriculum, instruction, and assessment in their classrooms, schools, and/or districts, is granted accreditation by the Teacher Education Accreditation Council (TEAC) for a period of seven years, from May 3, 2013 to May 3, 2020. This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to TEAC’s quality principles.

Nondiscrimination/Equal Opportunity

American College of Education does not discriminate on the basis of race, color, religion, national origin, age, gender, disability, citizenship status, ancestry, sexual orientation, marital status, military status or any characteristic protected by law in admission to, access to, treatment in or employment in its programs and activities, except where such conditions may constitute bona fide qualifications for the program or activities in question.

Course Delivery

All of the coursework at American College of Education is completed asynchronously over the Internet, facilitated by qualified faculty. Some programs may also include a face-to-face internship, student teaching, or other field experience.

Advisory Councils and Boards

The College works with appointed boards and committees to develop and enhance the academic offerings and operations of the College. The College’s Program Advisory Committees (PACs) facilitate on-going collaboration among subject matter experts, practitioners, researchers and key faculty members throughout the curriculum review process.

Assessment

The assessment system of American College of Education is linked explicitly to the institutional mission and strategic plan, institutional outcomes, academic outcomes, program outcomes, course objectives, and candidate proficiencies. The system provides a comprehensive assessment of all College operations, uses multiple sources and types of evidence, and involves faculty and staff throughout the institution. The College is dedicated to continuously using assessment data to affect necessary changes in our operations, courses, student learning, and faculty support. Information gathered from multiple assessments is used to improve all programs and processes at the College.
Student Right to Know and Required Public Information

In compliance with regulations and expectations of the Higher Learning Commission, American College of Education’s regional accreditor, the College publishes the following information mandated by the U.S. Department of Education.

Graduation Completion Rates by Gender and Ethnicity

<table>
<thead>
<tr>
<th>Year</th>
<th>Black</th>
<th>White</th>
<th>Hispanic</th>
<th>Non-Res. Alien</th>
<th>Asian</th>
<th>Native Hawaiian</th>
<th>Amer. Indian</th>
<th>Two or more races</th>
<th>Other: Not Reported</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
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<tr>
<td>2013</td>
<td>143</td>
<td>1114</td>
<td>137</td>
<td>18</td>
<td>33</td>
<td>2</td>
<td>7</td>
<td>26</td>
<td>363</td>
<td>539</td>
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<td>2012</td>
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<td>205</td>
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<td>2011</td>
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<td>19</td>
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<td>2010</td>
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<td>53</td>
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<td>2009</td>
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<td>3</td>
<td>21</td>
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* Per IPEDS definitions, Degrees Conferred date range: July 1st to June 30th of the following year. The above table indicates, for example, that 1844 master's degrees were conferred between July 1, 2012 and June 30, 2013. One student earned two degrees within this time period; the demographic statistics here are unduplicated (# of degrees conferred = 1844; # of unduplicated students = 1843).

MASTER'S DEGREES CONFERRED BY PROGRAM: CIP CODE 13.0301 CURRICULUM & INSTRUCTION

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<th>Year</th>
<th>Black</th>
<th>White</th>
<th>Hispanic</th>
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<th>Amer. Indian</th>
<th>Two or more races</th>
<th>Other: Not Reported</th>
<th>Male</th>
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Curriculum & Instruction degrees include all available specializations and concentrations until 2012. As of 2012, C&I ESL and BL Specializations appear in a separate table.

<table>
<thead>
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<th>Year</th>
<th>Curriculum &amp; Instruction</th>
<th>Curriculum &amp; Instruction Dual Degree</th>
<th>Digital Learning &amp; Teaching</th>
<th>K-6 Common Core Mathematics</th>
<th>Louisa Moats Literacy</th>
<th>Sally Ride Science</th>
<th>Total</th>
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<td>2008</td>
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### MASTER'S DEGREES CONFERRED BY PROGRAM: CIP CODE 13.0401 EDUCATIONAL LEADERSHIP

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* Educational Leadership degrees include all available specializations and concentrations.

### MASTER'S DEGREES CONFERRED BY PROGRAM: CIP CODE 13.0501 EDUCATIONAL TECHNOLOGY

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* Educational Technology degrees include all available specializations and concentrations.

### TOTAL CERTIFICATES CONFERRED

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* Per IPEDS definitions, Certificates Conferred date range: July 1st to June 30th of the following year. The above table indicates, for example, that 6 certificates were conferred between July 1, 2012 and June 30, 2013.
### Certificates Conferred by Program: CIP Code 13.0501 Digital Learning and Teaching

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### Licensure Pass Rates

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<th>Illinois Cert 178: 95%</th>
<th>Technology Specialist – Cumulative ACE Pass Rate</th>
<th>Pearson’s testing database</th>
<th>State Pass Rate (latest available data 2010-2011): 87% Cumulative</th>
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<tbody>
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<td>Illinois: Cert 186: 93%</td>
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<td>Pearson’s testing database</td>
<td>State Pass Rate (latest available data 2010-2011): 96% Cumulative</td>
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<td>Florida: FELE 98%</td>
<td>Educational Leadership – Cumulative ACE Pass Rate</td>
<td>Pearson’s testing database</td>
<td>State Pass Rate (latest available data 2012): 91% Cumulative</td>
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<tr>
<td>Texas: 068 Princ 73%</td>
<td>Educational Leadership – Cumulative ACE 1st Attempt Pass Rate</td>
<td>TEXES database</td>
<td>State Pass Rate (latest available data 2011-2012): 76% 1st Attempt</td>
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</table>

### Transfer-Out Rates

- American College of Education does not track Transfer-Out Rates.

### Student Complaint Policy

- Catalog, page 103-104

### Credit Hour Policy and Acceptance of Transfer Credit

- Catalog, pages 88-90
Satisfactory Academic Progress Policy
• Catalog, page 84-86

Attendance Policy
• Catalog, page 72

Process for Withdrawing as a Student
• Catalog, page 74-75

Academic Calendar
• Catalog, pages 21-22

Grading
• Catalog, pages 81-84

Admissions Requirements
• Catalog, pages 62-68

Academic Program Requirements
• Catalog, pages 23-61

Program Faculty with Credentials
• Catalog, pages 148-155

Cost of Attendance including Tuition and Fees
• Catalog, pages 107-110

Applicable Accrediting Agencies and Status
• Catalog, pages 12-13

Tuition Refund Policy
• Catalog, pages 111-114
State Authorization and Program Approvals

- Catalog, pages 156-160

Services and Facilities for Disabled Students

- Catalog, page 69

Student Abroad Program

The College does not have a student abroad program.

Campus Security and Emergency Procedures

In the case of emergencies affecting the physical College offices, the Office of the President uses email and telephone to advise staff and faculty on how services will be provided during the emergency period. Specifically, at the:

Indianapolis Campus and Administrative Offices

Should inclement weather or other emergency conditions result in the closure or delayed opening of the office, the inclement weather line (317-829-9460) will be updated as soon as practical.

Desk phones should be forwarded appropriately should inclement weather result in the closure or delayed opening of the office.

Dallas Auxiliary Office

Should inclement weather or other emergency conditions result in the closure or delayed opening of the office, the inclement weather line (972-232-4139) will be updated as soon as practical.

Desk phones should be forwarded appropriately should inclement weather result in the closure or delayed opening of the office.

In the case of national and local emergencies that affect the delivery of education to the student body, the College administration uses the learning management system, email, web site, social media sites, and telephone to alert students, faculty, and staff to alternate methods to access curriculum in order to continue in studies.
Computer Requirements

Learning Management System Technology Requirements

American College of Education programs are delivered online through the Learning Management System, CANVAS. In order to successfully complete all coursework, students are required to have regular access to a computer with an Internet connection and audio and video playback capabilities and the following minimum technology features:

- PC Windows 2000, Vista, or Windows 7 or Mac OS
- Most tablets, iPads and smart phones
- Any current browser such as Chrome, Firefox, Safari or IE9
- FlashPlayer 9
- 512 MB of RAM (1 GB or more preferred)
- Broadband connection (Courses are video intensive)
- Video display capable of high-color 16-bit display
- A sound card and speakers or headphones
- Current anti-virus software that is kept up-to-date
- Web camera (Highly recommended)
- Adobe Reader
- Microsoft Office is the standard office productivity software used by faculty, students, and staff (alternatives: Open Office or Google Docs)

Other Technology Requirements

American College of Education utilizes and provides the following platforms for all courses:

- Canvas – ACE’s online learning management system that allows students to access their courses and interact with other students and faculty.
- TaskStream – ACE’s electronic portfolio system, which allows students to upload, store, and share their work. TaskStream also allows faculty to provide feedback and readily evaluate each student’s work.
- TurnItIn - A plagiarism detection system, which reviews student papers and publications to ensure that students maintain academic integrity.
# Academic Calendar 2013-2014

## Master’s Degrees and Certificate Programs

ACE operates on a year-round calendar with five-week terms and a one-week break between each term.

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<th>Term start</th>
<th>Admissions Deadline</th>
<th>Payment Deadline</th>
<th>Drop Deadline</th>
<th>End of course</th>
<th>Break</th>
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ACE operates on a year-round calendar with ten-week terms and a one- to two-week break between each term. The first course is offered in a five-week term.

- Apply Deadline
- Cancel/WD or unregister deadline
- Intro course (5 weeks) ends
- 10 week course term ends
- Payment deadline
- Intro course (5 weeks) begins
- 10 week course term begins
- Break

Academic Calendar 2013-2014
Ed.D. and Ed.S. Programs

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Academic Degree Programs and Certificates

Degree Programs*

- M.Ed. in Educational Leadership**
- M.Ed. in Curriculum and Instruction
- M.Ed. in Curriculum and Instruction with the following optional concentrations:
  - Concentration in Digital Learning and Teaching
  - Concentration in Implementing K-6 Common Core Mathematics Standards
  - Concentration in Implementing 6-8 Common Core and State Standards in Mathematics
  - Concentration in Implementing Common Core and State Standards in K-5 English Language Arts
  - Concentration in Implementing Common Core and State Standards in 6-8 English Language Arts
  - Concentration in Louisa Moats Literacy Instruction
  - Concentration in Teaching Science (the Sally Ride Science Teaching program)
  - Concentration in Effective Classroom Management
- M.Ed. in Curriculum and Instruction with a Specialization in English as a Second Language**
- M.Ed. in Curriculum and Instruction with a Specialization in Bilingual Education**
- M.Ed. in Educational Technology
- M.Ed. in Educational Technology with the following optional concentration:
  - Concentration in Digital Learning and Teaching
- M.Ed. in Elementary Education
- Master of Arts in Teaching – Elementary**
- Master of Arts in Teaching – Secondary**
- Ed.S. in Leadership
- Ed.D. in Leadership
  - Track A: Educational and Community Organizations
  - Track B: Online Education

Dual Degree Programs*

American College of Education provides an opportunity for graduates of specific ACE degree programs to earn a second degree in another program. This applies exclusively to graduates of American College of Education. The current opportunities are as follows:

- Graduate with an M.Ed. in Educational Leadership, then earn the M.Ed. in Curriculum and Instruction**
- Graduate with an M.Ed. in Curriculum and Instruction, then earn M.Ed. in Educational Leadership**
- Graduate with an M.Ed. in Curriculum and Instruction, then earn an M.Ed. in Elementary Education
- Graduate with an M.Ed. in Elementary Education, then earn an M.Ed. in Curriculum and Instruction

By taking specific courses, including the Capstone Experience course for the second program, and an internship (for the M.Ed. in Educational Leadership program), the student can earn a second master’s degree. Equivalency credit is granted only for courses that satisfy degree requirements in both programs. After graduation from the first program, a graduate may apply for admission to the second degree program by completing the standard admission process. Completion of the second degree program is dependent on fulfilling the graduation requirements set forth in the Catalog in effect at the time of admission. Once the coursework, including the Capstone Experience, is completed the student may apply for graduation. The degree conferral fee will be assessed at the start of the final course of the second degree program. A degree audit will be completed and notification of graduation will be sent to the student from the Registrar’s Office.

*Some programs are not available in all states. See the Program by Region map on the American College of Education website (http://www.ace.edu/admissions/programs-by-region) for a list of programs available in each state.
Certificate Programs*

American College of Education offers the following master’s level certificates:

- Transition to Teaching – Elementary**
- Transition to Teaching – Secondary**
- Certificate in Digital Teaching and Learning
- Certificate in Implementing K-6 Common Core Mathematics Standards
- Certificate in Implementing 6-8 Common Core and State Standards in Mathematics
- Certificate in Implementing Common Core Standards in K-5 English Language Arts
- Certificate in Implementing Common Core and State Standards in 6-8 English Language Arts
- Certificate in Louisa Moats Literacy Instruction
- Certificate in Teaching Science
- Certificate in Effective Classroom Management
- Certificate in English as a Second Language**
- Certificate in Bilingual Education **

American College of Education offers the following doctoral level certificate:

- Certificate in Community Leadership

Stand – Alone Courses

ACE offers stand-alone courses to Students-at-Large that may lead to an endorsement in Bilingual Education or English as a Second Language in their home state. However, it is the student’s responsibility to know his/her state’s requirements. If a state requires an internship, the student may request one and ACE will provide internship supervision for an additional cost.

*Some programs are not available in all states. See the Program by Region map on the American College of Education website (http://www.ace.edu/admissions/programs-by-region) for a list of programs available in each state.

**Professional Licensure or Certification

Professional licensure, certification, and salary benefit requirements for educators vary from state to state and district to district. American College of Education cannot guarantee licensure, certification, endorsement, or salary benefits. In some states, students may need to satisfy additional requirements for administrator licensure beyond those required in Indiana. It is the students’ responsibility to understand and comply with requirements in the jurisdiction where they choose to work as an administrator. In all cases, students are solely responsible for determining whether they are eligible for licensure in a state and to confirm the precise requirements that must be satisfied to be licensed in that state before beginning the program.

Program Approvals Leading to Licensure or Endorsement

American College of Education makes every effort to keep apprised of the many state regulations pertaining to professional licensure or endorsements and will share this information with prospective and current students. However, it is the prospective and current students’ responsibility to know and keep informed of the regulations in the jurisdiction where they choose to work. As state regulations are subject to change, it is advised that students review the requirements on an ongoing basis throughout their program.

The Master of Education in Educational Leadership program has been approved by the Indiana Department of Education, the Florida Department of Education, the Ohio Department of Education, and the Texas Education Agency as a state-approved program that properly prepares graduates for principal licensure. Indiana state program approval is sometimes necessary for graduates to become licensed in their own states. Prospective students are advised to
verify the licensing requirements with the state administrator licensing board in the jurisdiction where they will seek administrator licensure prior to enrolling in the Master of Education in Educational Leadership program.

The Master of Arts in Teaching and Transition to Teaching programs are approved by the Indiana Department of Education as state-approved programs that properly prepare graduates for initial teacher licensure in Indiana. Licensure in Indiana requires completion of the ACE program, CPR training, and suicide prevention training. For all details on teacher licensure in Indiana, see: http://www.doe.in.gov/student-services/licensing. All graduates or completers of these programs must first obtain the initial teacher license in Indiana. They may then be able to transfer that license into the state in which they elect to teach. Prospective students are advised to verify transfer requirements with the state teacher licensing board in the jurisdiction where they will seek teacher licensure prior to enrolling in the Master of Arts in Teaching or Transition to Teaching programs.

The English as a Second Language (ESL) and the Bilingual Education (BL) course sequences are approved by the Illinois State Board of Education as meeting the course requirements for endorsement in these areas. Prospective students are advised to verify endorsement requirements with the state teacher licensing board in the jurisdiction where they choose to teach prior to enrolling in the ESL or BL courses or specializations.

Professional licensure, certification, and salary benefit requirements for educators vary from state to state and district to district. American College of Education cannot guarantee licensure, certification, endorsement, or salary benefits. In some states, students may need to satisfy additional requirements for teacher or administrator licensure beyond those required in Indiana. It is the students’ responsibility to understand and comply with the requirements in the jurisdiction where they will seek teacher licensure. In all cases, students are solely responsible for determining whether they are eligible for initial licensure in a state and to confirm the precise requirements that must be satisfied in order obtain licensure in that state before beginning the program.
Master of Education (M.Ed.) in Curriculum and Instruction

The Master of Education (M.Ed.) in Curriculum and Instruction program provides educators with the current scientific research, pedagogy, and instructional technology they need to succeed. All courses apply directly to the instructional challenges facing today’s K-12 classrooms, whether urban, suburban or rural, and are designed with the “learn-apply-assess” model to maximize effectiveness and dramatically improve student performance. Through evidence-based instruction, assessments, and comprehensive accountability measures, the College provides K-12 teachers with the tools and resources needed to improve student performance.

Program Outcomes

- Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic achievement for 21st Century learners.
- Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
- Design and implement research-supported assessment plans and strategies that lead to continuous improvement of student achievement.
- Analyze student data and apply research to adapt instruction and to select appropriate materials to improve student performance.
- Apply research-based principles to establish positive, safe, and secure student-centered learning environments.
- Engage in leadership opportunities, research, and participate professionally in ongoing learning. Apply research-based instructional strategies to develop literacy knowledge and skills in reading/language arts and all content areas.

Course List (3 semester credits each, except if noted otherwise)

Education and Teaching Core Courses
- ED5123 Diverse Learners
- ED5013 Assessment Strategies for Improving Learner Outcomes
- ED5053 Community Engagement

Literacy Courses
- LIT5203 Strengthening Literacy

Research Courses
- ED5153 Research Methods

Curriculum and Instruction Courses
- CI5033 Creating Safe and Supportive Classrooms
- CI5313 Curriculum and Instructional Design for Multicultural Classrooms
- CI5333 Student Engagement
- CI5353 Standards-Driven Learning
- CI5393 Teacher Leadership
- CI5423 Community of Learners
- CI5453 Learning with Technology
- CI5091 Capstone Experience for Curriculum and Instruction (1 semester credit)

Total Program Credits for Master of Education (M.Ed.) in Curriculum and Instruction: 37 Semester Credits
Master of Education (M.Ed.) in Curriculum and Instruction with Optional Concentrations

ACE offers eight concentrations within the Master of Education (M.Ed.) in Curriculum and Instruction degree program that students may elect by substituting courses as demonstrated below. Students may also take a concentration course sequence as a Student-at-Large, separate from the Master of Education (M.Ed.) in Curriculum and Instruction degree program.

M.Ed. in Curriculum and Instruction with a Concentration in Digital Learning and Teaching

The M.Ed. in Curriculum and Instruction with a Concentration in Digital Learning and Teaching is designed to help educators re-examine technology, student learning, and classroom structure, as well as the roles of teacher and student. The program explores how to design learning environments supported by technology, integrate digital technology into curriculum to maximize student learning, and evaluate emerging technology for personal and professional productivity.

M.Ed. in Curriculum and Instruction with a Concentration in Implementing K-6 Common Core Mathematics Standards

American College of Education has collaborated with mathematics expert John Woodward, Ph.D., to develop a graduate level mathematics teaching concentration. The research-based coursework provides educators with the knowledge and skills to adapt teaching and curriculum to the Common Core State Standards for Mathematics in grades K-6. Specific areas of mathematical focus include number sense, operations and algebraic thinking, geometry, measurement, data, probability, statistics, fractions, and decimals.

M.Ed. in Curriculum and Instruction with a Concentration in Implementing 6-8 Common Core and State Standards in Mathematics

The M.Ed. in Curriculum and Instruction with a Concentration in Implementing 6-8 Common Core and State Standards in Mathematics is intended to prepare educators to adapt teaching and curriculum to the Common Core State Standards for Mathematics in grades 6-8, in addition to preparing educators to implement their own state standards in mathematics. The research-based coursework engages educators in understanding the concepts of mathematical structure, mathematical reasoning, and mathematical models and tools, essential to the implementation of both the Common Core and state standards.

M.Ed. in Curriculum and Instruction with a Concentration in Implementing Common Core and State Standards in K-5 English Language Arts

The M.Ed. in Curriculum and Instruction with a Concentration in Implementing Common Core and State Standards in K-5 English Language Arts provides educators with the knowledge and skills to adapt teaching and curriculum to the Common Core State Standards for English Language Arts for grades K-5, in addition to state standards in language arts. Educators are prepared to integrate English and language arts applications to develop communication skills across disciplines and in specific areas of emphasis.
M.Ed. in Curriculum and Instruction with a Concentration in Implementing Common Core and State Standards in 6-8 English Language Arts

The M.Ed. in Curriculum and Instruction with a Concentration in Implementing Common Core and State Standards in 6-8 English Language Arts provides educators with the knowledge and skills to adapt teaching and curriculum to the Common Core State Standards for English language arts in grades 6-8, in addition to state standards. Educators are prepared to integrate English and language arts applications to teach students to use language effectively, developing an appreciation for the world beyond the classroom as found in writings and through the use of other literacies in relation to significant historical events and global perspectives.

M.Ed. in Curriculum and Instruction with a Concentration in Louisa Moats Literacy Instruction

The M.Ed. in Curriculum and Instruction with a Concentration in Louisa Moats Literacy Instruction, developed in collaboration with Dr. Louisa C. Moats, is designed to foster enhanced literacy development in students at all levels. This coursework prepares all educators, including English language arts (ELA) teachers, with the foundational knowledge to nurture young readers, meet the challenges of different learning styles, and prepare for the new Common Core State Standards for English language arts. The concentration is based on LETRS® (Language Essentials for Teachers of Reading and Spelling), developed by Dr. Moats. The concentration includes the study of the foundations of reading, phonology, phonics, spelling, teaching vocabulary, fluency, and comprehension.

M.Ed. in Curriculum and Instruction with a Concentration in Teaching Science (The Sally Ride Science Teaching Program)

The M.Ed. in Curriculum and Instruction with a Concentration in Teaching Science provides the information and tools science educators need to inspire their students in K-8 classrooms. Developed in collaboration with Sally Ride Science, founded by Dr. Sally Ride of NASA, this concentration stresses the role of real scientists in motivating student performance, standards-based instruction, literacy, and authentic, real-world application. Key features of the concentration include developing strategies to engage students in science, understanding the foundations of science learning, and implementing inquiry-based science teaching.

M.Ed. in Curriculum and Instruction with a Concentration in Effective Classroom Management

The M.Ed. in Curriculum and Instruction with a Concentration in Effective Classroom Management is designed to help P-12 educators effectively address students’ social, emotional and behavioral concerns. Developed in collaboration with Howard M. Knoff, Ph.D., creator and director of Project ACHIEVE, this program utilizes research-based strategies and best practices for developing effective instructional programs and managing safe, supportive learning environments. Courses focus specifically on Positive Behavior Support Systems (PBSS), social skills instruction, development of student self-management, and the needs of behaviorally challenging students. Current topics such as bullying and cyberbullying are addressed in-depth.

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<td>DL5203 Digital Content for Learning</td>
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<tr>
<td>Effective Classroom Management</td>
<td>CI5033 Creating Safe and Supportive Classrooms ED5053 Community Engagement CI5423 Community of Learners</td>
<td>CI5503 Principles and Practices of Classroom Management CI5513 Developing Student Self-Management Skills CI5523 Interventions for Behaviorally Challenging Students</td>
</tr>
<tr>
<td>Implementing 6-8 Common Core and State Standards in Mathematics</td>
<td>ED5123 Diverse Learners ED5053 Community Engagement CI5423 Community of Learners</td>
<td>MATH5843 CCSS: Mathematical Structure MATH5853 CCSS: Mathematical Reasoning MATH5863 CCSS: Mathematical Models and Tools</td>
</tr>
<tr>
<td>Implementing Common Core and State Standards in K-5 English Language Arts</td>
<td>ED5123 Diverse Learners ED5053 Community Engagement CI5423 Community of Learners</td>
<td>LIT5153 Exploring Foundations of ELA LIT5163 Establishing Communication in ELA LIT5173 Extending Connections beyond ELA</td>
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<td>Implementing Common Core and State Standards in 6-8 English Language Arts</td>
<td>ED5123 Diverse Learners ED5053 Community Engagement CI5423 Community of Learners</td>
<td>LIT5183 Investigating ELA Fundamentals LIT5193 Integrating ELA Concepts LIT5123 Implementing ELA in Context</td>
</tr>
<tr>
<td>Implementing K-6 Common Core Mathematics Standards</td>
<td>ED5123 Diverse Learners ED5053 Community Engagement CI5423 Community of Learners</td>
<td>MATH5813 CCSS: Number Sense, Operations, and Algebraic Thinking MATH5823 CCSS: Measurement, Data and Geometry MATH5833 CCSS: Fractions and Decimals</td>
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<tr>
<td>Louisa Moats Literacy Instruction</td>
<td>ED5123 Diverse Learners ED5053 Community Engagement CI5423 Community of Learners</td>
<td>LIT5713 Foundations of Reading Instruction LIT5723 Literacy Instruction: Phonology, Phonics, and Spelling LIT5733 Vocabulary, Fluency and Comprehension in Reading Instruction</td>
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<tr>
<td>Teaching Science (Sally Ride Teaching Program)</td>
<td>ED5123 Diverse Learners ED5053 Community Engagement CI5423 Community of Learners</td>
<td>SCI5613 Engaging Students in Science SCI5623 Foundations of Science Learning SCI5633 Inquiry-Based Science Teaching</td>
</tr>
</tbody>
</table>
Master of Education (M.Ed.) in Curriculum and Instruction with a Specialization in Bilingual Education

The coursework of the Master of Education (M.Ed.) in Curriculum and Instruction with a Specialization in Bilingual Education program equips teachers to adapt, create, and employ engaging and varied teaching resources for use in a bilingual teaching environment. Educators will prepare to strengthen students' command of their native language while they build English proficiency and mastery of grade-level academic content. The program content is aligned to the National Board for Professional Teaching Standards: English as a New Language.

Program Outcomes

Graduates of the M.Ed. in Curriculum and Instruction with a Specialization in Bilingual Education develop and demonstrate the knowledge and skills to work with non-native speakers of English and help them develop social and academic language skills. In addition, graduates with a Bilingual specialization often support other content areas (math, science, geography, social studies, etc.). Graduates may also use the knowledge gained to be eligible for state endorsement in Bilingual Education. Accomplished teachers of linguistically and culturally diverse learners: (From the National Board for Professional Teaching Standards: English as a New Language Standards) demonstrate the following:

- Apply in-depth knowledge of language development and acquisition and cultural and linguistic diversity to design and implement curriculum and instruction for English learners.
- Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
- Develop assessment instruments, select materials, and monitor learning outcomes to enhance the academic development of English learners.
- Establish a culturally relevant environment by incorporating evidenced-based instructional resources, materials and technology.
- Demonstrate multiple ways to establish and maintain partnerships among school, family, and community, and advocate for the academic and social growth of English learners.
- Engage in ongoing learning and leadership communities to analyze data and instructional practices and conduct research to enhance understanding of new language learners and their academic and social needs.

Course List (3 semester credits each, except if noted otherwise)

**Education and Teaching Core Courses**
- ED5123 Diverse Learners

**Research Courses**
- ED5153 Research Methods

**Curriculum and Instruction Courses**
- CI5313 Curriculum & Instructional Design for Multicultural Classrooms
- CI5353 Standards-Driven Learning
- CI5423 Community of Learners
- CI5453 Learning with Technology

**Bilingual Courses**
- BE5013 Foundations of ESL and Bilingual Education
- BE5023 Assessment of ESL and Bilingual Students
- BE5033 Methods and Materials for Teaching English as a Second Language
- BE5043 Cross-Cultural Studies for Teaching ELLs
• ES5063 Linguistics for TESOL
• BL5063 Methods and Materials for Teaching Bilingual Education
• BE5091 Capstone Experience for Bilingual Education (1 semester credit)

Total Program Credits for Master of Education (M.Ed.) in Curriculum and Instruction with a Specialization in Bilingual Education: 37 Semester Credits

Professional Licensure, Certification or Endorsement

Professional licensure, certification, and salary benefit requirements for educators vary from state to state and district to district. American College of Education cannot guarantee licensure, certification, endorsement, or salary benefits. In some states, students may need to satisfy additional requirements for licensure, certification, or endorsement. It is the students' responsibility to understand and comply with requirements in the jurisdiction where they choose to work as an educator. In all cases, students are solely responsible for determining whether they are eligible for licensure in a state and to confirm the precise requirements that must be satisfied to be licensed in that state before beginning the program.

Internship

As the completion of an internship is not a graduation requirement for M.Ed. in Curriculum and Instruction with BL/ESL specializations:

1. A separate internship course (BE5103 or BL5103) will be offered following completion of all coursework for students in states requiring an internship for endorsement or certification.
2. Upon completion of the M.Ed. in Curriculum and Instruction with BL or ESL specialization degree, students will apply and enroll for the internship course as Students-at-Large.
3. Students will be charged the current tuition rates.
Master of Education (M.Ed.) in Curriculum and Instruction with a Specialization in English as a Second Language (ESL)

The coursework of the Master of Education (M.Ed.) in Curriculum and Instruction with a Specialization in English as a Second Language program addresses the needs of teachers interested in working with linguistically and culturally diverse non-native English speakers. Students will study theories of language acquisition, cultural implications, strategies that promote cultural understanding, and teaching practices that meet the needs of English language learners. The program content is aligned to the National Board for Professional Teaching Standards: English as a New Language.

Program Outcomes

Graduates of the M.Ed. in Curriculum and Instruction with a Specialization in English as a Second Language develop and demonstrate the knowledge and skills to work with linguistically and culturally diverse, non-native speakers of English and help them develop social and academic language skills. In addition, graduates with English as a Second Language specialization often support other content areas (math, science, geography, social studies, etc.). Graduates may also use the knowledge gained to be eligible for state endorsement in English as a Second Language. The program content is aligned with the National Board for Professional Teaching Standards: English as a New Language. Accomplished teachers of linguistically and culturally diverse learners will demonstrate the following:

- Apply in-depth knowledge of language development and acquisition and cultural and linguistic diversity to design and implement curriculum and instruction for English learners.
- Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
- Develop assessment instruments, select materials, and monitor learning outcomes to enhance the academic development of English learners.
- Establish a culturally relevant environment by incorporating evidenced-based instructional resources, materials and technology.
- Demonstrate multiple ways to establish and maintain partnerships among school, family, and community, and advocate for the academic and social growth of English learners.
- Engage in ongoing learning and leadership communities to analyze data and instructional practices and conduct research to enhance understanding of new language learners and their academic and social needs.

Course List (3 semester credits each, except if noted otherwise)

Education and Teaching Core Courses

- ED5123 Diverse Learners

Research Courses

- ED5153 Research Methods

Curriculum and Instruction Courses

- CI5313 Curriculum & Instructional Design for Multicultural Classrooms
- CI5353 Standards-Driven Learning
- CI5423 Community of Learners
- CI5453 Learning with Technology

English as a Second Language Courses

- BE5013 Foundations of ESL and Bilingual Education
- BE5023 Assessment of ESL and Bilingual Students
- BE5033 Methods and Materials for Teaching English as a Second Language
- BE5043 Cross-Cultural Studies for Teaching ELLs
• ES5063 Linguistics for TESOL
• BL5063 Methods and Materials for Teaching Bilingual Education
• BE5091 Capstone Experience for ESL (1 semester credit)

Total Program Credits for Master of Education (M.Ed.) in Curriculum and Instruction with a Specialization in English as a Second Language: 37 Semester Credits

Professional Licensure, Certification, or Endorsement

Professional licensure, certification, and salary benefit requirements for educators vary from state to state and district to district. American College of Education cannot guarantee licensure, certification, endorsement, or salary benefits. In some states, students may need to satisfy additional requirements for licensure, certification, or endorsement. It is the students' responsibility to understand and comply with requirements in the jurisdiction where they choose to work as an educator. In all cases, students are solely responsible for determining whether they are eligible for licensure in a state and to confirm the precise requirements that must be satisfied to be licensed in that state before beginning the program.

Internship

As the completion of an internship is not a graduation requirement for M. Ed. in Curriculum and Instruction with BL/ESL specializations, a separate internship course (BE5103 or BL5103) will be offered following completion of all coursework for students in states requiring an internship for endorsement or certification. Upon completion of the M. Ed. in Curriculum and Instruction with BL or ESL specialization degree, students will apply and enroll for the internship course as Students-at-Large. Students will be charged the current tuition rates.
Master of Education (M.Ed.) in Educational Leadership

The Master of Education (M.Ed.) in Educational Leadership program instructs aspiring school administrators in current scientific research, pedagogy, and instructional technology. Students are empowered to maximize school effectiveness and improve supervision and leadership skills in diverse P-12 school settings. Students will develop the strategies required to lead for learning, including creating a school-wide vision and using data to inform decision-making. The program is aligned with Interstate School Leaders Licensure Consortium (ISLLC) Standards for effective leadership and is designed to create culturally aware and competent administrators.

Program Outcomes

The Educational Leadership program is designed to address the following areas of Leadership: Visionary, Instructional, Administrative and Ethical, School and Community and Social, Political and Legal Leadership. At the conclusion of this program our graduates will be able to:

**Visionary Leadership**
- Develop a vision of learning for the school or district-level community that promotes the academic and social success of all students and effectively assign the vision to the mission or belief statements of the school.
- Formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision. This also requires the ability to collect, interpret, and analyze school data and/or outcomes.
- Develop plans and processes for implementing the vision.
- Demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.
- Monitor through periodic evaluation the effective operationalization of the vision and mission.

**Instructional Leadership**
- Problem solve potential instructional deficiencies in staff to improve overall content delivery and enhance professional development.
- Engage teachers in team building strategies and facilitate the process of developing and maintaining professional learning communities to strengthen instruction and to increase student achievement.
- Strategically plan effective lessons with teachers and engage in data driven decision making to enhance learning for all students.
- Effectively assess instructional proficiencies through classroom observations to determine teacher needs and strengthen effectiveness.
- Evaluate instructional models on an ongoing basis, used by teachers to determine suitability based on student assessment data.

**Administrative and Ethical Leadership**
- Implement skills, concepts, and practices to structure an educationally rich, positive, and safe school environment.
- Create a learning culture inclusive of operations and resources for an efficient and effective learning experience to enhance academic achievement for all students.
- Promote and facilitate the use of instructional tools, strategies, assessments and current technologies. Foster stewardship of the school vision by relaying, executing and promoting the vision to all stakeholders.
- Manage school financial resources effectively; which includes prioritizing decisions based on the schools vision, mission and academic improvement goals.
- Provide information and support for rigorous and relevant professional growth activities that will foster an enthusiastic work environment.
- Expand decision making skills to include equitable considerations, valid data gathering measures and consequence analyses concerning school staff.
- Practice and model ethical behavior at all times.
- Serve as an advocate for all children and promote their continuous development.
School and Community Leadership

• Build strong community relations by modeling and promoting equity, fairness, and respect among faculty, staff, students, parents and community leaders.
• Provide opportunities for stakeholders to develop and use skills in collaboration, shared decision making and responsibility for the purpose of maintaining a comprehensive program of positive home/school relationships.
• Acknowledge and respect the goals, values, and aspirations of diverse family and community groups by engaging the support of business, philanthropic, political, social, and civic or faith based organizations and other resources to enrich the school’s climate, culture and diverse learning infrastructure.
• Maintain a broad communication network throughout the school and community by using a wide variety of print and electronic media modes whiles establishing a high level of visibility and active involvement among stakeholders.

Social, Political and Legal Leadership

• Establish partnerships with social, political, and community leaders to obtain and integrate the resources necessary to build a productive school environment.
• Demonstrate the knowledge of and apply legal, political, social, and economic principles in an institutional framework to enrich the school’s climate, culture and diverse learning infrastructure.
• Foster stewardship of the school vision by relaying, executing and promoting the vision to all stakeholders.
• Promote the success of all students by understanding causes for achievement gaps, while responding to, and influencing educational equity with cultural context.

Course List (3 semester credits each, except if noted otherwise)

Education and Teaching Core Courses

• ED5013 Assessment Strategies for Improving Learner Outcomes
• ED5053 Community Engagement
• ED5123 Diverse Learners

Research Courses

• ED5153 Research Methods

Literacy Courses

• LIT5203 Strengthening Literacy

Leadership Courses

• EL5033 Creating Safe and Supportive Learning Environments
• EL5623 Developing Teachers
• EL5653 Professional Communities of Practice
• EL5703 School Improvement
• EL5723 Resource and Fiscal Management
• EL5753 Law and Policy
• EL5903 Educational Leadership Foundations
• EL5091 Capstone Experience for Educational Leadership (1 semester credit)
• EL5100 Internship Experience for Educational Leadership (non-credit bearing)

Total Program Credits for Master of Education (M.Ed.) in Educational Leadership: 37 Semester Credits
Residents of Texas

Texas students in the Educational Leadership will take the courses with the following designations.

Education and Teaching Core Courses

- EDX5103 Assessment Strategies for Improving Learner Outcomes (TX)
- EDX5053 Community Engagement (TX)
- EDX5123 Diverse Learners (TX)

Leadership Courses

- ELX5033 Creating Safe and Supportive Learning Environments (TX)
- ELX5623 Developing Teachers (TX)
- ELX5653 Professional Communities (TX)
- ELX5703 Campus Improvement (TX)
- ELX5723 Resource and Fiscal Management (TX)
- ELX5753 Law and Policy (TX)
- ELX5903 Educational Leadership Foundations (TX)
- EL5091 Capstone Experience for Educational Leadership (1 semester credit)
- EL5100 Internship Experience for Educational Leadership (non-credit bearing)

Literacy Courses

- LIT5203 Strengthening Literacy (TX)

Research Courses

- EDX5153 Research Methods (TX)

Total Program Credits for Master of Education (M.Ed.) in Educational Leadership: 37 Semester Credits

Internship Experience

The internship is intentionally designed to allow students opportunities to complete internship experiences in tandem with their coursework over the entire program of study. This allows for ongoing feedback to the student to maximize his/her opportunity for growth. The internship activities begin in the second course of the program. It is expected students will complete the internship by the end of all coursework. Students not completing the internship on time will automatically be registered in an internship extension course at additional cost. Details and requirements related to the internship experiences may be found in the Internship and Capstone Handbook within the student’s online portfolio. If students are unable to complete their internship by the end of coursework, they may be enrolled in an internship extension course no more than five (5) times. Students unable to successfully complete the internship requirements after five (5) extensions will be administratively withdrawn from the College.

Internship Requirements for State Licensure

The Educational Leadership program's internship requirement, regardless of the requirements of the state in which the student intends to seek licensure, is 120 hours. If candidates need to complete additional hours to meet requirements in the state in which they seek licensure, ACE will supervise those hours at the request of the student for an additional tuition cost after the degree is conferred. The student will apply as a Student-at-Large for the extension course.
Location of School-Based Internships, Field Experiences and/or Student Teaching

Internship, student teaching, and/or field experience activities are designed to be compatible with the US school system. In order to best support students, ensure appropriate supervision and equivalent experiences, students must complete all field experiences and/or internship activities in the United States, Canada, Guam, Puerto Rico, or the U.S. Virgin Islands. Students with special circumstances (such as working at a Department of Defense School) may apply for a Clinical Experience Exception Approval.

American College of Education does not offer visas or other types of work permits. Securing any necessary authorization is the responsibility of the student. All admitted students must be eligible to work within and agree to complete all requirements in the United States, Canada, Guam, Puerto Rico, or the U.S. Virgin Islands.

Clinical Experience Exception Approval Process

Clinical experience is defined as any required experience in a school setting including field experiences, internships, and/or student teaching. Students in special circumstances may seek approval to complete their internship, student teaching and/or field experiences outside of the jurisdictions listed above. Special circumstances include, but are not limited to, Department of Defense schools or American-based international schools. Students may not enroll in a course with an internship, student teaching, and/or other field experience without being granted prior approval by the Office of Field Experiences through the process outlined in the Student Teaching Handbook.

Professional Licensure, Certification, or Endorsement

Professional licensure, certification, and salary benefit requirements for educators vary from state to state and district to district. American College of Education cannot guarantee licensure, certification, endorsement, or salary benefits. In some states, students may need to satisfy additional requirements for licensure, certification, or endorsement. It is the students’ responsibility to understand and comply with requirements in the jurisdiction where they choose to work as an educator. In all cases, students are solely responsible for determining whether they are eligible for licensure in a state and to confirm the precise requirements that must be satisfied to be licensed in that state before beginning the program.

Suicide Prevention Training

Effective July 1, 2013, the Indiana Department of Education may not issue an initial teaching license (includes instructional, student services and administrative licenses) at any grade level to an applicant unless the applicant shows evidence that the applicant has successfully completed education and training on the prevention of child suicide and the recognition of signs that a student may be considering suicide. This requirement does not apply to a completed license application submitted and paid for in the LVIS online application system prior to July 1, 2013 even though the license may not be processed by licensing advisors or OELD staff until July 1, 2013 or after.

Evidence-based Training

For a list of all evidence-based suicide prevention training and resources, visit the Indiana Cares website at www.indiana cares.org/programs.html. The resources listed on the Indiana Cares website are as follows:

- Suicide prevention training: QPR (Question, Persuade, Refer) and safeTALK
- Suicide intervention training: ASIST (Applied Suicide Intervention Skills Training)
- Suicide postvention training (responding to a suicide death): Connect
- Means restriction training: CALM (Counseling on Access to Lethal Means)
- Clinician training on risk assessment and management of suicidal clients: AMSR (Assessing and Managing Suicide Risk)

Visit the Indiana State Suicide Prevention website (http://www.in.gov/issp/files/Teacher_Trainings_SB4_chart.pdf) for additional information on suicide prevention training programs. Please email licensinghelp@doe.in.gov with additional questions.
Master of Education (M.Ed.) in Educational Technology

The Master of Education (M.Ed.) in Educational Technology program prepares candidates to serve as technology leaders. Specifically, candidates will acquire the knowledge, skills, and dispositions to support learning through the use of technology, and to provide professional development and technical assistance to educators. Courses apply to the classroom and other educational environments. This program is not designed to meet licensure or endorsement requirements.

Program Outcomes

The Master of Education in Educational Technology degree program was designed to align with the technology facilitator standards set forth by the International Society of Technology in Education (ISTE). These outcomes include the ability to:

- Practice the integration of technology in educational environments to facilitate experiences that address the diverse needs of all learners.
- Choose experiences and assessments that apply technology to engage learners through the implementation of research-based instructional strategies.
- Design, develop, and implement technology-rich programs that model best practices in teaching, learning, and assessment.
- Analyze research data and use the results to modify instructional methods and content and to guide learners.
- Model safe, healthy, legal, and ethical uses of digital information and technology to teach digital citizenship and global awareness.
- Participate in ongoing professional learning, research, and leadership in the profession.

Course List (3 semester credits each, except if noted otherwise)

Curriculum and Instruction Courses
- CI5393 Teacher Leadership

Research Courses
- ED5153 Research Methods

Education and Teaching Core Courses
- ED5013 Assessment Strategies for Improving Learner Outcomes
- ED5123 Diverse Learners

Digital Learning and Teaching/Technology Courses
- ET5013 Responsible Technological Change
- ET5023 Information Access and Evaluation
- ET5033 Technology for Learning and Assessment
- ET5043 Technology Curriculum and Planning
- ET5053 Design of Learning Environments
- ET5063 Technology for Staff Development
- ET5073 Educational Technology Planning
- ET5083 Educational Technology Systems Management
- ET5091 Capstone Experience for Educational Technology (1 semester credit)

Total Program Credits for Master of Education (M.Ed.) in Educational Technology: 37 Semester Credits
Master of Education (M.Ed.) in Educational Technology with Optional Concentrations

ACE offers a concentration within the Educational Technology program that students may take by substituting courses as demonstrated below. Students may also take the concentration course sequence as a Student-at-Large, separate from the Educational Technology degree program.

M.Ed. in Educational Technology with a Concentration in Digital Learning and Teaching

The M.Ed. in Educational Technology with a Concentration in Digital Learning and Teaching prepares candidates to serve as technology leaders and emphasizes new ways of thinking about technology and integration in the classroom. Candidates will acquire the knowledge and skills to support learning through the use of technology, and to provide professional development and technical assistance to educators. There will be an emphasis on how to design learning environments supported by technology, integrate technology into curriculum to maximize student learning, and student/teacher roles in the classroom. This program is not designed to meet licensure or endorsement requirements.

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Substitute these Courses</th>
<th>With these Courses</th>
</tr>
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<tbody>
<tr>
<td>Digital Learning and Teaching</td>
<td>ET5013 Responsible Technological Change</td>
<td>DL5013 The Digital Learner</td>
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<td></td>
<td>CI5393 Teacher Leadership</td>
<td>DL5023 The Digital Educator</td>
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<td></td>
<td>ET5053 Design of Learning Environments</td>
<td>DL5103 Instructional Models for Digital Learning</td>
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</table>
Master of Education in Elementary Education

The Master of Education (M.Ed.) in Elementary Education is designed for already licensed elementary educators who seek to build their understanding of elementary pedagogy, integrate digital technology into instruction, and use assessment methods effectively to respond to students’ needs. Students will learn how to increase student achievement during the critical early years by evaluating and designing instructional methods appropriate for the developmental needs of elementary learners.

Program Outcomes

- Design curricula and deliver evidenced-based instruction that is responsive to student diversity and differences, and promotes high achievement for all students.
- Apply standards-based, data-driven decision making and integrated, differentiated instruction using appropriate technologies and tools to improve the achievement for all students.
- Develop and implement evidence-based assessment strategies, and use assessment results to inform instructional decision making.
- Demonstrate the requirements for well-organized, student-centered, positively managed, and safe learning environments, and analyze their impact on instructional effectiveness and student achievement.
- Participate in continuous professional learning and inquiry, and collaborate with others in a community of learners to improve student achievement.
- Conduct research to improve practice, and apply knowledge of scientifically-based research to plan and deliver instruction for the purpose of improving the achievement of all students.
- Describe areas of the law that are relevant to teaching and learning, and demonstrate behavior that reflects the high ethical standards of the teaching profession.

Course List (3 semester credits each, except if noted otherwise)

Education and Teaching Core Courses
- ED5193 Foundations of Education
- ED5123 Diverse Learners
- ED5013 Assessment Strategies for Improving Learner Outcomes
- EE5091 Capstone Experience in Elementary Education (1 semester credit)

Research Courses
- ED5153 Research Methods

Curriculum and Instruction Courses
- CI5313 Curriculum and Instructional Design for Multicultural Classrooms
- CI5353 Standards-Driven Learning
- CI5393 Teacher Leadership

Digital Learning and Teaching/Technology Courses
- DL5013 The Digital Learner
- DL5023 The Digital Educator

Select One of the Following Tracks

Literacy Track
- LIT5053 Emerging Literacy for Elementary Teachers
- LIT5073 Developing Literacy: Integrating Skills for Elementary Teachers
• LIT5223 Strengthening Literacy for Elementary Education

Content Area Track
• SCI5073 Science Instruction in Elementary Education
• MATH5083 Mathematics Instruction in Elementary Education
• LIT5143 Social Studies and Language Arts for Elementary Teachers

Total Program Credits for Master of Education (M.Ed.) in Elementary Education: 37 Semester Credits
Master of Arts in Teaching (M.A.T.) – Elementary and Transition to Teaching (T2T) in Elementary Education Certificate

The Master of Arts in Teaching (M.A.T.) - Elementary (MAT) is designed for individuals who hold a bachelor’s degree in a field other than education and decide to become teachers. The program is not designed for teachers who already have initial teacher certification, other than those graduate students who have completed a Transition to Teaching (T2T) program. The MAT program leads to initial K-6 teacher certification in Indiana. Candidates gain understanding of child development as they learn and apply instructional and assessment strategies to improve achievement of elementary students’ achievement in reading, mathematics, social studies, and science.

The Transition to Teaching (T2T) program in Elementary Education prepares candidates to manage K-6 classrooms and meet the needs of elementary students. Candidates research best practices and ways to guide their students toward success. Candidates master the foundations of literacy, learn how to integrate digital technology into their instruction, and enter the classroom with student teaching experience. The graduate certificate program leads to an initial elementary generalist teacher license in Indiana. Students who do not reside in Indiana should determine requirements for applying the Indiana initial license for teacher licensure in their state of residence. All courses in this program can be applied to a Master of Arts in Teaching-Elementary at American College of Education.

Program Outcomes

• Design and deliver instruction that is responsive to student diversity and differences and promotes high achievement for all students.
• Support the achievement of all students through standards-based, data-driven decision making and integrated, differentiated instruction that effectively uses appropriate technologies and tools.
• Demonstrate in-depth understanding of assessment, and use assessment results to inform instructional decision making.
• Recognize the importance of well-organized, positively managed, and safe learning environments and their impact on instructional effectiveness and student achievement.
• Engage in continuous professional growth, inquiry, and research, and collaborate with others to improve student achievement and to maintain the high ethical standards of the teaching profession.
• Use knowledge of scientifically based research to plan and deliver instruction in content areas, including reading, language arts, math, science, social students, fine arts, health, wellness, and physical education, for the purpose of improving the achievement of all students

Transition to Teaching Course List (3 semester credits each, except if noted otherwise)

Education and Teaching Core Courses
• EDTT5021 Orientation to Elementary Teaching (1 semester credit)
• EDTT5131 Student Teaching Seminar (1 semester credit)
• EDTT5161 Elementary Student Teaching (1 semester credit)

Literacy Courses
• LIT5213 Strengthening Literacy for Elementary Teacher Preparation
• LIT5043 Emerging Literacy for Elementary Teacher Preparation
• LIT5063 Developing Literacy: Integrating Skills in Elementary Teacher Preparation
• LIT5113 Social Studies and the Language Arts for Elementary Teacher Preparation

Mathematics Course
• MATH5073 Mathematics Instruction for Elementary Teacher Preparation
Science Course
  • SCI5083 Science Instruction for Elementary Teacher Preparation

Digital Learning and Teaching/Technology Course
  • DL5013 The Digital Learner

Total Program Credits for T2T in Elementary Education Certificate: 24 Semester Credits

Master of Arts in Teaching (M.A.T.) Additional Course List (3 semester credits each unless noted otherwise)

Education and Teaching Core Courses
  • EDTT5013 Assessment for Elementary Teachers
  • EDTT5053 Community Engagement for Elementary Teachers
  • EDTT5153 Research Methods for Elementary Teachers
  • EDTT5091 Capstone Experience for Elementary and Secondary Teachers (1 semester credit)

Total Program Credits for Master of Arts in Teaching (M.A.T.) - Elementary: 34 Semester Credits

Location of School-Based Internship, Field Experiences or Student Teaching

Internship, student teaching, and/or field experience activities are designed to be compatible with the US school system. In order to best support students, ensure appropriate supervision and equivalent experiences, students must complete all field experiences and/or internship activities in the United States, Canada, Guam, Puerto Rico, or the U.S. Virgin Islands. Students with special circumstances (such as working at a Department of Defense School) may apply for a Clinical Experience Exception Approval.

American College of Education does not offer visas or other types of work permits. Securing any necessary authorization is the responsibility of the student. All admitted students must be eligible to work within and agree to complete all requirements in the United States, Canada, Guam, Puerto Rico, or the U.S. Virgin Islands.

Clinical Experience Exception Approval Process

Clinical experience is defined as any required experience in a school setting including field experiences, internships, and/or student teaching. Students in special circumstances may seek approval to complete their internship, student teaching and/or field experience activities outside of the jurisdictions listed above. Special circumstances include, but are not limited to, Department of Defense schools or American-based international schools. Students may not enroll in a course with an internship, student teaching, and/or other field experience without being granted prior approval by the Office of Field Experiences through the process outlined in the Student Teaching Handbook.

Professional Licensure

The Transition to Teaching (T2T) programs are approved by the Indiana Department of Education for an initial teacher license. In addition to completion of the T2T program, Indiana has other teacher licensing requirements, including but not limited to, CPR training and suicide prevention training. For Indiana teacher licensing requirements, see: http://www.doe.in.gov/student-services/licensing. All certificate completers must first obtain initial teaching licensure in Indiana before applying for a teacher license in the state in which the student intends to teach. Some states may have additional licensure requirements. Students are solely responsible for determining whether they are eligible for initial licensure in the state in which they intend to teach. It is vitally important that students know before enrolling and remain continually aware of their own state licensure requirements.
Licensure Testing
It is the responsibility of the candidate to know the requirements of and to make appropriate arrangements to complete required licensure testing for the state of Indiana and the state in which they intend to teach.

Suicide Prevention Training
Effective July 1, 2013, the department may not issue an initial teaching license (includes instructional, student services and administrative licenses) at any grade level to an applicant for an initial teaching license unless the applicant shows evidence that the applicant has successfully completed education and training on the prevention of child suicide and the recognition of signs that a student may be considering suicide. This requirement does not apply to a completed license application submitted and paid for in the LVIS online application system prior to July 1, 2013 even though the license may not be processed by licensing advisors or OELD staff until July 1, 2013 or after.

Evidence-based Training
For a list of all evidence-based suicide prevention training and resources, visit the Indiana Cares website at www.indianacares.org/programs.html. The resources listed on the Indiana Cares website are as follows:

- Suicide prevention training: QPR (Question, Persuade, Refer) and safeTALK.
- Suicide intervention training: ASIST (Applied Suicide Intervention Skills Training)
- Suicide postvention training (responding to a suicide death): Connect
- Means restriction training: CALM (Counseling on Access to Lethal Means)
- Clinician training on risk assessment and management of suicidal clients: AMSR (Assessing and Managing Suicide Risk)

Visit the Indiana State Suicide Prevention website (http://www.in.gov/issp/files/Teacher_Trainings_SB4_chart.pdf) for additional information on suicide prevention training programs. Please email licensinghelp@doe.in.gov with additional questions.
Master of Arts in Teaching (M.A.T.) - Secondary and Transition to Teaching (T2T) in Secondary Education Certificate

The Master of Arts in Teaching (M.A.T.) - Secondary is designed for individuals who hold a bachelor’s degree in a field other than education and who decide to become secondary teachers. The program is not designed for teachers who already have initial teacher certification, other than those graduate students who have completed a Transition to Teaching (T2T) program. The M.A.T. program leads to secondary teacher certification in Indiana. Candidates gain understanding of adolescent development as they learn and apply instructional and assessment strategies to improve achievement of secondary students’ in content specific areas.

The Transition to Teaching (T2T) program in Secondary Education prepares candidates to meet the changing needs of today’s grade 5-12 adolescent students. Candidates learn how to structure core content classes, utilize best practices, incorporate digital tools into the learning environment, and differentiate instruction for diverse learners. The graduate certificate program leads to an initial secondary teacher license in Indiana. Students who do not reside in Indiana should determine requirements for applying the Indiana initial license for teacher licensure in their state of residence. All courses in this program can be applied to a Master of Arts in Teaching-Secondary at American College of Education.

Program Outcomes

- Design and deliver instruction that is responsive to student diversity and differences and promotes high achievement for all students.
- Apply standards-based, data-driven decision-making and integrated differentiated instruction using appropriate technologies and tools to improve the achievement of all students.
- Demonstrate in-depth understanding of assessment, and use assessment results to inform instructional decision-making.
- Establish well organized, positively managed, and safe learning environments, and analyze their impact on instructional effectiveness and student achievement.
- Engage in continuous professional growth, inquiry, and research, and collaborate with others to improve student achievement and to maintain the high ethical teaching standards of the profession.
- Use knowledge of scientifically based research to plan and deliver instruction in content areas, including reading, language arts, math, science, social studies, fine arts, health, wellness, and physical education, for the purpose of improving the achievement of all students.

Transition to Teaching Course List (3 semester credits each unless noted otherwise)

Education and Teaching Core Courses
- EDTT5031 Orientation to Secondary Teaching (1 semester credit)
- EDTT5353 Adolescent Development and the Learning Process
- EDTT5333 Content Specific Methodology
- EDTT5313 Instructional Practice and Delivery
- EDTT5141 Secondary Student Teaching Seminar (1 semester credit)
- EDTT5171 Secondary Student Teaching (1 semester credit)

Literacy Courses
- LIT5313 Literacy in the Content Areas

Digital Learning and Teaching/Technology Courses
- DL5013 The Digital Learner

Total Program Credits for T2T in Secondary Education Certificate: 18 Semester Credits
Master of Arts in Teaching (M.A.T.) Additional Course List (3 semester credits each unless noted otherwise)

Education and Teaching Core Courses
- EDTT5091 Capstone Experience for Elementary and Secondary Teachers (1 semester credit)
- ED5013 Assessment Strategies for Improving Learner Outcomes
- ED5053 Community Engagement

Digital Learning and Teaching/Technology Courses
- DL5023 The Digital Educator

Curriculum and Instruction Courses
- CI5033 Creating Safe and Supportive Classrooms

Research Courses
- ED5153 Research Methods

Total Program Credits for Master of Arts in Teaching (M.A.T.) - Secondary: 34 Semester Credits

Location of School-Based Internships, Field Experiences, or Student Teaching

Internship, student teaching, and/or field experience activities are designed to be compatible with the US school system. In order to best support students, ensure appropriate supervision and equivalent experiences, students must complete all field experiences and/or internship activities in the United States, Canada, Guam, Puerto Rico, or the U.S. Virgin Islands. Students with special circumstances (such as working at a Department of Defense School) may apply for a Clinical Experience Exception Approval.

American College of Education does not offer visas or other types of work permits. Securing any necessary authorization is the responsibility of the student. All admitted students must be eligible to work within and agree to complete all requirements in the United States, Canada, Guam, Puerto Rico, or the U.S. Virgin Islands.

Clinical Experience Exception Approval Process

Clinical experience is defined as any required experience in a school setting including field experiences, internships, and/or student teaching. Students in special circumstances may seek approval to complete their internship, student teaching and/or field experiences outside of the jurisdictions listed above. Special circumstances include, but are not limited to, Department of Defense schools or American-based international schools. Students may not enroll in a course with an internship, student teaching, and/or other field experience without being granted prior approval by the Office of Field Experiences through the process outlined in the Student Teaching Handbook.

Professional Licensure

The Transition to Teaching (T2T) programs are approved by the Indiana Department of Education for an initial teacher license. In addition to completion of the T2T program, Indiana has other teacher licensing requirements, including but not limited to, CPR training and suicide prevention training. For Indiana teacher licensing requirements, see: http://www.doe.in.gov/student-services/licensing. All certificate completers must first obtain initial teaching licensure in Indiana before applying for a teacher license in the state in which the student intends to teach. Some states may have additional licensure requirements. Students are solely responsible for determining whether they are eligible for initial licensure in the state in which they intend to teach. It is vitally important that students know before enrolling and remain continually aware of their own state licensure requirements.
Licensure Testing

It is the responsibility of the candidate to know the requirements of and to make appropriate arrangements to complete required licensure testing for the state of Indiana and the state in which they intend to teach.

Suicide Prevention Training

Effective July 1, 2013, the department may not issue an initial teaching license (includes instructional, student services and administrative licenses) at any grade level to an applicant for an initial teaching license unless the applicant shows evidence that the applicant has successfully completed education and training on the prevention of child suicide and the recognition of signs that a student may be considering suicide. This requirement does not apply to a completed license application submitted and paid for in the LVIS online application system prior to July 1, 2013 even though the license may not be processed by licensing advisors or OELD staff until July 1, 2013 or after.

Evidence-based Training

For a list of all evidence-based suicide prevention training and resources, visit the Indiana Cares website at www.indianacares.org/programs.html. The resources listed on the Indiana Cares website are as follows:

- Suicide prevention training: QPR (Question, Persuade, Refer) and safeTALK.
- Suicide intervention training: ASIST (Applied Suicide Intervention Skills Training)
- Suicide postvention training (responding to a suicide death): Connect
- Means restriction training: CALM (Counseling on Access to Lethal Means)
- Clinician training on risk assessment and management of suicidal clients: AMSR (Assessing and Managing Suicide Risk)

Visit the Indiana State Suicide Prevention website (http://www.in.gov/issp/files/Teacher_Trainings_SB4_chart.pdf) for additional information on suicide prevention training programs. Please email licensinghelp@doe.in.gov with additional questions.
Dual Degrees

The dual degree programs at American College of Education provide an opportunity for graduates of specific ACE degree programs to earn a second degree in another ACE program. This applies exclusively to graduates of American College of Education. The current opportunities are as follows:

- Graduate with a M.Ed. in Curriculum and Instruction, then earn M.Ed. in Educational Leadership
- Graduate with a M.Ed. in Educational Leadership, then earn the M.Ed. in Curriculum and Instruction
- Graduate with a M.Ed. in Elementary Education, then earn an M.Ed. in Curriculum and Instruction
- Graduate with a M.Ed. in Curriculum and Instruction, then earn an M.Ed. in Elementary Education

By completing specific courses, including the Capstone Experience course for the second program, and any required internship requirement (M.Ed. in Educational Leadership), the student can earn a second master’s degree. Equivalency credit is granted only for courses that satisfy degree requirements in both programs. Equivalency credit can be applied to no more than two degrees; a graduate seeking a third master’s degree at ACE must earn the full number of credits required of the degree through a degree plan approved by the Department Chair. After graduating from the first program, a graduate may apply for admission to the second degree by completing the standard admission process. Conferral of the second degree is dependent on fulfilling the graduation requirements set forth in the Catalog in effect at the time of admission to the second program. Once the coursework, including the Capstone Experience, is completed, the student may apply for graduation. The degree conferral fee will be assessed at the start of the final course of the second program. A degree audit will be completed and notification of graduation will be sent to the student from the Registrar’s Office.

M.Ed. in Educational Leadership for Graduates of the M.Ed. in Curriculum and Instruction

Graduates of the American College of Education M.Ed. in Curriculum and Instruction program are eligible to earn a second degree, the M.Ed. in Educational Leadership by completing the following sequence of eight courses, which includes an internship and capstone experience. This option applies exclusively to graduates of American College of Education.

Dual Degree Courses (3 semester credits each unless noted otherwise)

Leadership Courses

- EL5903 Educational Leadership Foundations
- EL5753 Law and Policy
- EL5703 School Improvement
- EL5623 Developing Teachers
- EL5723 Resource and Fiscal Management
- EL5653 Professional Communities of Practice
- EL5100 Internship Experience for Educational Leadership (non-credit bearing)
- EL5091 Capstone Experience for Educational Leadership (one semester credit)

Total Program Credits for Master of Education (M.Ed.) in Educational Leadership for Graduates of the Master of Education (M.Ed.) in Curriculum and Instruction: 19 Semester Credits

Professional Licensure, Certification, or Endorsement

Professional licensure, certification, and salary benefit requirements for educators vary from state to state and district to district. American College of Education cannot guarantee licensure, certification, endorsement, or salary benefits. In some states, students may need to satisfy additional requirements for licensure, certification, or endorsement. It is the students’ responsibility to understand and comply with requirements in the jurisdiction where they choose to work.
as an educator. In all cases, students are solely responsible for determining whether they are eligible for licensure in a state and to confirm the precise requirements that must be satisfied to be licensed in that state before beginning the program.

**M.Ed. in Curriculum and Instruction for Graduates of the M.Ed. in Educational Leadership**

Graduates of the American College of Education M.Ed. in Educational Leadership program are eligible to earn a second degree, the M.Ed. in Curriculum and Instruction, by completing a sequence of seven courses, which includes a capstone experience. This option applies exclusively to graduates of American College of Education.

**Dual Degree Courses** (3 semester credits each unless noted otherwise)

**Curriculum and Instruction Courses**
- CI5353 Standards-Driven Learning
- CI5423 Community of Learners
- CI5333 Student Engagement
- CI5313 Curriculum & Instructional Design for Multicultural Classrooms
- CI5393 Teacher Leadership
- CI5091 Capstone Experience for Curriculum and Instruction (one semester credit)

**Digital Learning and Teaching/Technology Courses**
- DL501 The Digital Learner

Total Program Credits for Master of Education (M.Ed.) in Curriculum and Instruction for Graduates of the Master of Education (M.Ed.) in Educational Leadership: 19 Semester Credits

**M.Ed. in Curriculum and Instruction for Graduates of the M.Ed. in Elementary Education**

Graduates of the American College of Education M.Ed. in Elementary Education program are eligible to earn a second degree, the M.Ed. in Curriculum and Instruction, by completing a sequence of seven courses, which includes a capstone experience. This option applies exclusively to graduates of American College of Education.

**Dual Degree Courses** (3 semester credits each unless noted otherwise)

**Curriculum and Instruction Courses**
- CI5333 Student Engagement
- CI5423 Community of Learners
- CI5453 Learning with Technology
- CI5033 Creating Safe and Supportive Classrooms
- CI5091 Capstone Experience for Curriculum and Instruction (one semester credit)

**Education and Teaching Core Courses**
- ED5053 Community Engagement

**Literacy Courses**
- LIT5203 Strengthening Literacy
Total Program Credits for Master of Education (M.Ed.) in Curriculum and Instruction for Graduates of the Master of Education (M.Ed.) in Elementary Education: 19 Semester Credits

M.Ed. in Elementary Education for Graduates of the M.Ed. in Curriculum and Instruction

Graduates of the American College of Education M.Ed. in Curriculum and Instruction program are eligible to earn a second degree, the M.Ed. in Elementary Education, by completing a sequence of seven courses, which includes a capstone experience. This option applies exclusively to graduates of American College of Education.

Dual Degree Courses (3 semester credits each unless noted otherwise)

Education and Teaching Core Courses
- ED5193 Foundations of Education
- EE5091 Capstone Experience in Elementary Education (1 semester credit)

Digital Learning and Teaching/Technology Courses
- DL5013 The Digital Learner
- DL5023 The Digital Educator

Select from the Literacy Track or the Content Area Track

Literacy Track:
- LIT5053 Emerging Literacy for Elementary Teachers
- LIT5073 Developing Literacy: Integrating Skills for Elementary Teachers
- LIT5223 Strengthening Literacy for Elementary Education

Content Area Track:
- SCI5073 Science Instruction for Elementary Teachers
- MATH5083 Mathematics Instruction for Elementary Teachers
- LIT5143 Social Studies and Language Arts for Elementary Teachers

Total Program Credits for Master of Education (M.Ed.) in Elementary Education for Graduates of the Master of Education (M.Ed.) in Curriculum and Instruction: 19 Semester Credits
Education Specialist (Ed.S.) in Leadership

The Education Specialist degree is a practitioner’s degree at the post-master’s level for those who seek advanced credentials but not a full doctoral degree with a dissertation requirement. The objective of the degree is to develop skills and competencies that will make the student a more effective teacher, administrator, or leader. The Ed.S. in Leadership is designed principally for educators and other leaders who already possess licensure or certification as a teacher or school administrator, and who wish to expand their understanding of evidence-based leadership. The degree does not lead to professional licensure nor does it include an internship.

Program Outcomes

- Collaborate in diverse communities of learning and build partnerships with states, school districts, or other organizations
- Contribute to solutions for complex problems of practice
- Analyze and promote best practices in leadership
- Demonstrate evidence-based decision-making, integrating principles of equity, ethics, and social justice
- Develop and implement personal- or organization-level technology knowledge and skills
- Demonstrate critical thinking and mastery of content knowledge

Course List (3 semester credits each unless noted otherwise)

Leadership Courses
- LEAD6001 Introduction to Advanced Studies (1 semester credit)
- LEAD6103 Evidence-based Learning and Teaching
- LEAD6113 Ethical Leadership and Social Justice
- LEAD6123 Management of Financial Resources
- LEAD6133 Models of Leadership and Coaching
- LEAD6143 Strategic Operations Planning and Innovation
- LEAD6153 Policy and Governance
- LEAD6163 Management of Human Capital
- LEAD6183 Grants Writing for Leaders
- CAP6923 Capstone in Leadership

Research Courses
- RES6003 Applied Statistics
- RES6013 Research Methods
- RES6011 Research Tool: APA & Bibliographic Software (1 semester credit)
- RES6021 Research Tool: Creating and Analyzing Measures (1 semester credit)

Seminar Courses
- SEM6601 Doctoral Seminar I (1 semester credit)

Attendance at one seminar is required. The seminars may be held in conjunction with national conferences and/or professional meetings. Students will bear all the related costs of the seminar which may include transportation, food, hotel, and conference registration. At the seminar, students will present a summary of an emerging real-world issue and engage in peer reviews.

Total Program Credits for the Education Specialist (Ed.S.) in Leadership: 37 Semester Credits
Doctor of Education (Ed.D.) in Leadership

The Doctor of Education (Ed.D.) in Leadership prepares graduate students to contribute to their professional communities as leaders who address real-world problems through evidence-based decision-making. Students engage with other professionals in their specific fields, including partners ranging from school districts and state government to businesses and nonprofits, to apply skills and knowledge to complex problems of practice. Doctoral students select an emphasis in either Educational and Community Organizations or Online Education. In addition to highly interactive, project-based coursework, students will pursue original research in leadership culminating with a dissertation. A faculty advisor and a doctoral committee will provide guidance.

Program Outcomes

• Contribute to professional knowledge bases through the dissemination of applied research.
• Collaborate in diverse communities of learning and build partnerships with states, school districts, or other organizations.
• Contribute to solutions for complex problems of practice.
• Analyze and promote best practices in leadership.
• Demonstrate evidence-based decision-making, integrating principles of equity, ethics, and social justice.
• Develop and implement personal- or organization-level technology knowledge and skills.
• Demonstrate critical thinking and mastery of content knowledge.

Course List (3 semester credits each unless noted otherwise)

Leadership Courses

• LEAD6001 Introduction to Advanced Studies (1 semester credit)
• LEAD6103 Evidence-based Learning and Teaching
• LEAD6113 Ethical Leadership and Social Justice
• LEAD6123 Management of Financial Resources
• LEAD6133 Models of Leadership and Coaching
• LEAD6143 Strategic Operations Planning and Innovation
• LEAD6153 Policy and Governance
• LEAD6163 Management of Human Capital
• LEAD6173 Global Perspectives
• LEAD6183 Grants Writing for Leaders

Research Courses

• RES6003 Applied Statistics
• RES6013 Research Methods
• RES6023 Quantitative Research Designs
• RES6033 Qualitative Research Designs
• RES6011 Research Tool: APA & Bibliographic Software (1 semester credit)
• RES6021 Research Tool: Creating and Analyzing Measures (1 semester credit)
• RES6031 Research Tool: Information Display Strategies (1 semester credit)
• RES6903 Dissertation I
• RES6913 Dissertation II

Seminar Courses

• SEM6601 Doctoral Seminar I (1 semester credit)
• SEM6611 Doctoral Seminar II (1 semester credit)
• SEM6621 Doctoral Seminar III (1 semester credit)
Emphasis Tracks

Students will select one of two emphasis tracks.

Track A: Educational and Community Organizations

- ORG6203 Partnerships and Community
- ORG6213 Emerging Technology in Organizations
- ORG6223 Communications and Advocacy for Leaders
- ORG6233 Organizational Behavior and Culture

Track B: Online Education

- TECH6303 Online Learning and Teaching
- TECH6313 Creating Online Collaboration and Communities
- TECH6323 Designing Courses and Programs
- TECH6333 Online Teaching and Assessment

Attendance at three Doctoral Seminars is required. Seminars may be held in conjunction with national conferences and/or professional meetings. Students will bear all the related costs of the seminar, which may include transportation, food, hotel, and conference registration.

As a culminating experience, each Ed.D. student will write a dissertation, either collecting data or analyzing existing data. The student will work closely with a mentor and a committee throughout their candidacy to develop the research proposal and prepare the final product.

Total Program Credits for the Doctor of Education (Ed.D.) in Leadership: 64 Semester Credits
Bridge Courses: Transition from Quarter-to-Semester Credits

As of January 2013, American College of Education began offering semester credit courses to all new incoming students, all re-entering students and all students changing their program. Conversion to semester credits for all other students began on June 3, 2013.

A quarter credit is worth 2.67 semester credits. Students who earned quarter credits may find themselves in need of additional credits to meet the total semester credit requirement for their program. To help students meet the required credits, and to prevent unnecessary course retakes, ACE has developed bridge courses for each program. There are three bridge courses in each program worth 1, 2, or 3 semester credits. After converting the quarter credits to semester credits and calculating how many semester credits are needed, a student may be required to take one or more bridge courses if there is a deficit of credits in the quarter to semester credit conversion. If a student is required to take more than one bridge course, the highest credit bridge course will be scheduled first, then the next highest credit bridge course next.

To assist with the transition from quarter credits to semester credits, all bridge courses will be free of charge during 2013 for re-entry students whose Last Date of Attendance was before March 1, 2013 and who re-enter ACE and take the bridge course(s) during 2013.

NOTE: Any student who withdraws or is administratively withdrawn from the College on or after March 01, 2013 and re-enters will be charged the semester credit tuition and fees for any needed bridge courses even if the bridge courses are taken during 2013.

NOTE: Any student who changes their program on or after March 1, 2013 will be charged the semester credit tuition and fees for any needed bridge courses even if the bridge courses are taken during 2013.

The bridge courses are:

**Master of Education (M.Ed.) in Curriculum and Instruction**
- CI5913 Independent Study for Curriculum and Instruction (3 credits)
- CI5912 Independent Study for Curriculum and Instruction (2 credits)
- CI5911 Independent Study for Curriculum and Instruction (1 credit)

**Master of Education (M.Ed.) in Educational Leadership**
- EL5603 Independent Study for Educational Leadership (3 credits)
- EL5602 Independent Study for Educational Leadership (2 credits)
- EL5601 Independent Study for Educational Leadership (1 credit)

**Master of Education (M.Ed.) in Curriculum and Instruction - ESL/BL Specializations**
- EB5403 Independent Study in ELLs or Bilingual Education (3 credits)
- EB5402 Independent Study in ELLs or Bilingual Education (2 credits)
- EB5401 Independent Study in ELLs or Bilingual Education (1 credit)

**Master of Education (M.Ed.) in Educational Technology**
- ET5803 Independent Study for Educational Technology (3 credits)
- ET5802 Independent Study for Educational Technology (2 credits)
- ET5801 Independent Study for Educational Technology (1 credit)

Complete details regarding bridge courses may be found at: http://www.ace.edu/student-affairs/quarter-to-semester-conversion-guide.
Transition to Teaching in Elementary Education Certificate

The Transition to Teaching (T2T) program in Elementary Education prepares candidates to manage K-6 classrooms and meet the needs of elementary students. Candidates research best practices and ways to guide their students toward success. Candidates master the foundations of literacy, learn how to integrate digital technology into their instruction, and enter the classroom with student teaching experience. The graduate certificate program leads to an initial elementary generalist teacher license in Indiana. Students who do not reside in Indiana should determine requirements for applying the Indiana initial license for teacher licensure in their state of residence. All courses in this program can be applied to a Master of Arts in Teaching-Elementary at American College of Education.

Transition to Teaching Courses (3 semester credits each, except if noted otherwise)

Education and Teaching Core Courses
- EDTT5021 Orientation to Elementary Teaching (1 semester credit)
- EDTT5131 Student Teaching Seminar (1 semester credit)
- EDTT5161 Elementary Student Teaching (1 semester credit)

Literacy Courses
- LIT5213 Strengthening Literacy for Elementary Teacher Preparation
- LIT5043 Emerging Literacy for Elementary Teacher Preparation
- LIT5063 Developing Literacy: Integrating Skills in Elementary Teacher Preparation
- LIT5113 Social Studies and the Language Arts for Elementary Teacher Preparation

Mathematics Courses
- MATH5073 Mathematics Instruction for Elementary Teacher Preparation

Science Courses
- SCI5083 Science Instruction for Elementary Teacher Preparation

Digital Learning and Teaching/Technology Courses
- DL5013 The Digital Learner

Total Certificate Credits for Transition to Teaching (T2T) Elementary: 24 Semester Credits

Professional Licensure or Certification

The Transition to Teaching (T2T) programs are approved by the Indiana Department of Education for an initial teacher license. In addition to completion of the T2T program, Indiana has other teacher licensing requirements, including but not limited to, CPR training and suicide prevention training. For Indiana teacher licensing requirements, see: http://www.doe.in.gov/student-services/licensing. All certificate completers must first obtain initial teaching licensure in Indiana before applying for a teacher license in the state in which the student intends to teach. Some states may have additional licensure requirements. Students are solely responsible for determining whether they are eligible for initial licensure in the state in which they intend to teach. It is vitally important that students know before enrolling and remain continually aware of their own state licensure requirements.

Licensure Testing
It is the responsibility of the candidate to know the requirements and to make appropriate arrangements to complete required licensure testing for the state of Indiana and the state in which they intend to teach.
Transition to Teaching in Secondary Education Certificate

The Transition to Teaching (T2T) program in Secondary Education prepares candidates to meet the changing needs of today’s grade 5-12 adolescent students. Candidates learn how to structure core content classes, utilize best practices, incorporate digital tools into the learning environment, and differentiate instruction for diverse learners. The graduate certificate program leads to an initial secondary teacher license in Indiana. Students who do not reside in Indiana should determine requirements for applying the Indiana initial license for teacher licensure in their state of residence. All courses in this program can be applied to a Master of Arts in Teaching-Secondary at American College of Education.

Transition to Teaching Courses (3 semester credits each unless noted otherwise)

Education and Teaching Core Courses

• EDTT5031 Orientation to Secondary Teaching (1 semester credit)
• EDTT5353 Adolescent Development and the Learning Process
• EDTT5333 Content Specific Methodology
• EDTT5313 Instructional Practice and Delivery
• EDTT5141 Secondary Student Teaching Seminar (1 semester credit)
• EDTT5171 Secondary Student Teaching (1 semester credit)

Literacy Courses

• LIT5313 Literacy in the Content Areas

Digital Learning and Teaching/Technology Courses

• DL5013 The Digital Learner

Total Certificate Credits for Transition to Teaching (T2T): 18 Semester Credits

Professional Licensure

The Transition to Teaching (T2T) programs are approved by the Indiana Department of Education for an initial teacher license. In addition to completion of the T2T program, Indiana has other teacher licensing requirements, including but not limited to, CPR training and suicide prevention training. For Indiana teacher licensing requirements, see: http://www.doe.in.gov/student-services/licensing. All certificate completers must first obtain initial teaching licensure in Indiana before applying for a teacher license in the state in which the student intends to teach. Some states may have additional licensure requirements. Students are solely responsible for determining whether they are eligible for initial licensure in the state in which they intend to teach. It is vitally important that students know before enrolling and remain continually aware of their own state licensure requirements.

Licensure Testing

It is the responsibility of the candidate to know the requirements and to make appropriate arrangements to complete required licensure testing for the state of Indiana and the state in which they intend to teach.

Certificate in Digital Learning and Teaching

American College of Education helps educators use technology to captivate students’ interest and build on their innate curiosity. Through the research-based graduate certificate in Digital Learning and Teaching, educators from all disciplines will gain new ways of thinking about technology, student learning, and classroom structure as they reconsider the roles of student and teacher. All courses in this certificate program can be applied to an M.Ed. in Curriculum and Instruction or an M.Ed. in Educational Technology at American College of Education.
Each course in this certificate program carries 3 semester credits.

- DL5013 The Digital Learner
- DL5023 The Digital Educator
- DL5103 Instructional Models for Digital Learning

Total Certificate Credits for Digital Learning and Teaching: 9 Semester Credits

Certificate in Implementing K-6 Common Core Mathematics Standards

American College of Education has collaborated with mathematics expert John Woodward, Ph.D., to develop a graduate-level mathematics teaching program. The research-based certificate provides educators with the knowledge and skills to adapt teaching and curriculum to the Common Core State Standards for Mathematics in grades K-6. All courses in this certificate program can be applied to a M.Ed. in Curriculum and Instruction at American College of Education.

Each course in this certificate program carries 3 semester credits.

- MATH5813 CCSS: Number Sense, Operations, and Algebraic Thinking
- MATH5823 CCSS: Measurement, Data, and Geometry
- MATH5833 CCSS: Fractions and Decimals

Total Certificate Credits for Implementing K-6 Common Core Mathematics Standards: 9 Semester Credits

Certificate in Implementing 6-8 Common Core and State Standards in Mathematics

This research-based certificate provides educators with the knowledge and skills to adapt teaching and curriculum to the Common Core State Standards and individual state standards in mathematics for grades 6-8. Educators research and apply essential content standards and standards of mathematical practice in development of instructional and assessment strategies for use with 6th-8th grade mathematics students. All courses in this certificate program can be applied to a M.Ed. in Curriculum and Instruction at American College of Education.

Each course in this certificate program carries 3 semester credits.

- MATH5843 CCSS: Mathematical Structure
- MATH5853 CCSS: Mathematical Reasoning
- MATH5863 CCSS: Mathematical Models and Tools

Total Certificate Credits for Implementing 6-8 Common Core and State Standards in Mathematics: 9 Semester Credits

Certificate in Implementing Common Core and State Standards in K-5 English Language Arts

This research-based certificate provides educators with the knowledge and skills to adapt teaching and curriculum to the Common Core and State Standards in English Language Arts for grades K-5. Educators are prepared to integrate English and language arts applications to develop communication skills across disciplines and in specific areas of emphasis.
Each course is 3 semester credits each.

- LIT5153 Exploring Foundations of ELA
- LIT5163 Establishing Communication in ELA
- LIT5173 Extending Connections Beyond ELA

Total Certificate Credits for Implementing Common Core and State Standards in K-5 English Language Arts: 9 Semester Credits

Certificate in Implementing Common Core and State Standards in 6-8 English Language Arts

This research-based certificate provides educators with the knowledge and skills to adapt teaching and curriculum to the Common Core State Standards and individual state standards in English language arts for grades 6-8. Educators are prepared to integrate English and language arts applications to develop communication skills across disciplines and in specific areas of emphasis. All courses in this certificate program can be applied to a M.Ed. in Curriculum and Instruction at American College of Education.

Each course in this certificate program carries 3 semester credits.

- LIT5183 Investigating ELA Fundamentals
- LIT5193 Integrating ELA Concepts
- LIT5213 Implementing ELA in Context

Total Certificate Credits for Implementing Common Core and State Standards in 6-8 English Language Arts: 9 Semester Credits

Certificate in Louisa Moats Literacy Instruction

This literacy certificate, featuring concepts developed by literacy expert Louisa Moats, Ed.D., prepares educators and English language arts (ELA) teachers with the foundational knowledge to nurture young readers, meet the challenges of different learning styles, and prepare for the Common Core State Standards for English Language Arts. Candidates learn effective strategies in teaching reading and spelling grounded in scientific theory and research. They will be prepared to apply the essential components of vocabulary, fluency, and comprehension to lesson plans, classroom instruction, and critical one-on-one interventions. All courses in this certificate program can be applied to a M.Ed. in Curriculum and Instruction at American College of Education.

Each course in this certificate program carries 3 semester credits.

- LIT5713 Foundations of Reading Instruction
- LIT5723 Literacy Instruction: Phonology, Phonics, and Spelling
- LIT5733 Vocabulary, Fluency and Comprehension in Reading Instruction

Total Certificate Credits for Louisa Moats Literacy Instruction: 9 Semester Credits

Certificate in Teaching Science

The certificate in Teaching Science (The Sally Ride Science Teaching Program) helps science educators inspire their students in K-8 classrooms. Developed in collaboration with Sally Ride Science, founded by Dr. Sally Ride of NASA fame, this certificate uniquely supports dedication to bringing STEM education to young students. All courses in this certificate program can be applied to a M.Ed. in Curriculum and Instruction at American College of Education.
Each course is 3 semester credits.

- SCI5613 Engaging Students in Science
- SCI5623 Foundations of Science Learning
- SCI5633 Inquiry-Based Science Teaching

Total Certificate Credits for Teaching Science: 9 Semester Credits

Certificate in Effective Classroom Management

Dr. Howard M. Knoff, a renowned expert in the field of classroom management and director of Project ACHIEVE, collaborated with American College of Education to develop this classroom management certificate. Candidates learn research-based strategies and best practices for developing effective instructional programs and managing safe, supportive learning environments. This graduate certificate provides practical, field-tested approaches in the related areas of classroom discipline and behavior management. All courses in this certificate program can be applied to a M.Ed. in Curriculum and Instruction at American College of Education.

Each course in this certificate program carries 3 semester credits.

- CI5503 Principles and Practices of Classroom Management
- CI5513 Developing Student Self-Management Skills
- CI5523 Interventions for Behaviorally Challenging Students

Total Certificate Credits for Effective Classroom Management: 9 Semester Credits

Certificate in English as a Second Language

The graduate level certificate in English as a Second Language is intended for teachers interested in working with students who are English Language Learners. By applying current research and best practices, educators learn strategies to support students as they learn English and master subject-specific content. All courses in this certificate program can be applied to a M.Ed. in Curriculum and Instruction with a Specialization in English as a Second Language at American College of Education.

Each course in this certificate program carries 3 semester credits.

- BE5013 Foundations of ESL and Bilingual Education
- BE5023 Assessment of ESL and Bilingual Students
- BE5033 Methods and Materials for Teaching English as a Second Language
- BE5043 Cross-Cultural Studies for ELLs
- ED5123 Diverse Learners
- ES5063 Linguistics for TESOL

Total Certificate Credits for English as a Second Language: 18 Semester Credits

Certificate in Bilingual Education

The graduate level certificate in bilingual education is intended for teachers interested in working with students who are non-native English speakers. Students will explore theories of language acquisition, cultural implications, and teaching practices that address the instructional needs of non-native English speakers. All courses in this certificate program can be applied to a M.Ed. in Curriculum and Instruction with a Specialization in Bilingual Education at American College of Education.
Each course in this certificate program carries 3 semester credits

- BE5013 Foundations of ESL and Bilingual Education
- BE5023 Assessment of ESL and Bilingual Students
- BE5033 Methods and Materials for Teaching English as a Second Language
- BE5043 Cross-Cultural Studies for ELLs
- ED5123 Diverse Learners
- BL5063 Methods and Materials for Teaching Bilingual Education

Total Certificate Credits for Bilingual Education: 18 Semester Credits

Certificate in Community Leadership

The doctoral-level certificate provides community leaders an opportunity to strengthen skills in collaboration and developing partnerships while acquiring evidence-based knowledge. The three courses focus on grant writing skills, ethical leadership, and emerging technology for community leaders. All courses in this certificate program can be applied to an Ed.D. in Leadership at American College of Education.

Each course in this certificate program carries 3 semester credits.

- LEAD6183 Grant Writing for Leaders
- LEAD6113 Ethical Leadership and Social Justice
- ORG6213 Emerging Technology in Organizations

Total Certificate Credits for Community Leadership: 9 Semester Credits

Certificate vs. Certification

There is a difference between a “certificate” and “certification”. A certification is granted from an external agency, such as a state professional licensing board. A certificate at ACE is a document indicating completion of a specific set of courses. Upon completion of a certificate program, the student may request an official transcript at www.iwantmytranscript.com/ace.
Stand – Alone Courses and NBCT Credit

PDELFL Educational Leadership Test Preparation (for Florida Residents Only)
This non-credit bearing professional development course provides an examination of the standards and competencies of educational leadership in Florida – Instructional Leadership, Operational Leadership, and School Leadership – and the skills that principals exhibit as a result of mastering these competencies. The course provides preparation for the Florida Educational Leadership Examination (FELE), including the written performance assessment.

The FELE Prep course is a comprehensive review of the material tested in the exam. The course includes video information, data reviews, discussion boards, practice exams, writing samples and a study guide. The course allows students to work at their own pace as they review for the 6.5 hour exam versus attending a one-day (8-hour) cram session. Feedback is provided, and students will have an opportunity to ask questions from professors who have both taken and passed the exam or have written for the FELE in recent years.

PDELTX Educational Leadership Test Preparation (for Texas Residents Only)
This non-credit bearing module covers requirements for Texas Educational Leadership (EL) student participation in the (TExES) Principal Exam (068) administered by Educational Testing Service (ETS) on behalf of the Texas Education Agency (TEA). This self-paced module contains an exam overview, video lectures, readings, study notes, and suggested resources.

Texas Educational Leadership students are provided access to this module as they begin their sixth course in the program. There are no due dates for completion of the module components, however, interns are required to complete each component and pass the practice exam with a score of at least 80% prior to being cleared for test registration.

Interns will be cleared for registration if they have:

• Completed the 160 hour internship required of Texas M.Ed. in Educational Leadership students,
• Completed all components of the test prep module, and
• Scored 80% or better on the practice test.

NBCT Credit
Teachers may convert their National Board of Professional Teaching Standards (NBPTS) work into college credit* with American College of Education:

• NBCT-0001 National Board Certification Candidacy: Complete Score – Independent Study (4.5 quarter credit hours = 3 semester hours).
• NBCT-0002 National Board Certification: Certification Accomplishment – Independent Study (9 quarter credit hours = 6 semester hours).
• NBCT-0003 National Board Recertification: Advanced Professional Growth – Independent Study (4.5 quarter credit hours = 3 semester hours).

*Important note: once converted into college credit, NBPTS work does not transfer into American College of Education master’s degree programs. Students receiving NBPTS college credit will still be required to take the full sequence of required courses.
Admissions

Admission Statuses

Full Admission: A status assigned to a student who has met all requirements for admission.

Provisional Admission: A status assigned to student whose:

- Cumulative GPA (grade-point average) is between 2.50 and 2.75 (M.Ed.) in the last degree earned or in the last 60 hours attempted in the degree earned, but who otherwise meets the College admission requirements; or
- Official transcripts for previous course work have not been received by American College of Education, but proof of the request and an unofficial transcript has been submitted.

Provisional Admission remains in place for the first two courses. If the student’s cumulative GPA does not reach 3.0 after the first two courses, or if the official transcripts are not received by the end of the first course, the student will be administratively withdrawn.

Note: Ed.S., Ed.D., M.A.T. and T2T applicants are not eligible for provisional admission.

Denied: Applicants who do not meet the admission requirements are denied admission. A denied applicant may re-apply once he/she believes that admission requirements can be met.

Application and Fee

An applicant applies for admission to American College of Education by completing the online Admission Application form at www.ace.edu and paying the $50.00 nonrefundable admission fee. The application and fee are valid for one year, after which they are considered expired if the applicant has not completed the entire admissions process. Prospective students are encouraged to contact an enrollment specialist with questions about the College or the admissions process.

Notification of Admission Decision

Once all required admission documents are received, an applicant’s file is reviewed. If the applicant meets the admission requirements, he/she is either fully admitted or provisionally admitted. Applicants are notified of their acceptance through an email.

Enrollment and Registration

Once admitted, students are automatically registered for all courses in their degree or certificate program. Students must meet their obligation to pay tuition by the payment deadline in order to maintain access to their courses. (See the Academic Calendar.)

Employees as Students

American College of Education encourages employees to continue to learn. Employees who enroll in an ACE course must meet the admission and academic course requirements established for all students.

In order to ensure a conflict of interest does not occur when an employee of American College of Education is enrolled in one or more ACE courses, employees:

- Will have restricted access (the role/view of “student”) to any course in employee’s degree program.
- Will recuse themselves from any decisions or action regarding courses in their degree program.
- Will complete all course work participation and assignments outside of regular job duties or office hours as defined by their immediate supervisor.
- Will not access a different section and obtain quiz answers for their course.
- Will not access course, change grades, or open test/progress monitors/assignments.
Faculty will not rely on a student-employee for administrative assistance or technical assistance, but should be referred to a non-student employee.

Master of Education (M.Ed.) Admission Requirements

Applicants to the Master of Education (M.Ed.) programs at American College of Education must:

- Complete and submit the Admission Application form and application fee, and Enrollment Agreement; and
- Provide either:
  - Official sealed transcripts documenting successful completion of an undergraduate degree and all post-baccalaureate coursework or degree, if applicable, from a regionally accredited institution(s) with a cumulative GPA of 2.75 OR
  - Official sealed transcripts documenting a cumulative GPA of 2.75 for the last 60 hours attempted in the degree earned.

Applicants whose overall GPA, or GPA in the last 60 hours attempted in the degree earned is below 2.50 will not be admitted.

- Additional evidence may be required to fulfill state requirements, including but not limited to verification of professional experience, test scores, or an interview.

Applicants for the M.Ed. in Curriculum and Instruction programs and the M.Ed. in Educational Leadership program must provide documentation of a teaching license or school service personnel license (according to specific state requirements), or a school services certificate. If applicants to the Curriculum and Instruction or the Educational Leadership programs do not have a teaching certificate, they may document their teaching status by providing evidence of satisfactory teaching performance from the chief academic officer of the school at their current employment.

State Specific Requirements – Ohio and Texas

Texas Residents applying for admission to the M.Ed. in Educational Leadership program must:

- Be interviewed by the Department Chair.
- Submit an Education Leadership essay.
- Have their school district submit a sealed Teacher Service Record.

Ohio Residents applying for admission to the M.Ed. in Educational Leadership program must:

- Submit an Education Leadership essay.
- Submit two (2) letters of recommendation.

(The listed Ohio specific admissions requirements are effective as of the November 18, 2013 term start date.)

Master of Arts in Teaching (MAT) and Transition to Teaching (T2T) Admission Requirements

Applicants to the Master of Arts in Teaching (M.A.T.) and Transition to Teaching (T2T) programs at American College of Education must:

- Complete and submit the Admission Application form, application fee, and Enrollment Agreement;
- Provide official sealed transcripts documenting successful completion of an undergraduate degree and all post-baccalaureate coursework or degree, if applicable, from a regionally accredited institution(s) with a cumulative GPA of 3.0 OR
- If an applicant has a cumulative GPA below 3.0 but above 2.5, he/she must have at least 5 years of documented professional experience related to the content area in which the applicants seeks licensure.
• Provide evidence of passing scores on the Indiana Department of Education required examinations. The passing score is determined by the Indiana Department of Education.

Please note: Per the Indiana Department of Education:

The following additional assessments/routes are acceptable to document basic skills competency at the time of admission to a teacher preparation program:

- ACT with a score of at least 24 based on Math, Reading, Grammar, and Science
- SAT with a score of at least 1100 based on Critical Reading and Math
- GRE with a score of at least 1100 based on Verbal and Quantitative prior to 8/1/11
- GRE with a score of at least 301 based on Verbal and Quantitative after 8/1/11; or
- Praxis I composite score of at least 527 based on Reading, Writing, and Math.

ACT, SAT, and GRE scores do not include writing.

• Pass criminal background check from Safe Hiring Solutions.

For M.A.T. – Elementary and T2T in Elementary Education applicants: submit evidence of passing scores on required Indiana examination for Elementary Education: Multiple Subjects.


For additional information on testing requirements, please visit either the Indiana Department of Education website (http://www.doe.in.gov/licensing/teacher-testing) or the Indiana Core Assessments website (http://www.in. nesinc.com/).

Doctor of Education (Ed.D.) and Education Specialist (Ed.S.) in Leadership Admission Requirements

Applicants to the Doctor of Education (Ed.D.) in Leadership and Education Specialist (Ed.S.) in Leadership programs must:

• Complete and submit the Admission Application form and application fee, and Enrollment Agreement.
• Provide official sealed transcripts documenting successful completion of a master’s or doctoral-level degree with a 3.0 cumulative grade point average from a regionally accredited institution.
• Submit a current curriculum vitae (preferred) or resume.
• Submit a writing sample showing a brief representation or conceptualization of the applicant’s skills or personal background and goals.
• Submit a goal statement, demonstrating a clear expression of purpose and anticipated personal and professional goals.
• Interview with the Department Chair, Admissions Committee, or designee.

Student-at-Large Admission Requirements and Information

American College of Education provides the opportunity for enrollment in graduate credit courses for non-degree Students-at-Large.
Admission Requirements

Applicants must complete and submit the Admission Application form, application fee and Enrollment Agreement and provide the official documentation required by the program offering the courses of interest. A baccalaureate degree is required for master's level courses; a master's degree for doctoral level courses. Documentation of an earned degree from a regionally accredited institution is required prior to enrollment in a second course.

Additional Information

A Student-at-Large must complete an application form acknowledging that the student understands the following:

- All standards for academic achievement and student conduct apply.
- There is no limit to the number of graduate credit-bearing courses that may be taken.
- Before enrolling in a second course, the student must submit to the ACE Admission Office an official transcript from a regionally accredited institution indicating an earned bachelor's degree or higher with a cumulative grade point average of 2.75.
- Student-at-Large status does not guarantee admission to a degree program.
- Some certificates that can be earned as a Student-at-Large require additional documentation, such as a teaching certificate.
- The requirements for admission to a degree program must be met, including application deadlines and providing supporting documentation.
- If a Student-at-Large chooses to apply to a degree program, a grade of B or better must be earned in each course the student wants to be considered for application to the degree program.
- For students taking courses in a degree program sequence, a maximum of three courses taken as a Student-at-Large are eligible for application to a degree program.
- Only courses taken as a Student-at-Large at ACE within 3 years will be considered for application toward a degree program.
- Courses in an ACE specialization or certificate may be applied toward the related degree program upon approval of the Department Chair or designee.
- Students-at-Large may not take courses requiring supervised field, clinical experiences, or courses bearing an EDTT number or its equivalent, except under certain circumstances as determined by the program chair.

International Transcript Requirements

Transcripts from international institutions and/or not in English must be evaluated through AACRAO (www.aacrao.org) or any evaluation agency credentialed through NACES (www.naces.org). International applicants must request that a “course-by-course evaluation” be performed. To be considered for admission, the evaluation report must show that the non-U.S. education is equivalent to a U.S. bachelor's degree or a U.S. master's degree.

English as Second Language Applicants

All applicants whose first language is not English must demonstrate competence in the English language in one of three ways:

- Submission of an official transcript showing a degree from a United States secondary school or regionally accredited college/university.
- Submission of a transcript from a secondary school or college/university whose country uses English as a primary means of instruction, including Antigua, Australia, Bahamas, Barbados, Bermuda, Botswana, Canada, Ethiopia, Falkland Islands, Gambia, Ghana, Great Britain, Grenada, Guyana, Iberia, Ireland, Jamaica, Kenya, Micronesia, New Zealand, Nigeria, St. Kitts, St. Lucia, Solomon Islands, Philippines, Trinidad, Uganda, Zambia, and Zimbabwe.
- Submission of an official minimum score on the written, computer-based or internet-based TOEFL.
  - The minimum TOEFL score required for the written version is 550. The minimum TOEFL score required for the computer-based version is 213. The minimum TOEFL score required for the internet-based version is 80.
  - The testing agency must send test scores directly to American College of Education.

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Change of Program or Course of Study

Academic Qualifications for Change of Degree Program or Course of Study

• Only students who have been fully admitted (without conditions) are eligible to apply for a change of program or course of study.
• Only courses successfully completed with a grade of C or better at ACE may be eligible for application to the new program or course of study.
• Only students in good standing within the College will be eligible for a change of program or course of study.

Definitions

• **Degree Program**: A degree program at ACE is defined as a series of prescribed courses that lead to a degree.
• **Course of Study**: A course of study is a designated sequence of courses, which are focus areas within a degree or certificate program.
• **Non-Degree and/or Student at Large (SAL)**: Student enrolled in graduate-level courses but not seeking a degree or certificate.
• **Certificate**: A document awarded by the College upon completion of a course of study.
• **Good standing**: A student in ‘good standing’ has a cumulative ACE GPA 3.0 or higher, and has no outstanding financial and/or document hold.

Change of Degree Program

Students are admitted to a specific degree program based upon their qualifications for that program. When an ACE student seeks to change to a different ACE degree program or a change to “Student-at-Large” status, the student must meet the admission requirements of the new program and submit all required documentation. The student may request the change by completing the Program Change Request Form. The request is reviewed and approved by Admissions and Bursar with final approval from the department chair or designee of the department chair. If approved, the change of degree program will become effective the next term and the student will follow the program requirements for the degree program that are in effect with the catalog that is current at the time that change is granted.

The maximum time to complete the new degree begins with the first term of the new degree program.

Change of Course of Study Within a Degree Program

Students admitted to a degree program who seek to change their course of study within the same program may request the change by completing the Program Change Request Form. The request is reviewed and approved by the department chair or designee of the department chair, as well as the Admissions Office and the Bursar’s Office. If approved, the change of course of study will become effective the next term and the student will follow the program requirements for the new course of study that are in effect with the catalog that is current at the time the change is granted. The maximum time to complete the new course of study begins with the first term of the new course of study.

Change of Course of Study from Non-Degree Certificate or SAL to Degree Program

Students who are enrolled in a Non-Degree Seeking program or course of study (certificate or Student-at-Large) and wish to enroll in a degree-granting program must officially withdraw from the Non-Degree program by submitting a Withdraw from ACE Request Form and will be required to reapply to the new degree-granting program. Only students in good standing with the College will be eligible for a change of program or course of study. Students must complete an application to the new program and pay the applicable application fee and submit all required documents. Student must meet current Admissions eligibility requirements of the new program. No more than three previously completed ACE courses in which the student earned a grade of C or better may be eligible to be applied to the new program as reviewed by Registrar’s Office. The maximum time to complete the new course of study begins with the first term of the new course of study. If approved, the change to a degree program will become effective the next term and the...
student will follow the program requirements for the new degree program that are in effect with the catalog that is current at the time the change is granted.

**Change of Course of Study Within a Non-Degree / Student at Large Program**

Students who are enrolled in a Non-Degree seeking program (certificate or Student at Large) and wish to change their course of study to a different certificate or to “Student at Large” status will be required to complete a Program Change Request Form. The request is first reviewed and approved by the Admissions Office and Bursar's Office, then reviewed and approved by the department chair or designee of the department chair. Only students in good standing with the College will be eligible for a change of course of study. Students must meet the Admissions eligibility requirements of the new program in effect at the time the Program Change Request Form is submitted, if applicable. No more than three previously completed ACE courses in which the student earned a grade of C or better may be eligible to transfer to the new certificate program. If approved, the change of course of study will become effective the next term and the student will follow the certificate program requirements for the new course of study that are in effect with the catalog that is current at the time the change is granted.

Note: Verification that the student is in ‘good standing’ with the College must be made by the following officers/managers:

Director of Admissions
Registrar
Bursar
Department Chair or Designee or higher level academic administrator.

The decision to admit the eligible student to the new program will reside with the Department Chair or designee. The decision to apply previously completed ACE or transfer courses will reside with the Registrar’s Office or Department Chair or designee. The Capstone and/or Internship requirements, if required for the new degree program or course of study, will apply.

**Re-Entry or Readmission After Withdrawal or Administrative Withdrawal**

**Definitions**

- **Administrative Withdrawal**: ACE initiated separation from the institution due to non-payment, inactivity in the course, violation of the Required Document Policy or failure to return from a leave of absence. Conditions for returning to the College are the same as those for returning after a student is withdrawn. (Administrative Withdrawal does not apply to newly admitted students)
- **Re-Admission**: Status granted to a former student who returned to the College after more than 365 days from the date of withdrawal or administrative withdrawal.
- **Re-Entry**: Student initiated return to the College within 365 days of Withdrawal or Administrative Withdrawal from the College.
- **Withdrawn**: A student who has initiated separation from ACE.
- A student who withdraws from the College and wishes to return within 365 days of the withdrawal date may do so by completing a re-entry from and no fee will be charged.
- A student who withdraws from the institution and wishes to return after 365 days must reapply for admission. The date of withdrawal is the date the College receives the notice of separation from the student. The student will be enrolled under the catalog and charged the cost of tuition in effect at the time of return.
- **Withdrawal Date**: The day that ACE received the Withdrawal form from the student or the day the College administratively withdraws the student.
Readmission After 365 Days from Withdrawal or Administrative Withdrawal Date

1. Applicants who have withdrawn or have been administratively withdrawn from the College, must reapply for admission.
2. Applicants must complete all admissions forms, enrollment and payment agreements and/or any other required documents.
3. Applicants may be asked to re-submit any additional required documentation even if previously submitted.
4. Applicants will be charged the application fee.
5. Applicants who have withdrawn or been administratively withdrawn will have all prior ACE coursework re-evaluated by the Admissions Office and the Office of Academic Excellence for determination of relevancy and ongoing student assessment process. It may be necessary for students to re-take ACE courses if the previous courses no longer meet current program outcomes or do not meet current course grade requirements.
6. If approved for re-admission, applicants will return to the College under the Catalog and tuition in effect at the time of the return.
7. For applicants who were administratively withdrawn due to Satisfactory Academic Progress (SAP):
   a. In addition to the forms listed above, applicants must submit a Satisfactory Academic Progress Appeal form to be reviewed by the Department Chair.
   b. If approved for re-admission by the Department Chair, applicants will return to the College under the catalog and tuition in effect at the time of the return, and will be held responsible for any changes to program requirements, courses, or tuition that may have occurred while the student was away from ACE.
   c. Applicants will be re-admitted on the SAP status in effect at the time of the administrative withdrawal from the College and must fulfill the SAP requirements for continued enrollment as outlined in the Satisfactory Academic Progress policy.
   d. If approved for re-admission, the Department Chair may stipulate other conditions of reinstatement.
8. The program advisor will notify the applicant of the decision for re-admission.

Re-entry Within 365 Days of Withdrawal or Administrative Withdrawal Date

1. Applicants must complete a re-entry form found on MyACE.
2. The form will be reviewed by the Admissions Department.
3. If approved for re-entry, a new enrollment agreement and payment agreement will need to be submitted. Applicants will return to the College under the catalog and tuition in effect at the time of the return.
4. Admissions will notify the applicant of the decision for re-entry.
5. If additional information is needed for re-entry evaluation, the applicant will be contacted by the Admissions Department, the Office of Academic Excellence or the Department Chair.

Program Requirements Under a Catalog

Students are admitted into the College under the program requirements in the Catalog in effect at the time of admission and remain subject to those program requirements throughout their enrollment at ACE. However, if students withdraw, are administratively withdrawn, or dismissed and wish to return to the College, they will return under the program requirements in the Catalog in effect at the time of readmission or re-entry.

Program requirements may change over time and these changes will be reflected in a Catalog or Addendum. Students may request to move to a more recent Catalog by sending an email to registrar@ace.edu. Students may not move to program requirements in an earlier Catalog version.

Policies, tuition, and fees may change at any time. ACE will give proper notice of these changes and they will apply to all students.

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Student Service and Support

Student Services

American College of Education has a network of student support services, beginning at the time a student is enrolled in the first course and continuing through post-graduation. For general concerns, students may contact student support by telephone at 1-800-280-0307 or email support@ace.edu.

Academic Advising

Course-related academic advising will generally be provided by the course professor. When a student or professor determines there is a need for additional assistance, a request can be made to the Office of Academic Excellence at oae@ace.edu. The Office of Academic Excellence responds to emails within 24 hours.

Bursar's Office

The Bursar’s Office assists students with managing finances with the College, including processing payments, providing receipts for tuition reimbursements, and other student billing needs.

Disability Support Services (DSS)

American College of Education complies with the law regarding disability discrimination and provides reasonable accommodations for qualified individuals with disabilities unless doing so would cause “undue hardship” to the College. A “qualified individual with a disability” is an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the professional or academic position.

To be considered for disability-related accommodations, individuals are responsible for identifying themselves and disclosing information about their disability to Disability Support Services at DSS@ace.edu or 877-670-4523.

E-transcripts

The first official transcript issued by ACE upon graduation is emailed to graduates at no charge to the email address on file. If students or graduates need additional copies, they may be ordered at www.iwantmytranscript.com/ace. Students must be in good standing with the College in order to obtain official transcripts. Transcript fees are (payable online to the transcript service):

- $8 per electronic transcript sent via email.
- $10 per paper transcript (includes domestic first-class mailing charges), plus additional express charges (if applicable). Unofficial transcripts may be obtained through the MyACE portal.

Library and Information Literacy

ACE supports all academic programs with digital books, full-text journals, and online multi-media resources through the ACE Library. For ACE online students and faculty, “Going to the Library” means using this high-tech environment to:

- search free and fee-based online databases effectively for scholarly information receive assistance from a receive assistance from a professional librarian via live chat, discussion board, e-mail, or phone.
- link full-text publications to a laptop, mobile phone, tablet, or hand-held book reader, if rights to provide digital content are provided by authors or publishers.

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• access interlibrary loan services and/or use local libraries for publications not available in digital formats.
• evaluate the contents of digital and print publications for authenticity, accuracy, objectivity, currency, and completeness of coverage of the subject.
• integrate scholarly information into research and writing using information literacy skills for lifelong learning.
• promote information literacy skills to all children in K-12 schools.

ACE subscribes to specialized fee-based databases that allow only ACE students and faculty access to full-text books and journal articles. From the Library web pages (www.ace.edu/student-experience/library), students and faculty can access more than a million citations to digital books, ERIC documents, and full-text journal articles in the field of education with a login and password.

MyACE

The MyACE student portal is a student's personal account at ACE. Through the portal students may access grades, manage their profiles, pay tuition and fees, and obtain an unofficial transcript.

New Student Orientation

All new students are provided an orientation course to prepare them for successful completion of their program. This orientation introduces new students to College policies and procedures, the degree programs, the library database systems, information literacy, student services, academic support, and tips for online learning, graduate level writing expectations, and how to navigate the learning management system.

Office of Academic Excellence

The Office of Academic Excellence (OAE) provides academic leadership and services to faculty and students in their pursuit of academic excellence. A key function of OAE is student academic advising by a faculty advisor performed when a student’s academic progress status is identified as Warning, Probation, or at risk of Dismissal. The support services offered through OAE include:

• Providing academic advising for students.
• Directing or coordinating Satisfactory Academic Progress (SAP) advising for students identified at risk of not completing a program.
• Serving student needs for tutoring, study skills, scholarly writing, orientation to an academic program, and similar supports in both individual and group settings.
• Facilitating workshops and events that promote or support academic excellence.
• Collaborating or conferring with other offices of the College, especially the Department Chairs and the Director of Training and Development, to include functions supporting student orientations and facilitating transfer credit evaluations.
• Coordinating Disability Support Services (DSS) for faculty and students.

Registrar’s Office

The Registrar’s Office is the official keeper of all academic records of the College and is responsible for creation of the course schedule, all course registration activities, verification of class enrollment, enrollment data to state, federal, and local agencies, grades, and transcript requests. The Registrar’s Office also completes degree audits for a potential graduate to ensure the student has met all requirements for graduation.
Student Commons

Student Commons is a virtual place for students to learn more about the College and is a repository for additional resources to support learning at American College of Education. Through Student Commons, students may find answers to common questions, updates and announcements from the College.
Registration/Enrollment Policies

Attendance Policy

Maximum student learning outcomes are achieved through course attendance and interaction. Students, in their own interest, are therefore responsible for regular attendance. Students may expect poor attendance or lack of participation and interaction to negatively impact their course grades.

Student Attendance: For all electronically delivered credit hour courses at American College of Education, attendance is measured by student's engagement in the course at least once in the first seven days of the term. For the purpose of attendance accounting, unique identification is verified by login usernames and passwords. Attendance counting is completed electronically through the Learning Management System (LMS), with oversight by the Bursar's office and the Registrar's office.

Engagement is defined as participation in a course requirement as defined in the syllabus. Note: students must complete the Mandatory Attendance Verification form in all courses. Students who do not demonstrate activity in their courses by 11:59 PM PT on the Sunday of the first week of the term are administratively withdrawn from the College. Students who are administratively withdrawn from the College for non-participation at this time will receive a 100% tuition refund. This refund does not include the non-refundable processing and technology fees.

Verification of Student Identity

Students are assigned a unique user account and password combination that grants them access to specific facets of their personal information for editing and maintenance purposes. Students are directed to reset their own passwords through functionality built into the portal. It is school policy that student account information is not shared with others.

Leave of Absence

Leave of Absence (LOA) is a student initiated absence from the institution for extenuating circumstances and for a specified length of time. Extenuating circumstances are defined as health, family, work-related, or other situations that place an unexpected burden on the student’s ability to progress.

- A Leave of Absence is not retroactive.
- If the student does not return on the date specified in the request for LOA by submitting a Request to Return from LOA form by the set deadline, the student will be administratively withdrawn.
- A Leave of Absence does not extend the maximum time to degree, except for military leave of absence.

Time Limit

Leave of Absence is calculated in TERMS, not months. A Leave of Absence cannot exceed the maximum time frame of 6 terms (except for military deployment). If a student chooses an LOA in their current term, that term will count as the first term. The student will have only 5 terms remaining for the LOA.

- A student must be degree-seeking. Non-degree/Students-at-Large are not eligible.
- A student is eligible for an LOA as long as he/she is in good standing with a 3.0 GPA and no outstanding financial obligations. The exception to the LOA time limit is documented military deployment. Upon return to the College within approved time frame, the student will be granted the same academic status.
• Students in their first course with ACE are not eligible for an LOA. Students must have successfully completed one course with ACE before they will be eligible for an LOA. If a student cannot complete their first course with ACE, then the student’s options are the following:
  1. Drop the course and receive a grade of “W” and student status changed to Active – Waiting for Class and will be registered for a course the next term, (if they do not return for the next term, they will be Administratively Withdrawn), or
  2. The student can withdraw from the institution.

Military Leave of Absence

Students who are deployed on military service and provide deployment orders will be granted a Leave of Absence for the time of their deployment. There is no limit to number of LOAs granted, nor is there a maximum time limit for LOAs granted for documented military deployment.

Access to Services During Leave of Absence

Access to Services: Students will be able to access their e-portfolio of student work and MyACE. However, they will not have access to the Learning Management System, or academic support to meet degree requirements.

Returning from a Leave of Absence

Students must submit a Request to Return from a Leave of Absence Form by 11:59 PM PT Monday one week prior to term start. Any incorrect, incomplete or late forms will not be processed and the student will be Administratively Withdrawn. A reminder notification email will be sent to all students in an LOA status 4 weeks prior to term start, which will allow three weeks for students to submit the completed form. Requests to Return from a Leave of Absence Form can be submitted no earlier than six weeks prior to date of return to ensure a confirmed decision to return. For example, if a student on an LOA wishes to return for the August 27th term, the request to return must be submitted after July 16th but before 11:59 PM PT August 20th.

Exception:
The 6 term maximum time frame may be extended for extreme situations documented military deployment, documented extended serious illness, officially- declared natural disaster at the discretion/approval of the appropriate Department Chair or Academic Dean.

Unregistering From or Dropping a Course

Definitions

**Unregister Period:** The first five days of the course during which a student is allowed to unregister from a course without penalty or tuition charges, which ends Friday 11:59pm PST of the first week of the term.

**Unregister:** Process by which a student is removed from a course during the unregister period.

**Drop Period:** The time during which a student can request to drop a course, which is between the first day of the second week of the term through Friday 11:59pm PST of the third week of the term.

**Drop:** Process by which a student is removed from a course after the course Unregister Period deadline and before the Drop Period deadline.

**Unregistering from a Course**

American College of Education considers a student to be unregistered from a course when she/he:
1. Submits a Request for Leave of Absence form, a Withdraw from ACE request form, or a Cancel Enrollment for New Students form before 11:59PM PST the Friday of the first week of the term.
2. The Registration and Records office will unregister the student from the course.
3. The course will not appear on the transcript.
4. Tuition charges will be reversed. Dropping a Course.

Dropping a Course
American College of Education considers a student dropped from a course when she/he:

1. Submits a Course Drop Request Form to drop the course after the Unregister Period deadline and before the Drop Period deadline.
2. The Registration and Records office will drop the student from the course.
3. A grade of “W” will appear on the transcript.
4. Tuition refund will be subject to the tuition refund policy.
5. Submits a Withdraw from ACE Request Form during the Unregister Period and the Drop Period.

Withdrawal from the College
Withdrawal is a student-initiated separation from ACE.

1. A new student who submits a Cancel Enrollment for New Students form or a continuing student who submits a Withdraw from ACE Request Form during the Unregister Period (by 11:59pm PT Friday of the first week):
   a. Will be unregistered from the course.
   b. The tuition charges will be reversed.
   c. The course will not be reflected on the transcript or in the GPA.
   d. The student’s enrollment with ACE will be terminated.
2. A student who submits a Withdraw from ACE Request Form during the Drop Period (between beginning of week 2 and end of week 3 of the course):
   a. Will be dropped from the course.
   b. Will receive a grade of “W” on the transcript, but it will not be calculated in the GPA.
   c. Will receive a tuition refund according to the Tuition Refund Policy.
   d. Will have their enrollment with ACE terminated.
3. A student who submits a Withdraw from ACE Request form after the Drop Deadline (11:59pm PT Friday of week 3 of the course) will not be withdrawn until the end of the term:
   a. The student will receive the grade earned at the end of the term.
   b. The grade will be recorded on the transcript and count toward the student's GPA.

Administrative Withdrawal

Administrative Withdrawal is an ACE-initiated separation from the institution due to non-payment, inactivity in the course, or failure to return from leave of absence. (Not applicable for newly admitted students. If in the first term, this student would be a CANCEL.)

For all withdrawals, a student’s withdrawal date is:

• The date the College receives the student’s Change of Status or Withdrawal form as documented by a fax or email, or
• The date the College documents as the last date of academically related activity by the student.

NOTE: Regardless of the withdrawal date or circumstances, students must resolve any financial obligations to the College before receiving an official transcript.
Reinstatement Fee

For new and continuing students who have been Administratively Withdrawn for nonpayment and wish to remain enrolled during the current term only, ACE will implement a nonrefundable $150.00 Reinstatement Fee effective October 1, 2013.

All students reported to the Registrar's Office for nonpayment of tuition and fees – including the conferral and/or late fee as applicable – will be Administratively Withdrawn for nonpayment.

If a student wishes to remain enrolled for the current term, the student may contact the Bursar's Office at 1-800-280-0307, Option 3 Friday, Week 1 9:00 am – 6:00 pm ET or Monday, Week 2 9:00 am – 1:00 pm ET to satisfy any outstanding balances due and to pay the $150.00 Reinstatement Fee.

Payment of the fee will only be accepted by credit card.

Here are important dates to remember for the remaining 2013 academic year:

<table>
<thead>
<tr>
<th>Course Start Date:</th>
<th>Late Payment Day 1:</th>
<th>Late Payment Day 2:</th>
<th>Reinstatement Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday Week 1</td>
<td>Tuesday Week 1</td>
<td>Wednesday Week 1</td>
<td>Friday, Week 1 and Monday, Week 2</td>
</tr>
<tr>
<td>Payment Due</td>
<td>$50.00 Late Fee</td>
<td>$100.00 Late Fee</td>
<td>$150 Reinstatement Fee Assessed if Student Wishes to Remain Enrolled</td>
</tr>
<tr>
<td>October 7, 2013</td>
<td>Assessed</td>
<td>Assessed</td>
<td>October 11 and October 14, 2013</td>
</tr>
</tbody>
</table>

Questions about the fee? Please contact the Bursar's Office at 1-800-280-0307, Option 3 or bursar@ace.edu.

Verification of Graduation for Professional License, Endorsement, or Certification

American College of Education has a dedicated staff member in the Registrar's Office who is responsible for processing requests from graduates to verify completion of a state-approved program. This verification is required by a number of state licensing boards.

Once students have received an email from the Registrar's Office that the degree has been conferred, they may request verification of program completion at http://www.ace.edu/student-affairs. It can take up to five business days for ACE to complete and mail the state certification forms.

Verification of graduation cannot be completed if there is a balance due on the student's account.

Student Contact Information

The primary means of contact between American College of Education and its students is through email. As such, it is imperative students be responsible for keeping their contact information accurate and current. Students can update their contact information on MyACE. Due to FERPA regulations, ACE can only respond to a student email if it is sent from the email account on record with the College. To ensure receipt of important communications, students should make sure that spam filters are set to receive email from American College of Education.
ACE also may contact students by cellular phone or other wireless device using automated telephone dialing equipment or artificial or pre-recorded voice or text messages. Contact with students may also be made through social media, including but not limited to Facebook, Twitter, etc.

Student Privacy and FERPA

All academic records of students who enroll at American College of Education are kept in accordance with the provisions of The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99), which is a federal law that protects the privacy of student education records.

The College maintains student records electronically through document imaging and in the student information system. Records are kept in perpetuity for students who are currently enrolled as well as those who have graduated or withdrawn. Records maintained include documents submitted during the admission process, grades, documentation of requests, and forms.

Students have the right to inspect and review their education records maintained by the College. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for students to review the records.

Schools may charge a fee for copies.

There are some records to which students have no right of access. These are:

- Professional mental health treatment records to the extent necessary, in the judgment of the attending physician or professional counselor, to avoid detrimental effects to the mental health of the student or of others. These records may, however, be reviewed by a physician or other appropriate professional of the student’s choice.
- Confidential letters of recommendation that were placed in the student’s record prior to January 1, 1975.
- Confidential letters of recommendation concerning admission, employment, or honorary recognition, to which the student has waived access. (The College may not require a student to sign a waiver in order to obtain services, but a person writing a recommendation may insist on a waiver as a condition for writing it.)
- Personal notes made by a faculty member or counselor that are accessible only to that person and are not shared with others.
- Admission materials, until the student has been admitted to and has attended the College.

Eligible students have the right to request that a school correct records they believe to be inaccurate or misleading. If the school decides not to amend the record, the student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the student has the right to place a statement with the record setting forth the student’s view about the contested information.

A school is not required to consider requests for amendment under FERPA that:

- Seek to change a grade or disciplinary decision; or
- Seek to change the opinions or reflections of a school official or other person reflected in an education record.

Generally, schools must obtain written permission from the student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR §93.31):

- School officials with legitimate educational interest.
- Other schools to which a student is transferring Specified officials for audit or evaluation purposes.
- Appropriate parties in connection with financial aid to a student.
- Organizations conducting certain studies for or on behalf of the school.
• Accrediting organizations.
• Legal authorities issuing judicial orders or lawfully issued subpoenas.
• Appropriate officials in cases of health and safety emergencies.
• State and local authorities, within a juvenile justice system, pursuant to specific state law.

Schools may also disclose, without consent, “directory” information. This includes (1) name, (2) permanent and local address and telephone number, (3) the division/department attended at the College, (4) class level, (5) major field, (6) dates of attendance at the College, (7) degree received and date awarded, (8) honors and awards received, (9) participation in recognized activities, (10) previous school(s) attended, and (11) height and weight of members of intercollegiate athletic teams.

Directory information cannot include: race, gender, SSN (or part of an SSN), grades, GPA, country of citizenship, or religion. A student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. is considered directory information.

Students wishing to prevent disclosure of the designated directory information must file written notification to this effect with the Registrar’s Office. In the event such written notification is not filed, the College assumes the student does not object to the release of the directory information. As the directory information released is limited to the current term or the previous term. If the notification is received between terms, the student must specify whether the notification applies to the previous term or upcoming term. Further, students must be in an “enrolled” status in order to submit such notification.

Students have the right to file a complaint with the Family Policy Compliance Office, Department of Education, 600 Independence Ave., SW, Washington, DC 20202-4605, concerning any alleged failure by the College to comply with FERPA.

FERPA Annual Notice

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which a student's education records and personally identifiable information (PII) contained in such records — including Social Security Number, grades, or other private information — may be accessed without the student’s consent.

First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("federal and state authorities") may allow access to student records and PII without consent to any third party designated by a federal or state authority to evaluate a federal or state supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, federal and state authorities may allow access to students’ education records and PII without their consent to researchers performing certain types of studies, in certain cases even when American College of Education objects to or does not request such research. Federal and state authorities must obtain certain use restriction and data security promises from the entities that they authorize to receive a student’s PII, but the authorities need not maintain direct control over such entities.

In addition, in connection with statewide longitudinal data systems, state authorities may collect, compile, permanently retain, and share without students’ consent PII from their education records, and they may track their participation in education and other programs by linking such PII to other personal information about students that they obtain from other federal or state data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

The Solomon Amendment (10 U.S.C. §983, effective January 2000) is a federal law that mandates that colleges provide student recruiting information upon request to military recruiting organizations. The request and information
released by the college is limited to military recruiting purposes only. The request for information must be in writing on letterhead that clearly identifies the military recruiting organization. The organization must be one of the following:

- Air Force
- Air Force Reserve
- Air Force National Guard
- Army
- Army Reserve
- Army National Guard
- Coast Guard
- Coast Guard Reserve
- Navy
- Navy Reserve
- Marine Corps
- Marine Corps Reserve

The release of student recruiting information follows the FERPA guidelines defining student directory information. Students are not permitted under federal law to restrict the release of this information specifically to military organizations, but if students withhold the release of directory information generally, then the College may not release this information to military organizations.
Academic Policies

Standards of Student Behavior

American College of Education students are expected to conduct themselves as responsible members of the College's academic community. This requires the demonstration of mutual respect and civility in academic and professional discourse. A college is a marketplace of ideas, and in the course of the search for truth, it is essential that freedom exists for contrary ideas to be expressed.

Conduct that is determined to impair the opportunities of others to learn or that disrupts the orderly functions of the College will be deemed misconduct and will be subject to appropriate disciplinary action.

Misconduct for which students are subject to disciplinary action includes, but is not limited to:

1. Actions, verbal statements, written statements and/or online statements which may be construed as cyber bullying and/or written statements which may be used to intimidate, threaten or violate the personal safety of any member of the faculty, staff, or other students, or any conduct which interferes with the educational process or institutional functions.
2. Harassment - sexual, racial, ethnic or otherwise - that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member.
3. Disruptive behavior, such as but not limited to harassment, verbal insults, ethnic and/or racial slurs, that hinders or interferes with the educational process.
4. Violation of any applicable professional codes of ethics or conduct.
5. Failure to comply promptly with any reasonable directive from faculty or College officials.
6. Failure to cooperate in a College investigation.
7. Carrying of weapons on campus, at campus sanctioned events, or when meeting with campus personnel.
8. Using or being under the influence of alcohol or illegal drugs while in class, at campus-sanctioned events, or when meeting with campus personnel.
9. Cheating - using or attempting to use unauthorized materials, information, copying another student's work, or study aids in any academic exercise.
10. Fabrication - falsification or invention of any information, citation, or document, or lying during a College investigation.
11. Violation of the academic integrity policy.
12. Violation of the information technology policy.
13. Hazing (any action which recklessly or intentionally endangers the mental health or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any College sanctioned organization).
14. Violation of College regulations and policies (in addition to those regulations and policies covered by items 1-13 above).
15. Violation of federal, state, or local laws or regulations that impacts the College's educational environment.

While an alleged violation of the Standards of Student Behavior is being investigated, a student may be removed from class, campus-sanctioned events, or other College functions. If a violation is found, disciplinary action will be based on the seriousness of the situation and may include, but not be limited to, documented counseling by a College staff member, loss of credit, suspension and/or expulsion. In all cases, College officials will take action in accordance with College policies and procedures.

Alleged violations of Standards of Student Behavior must be forwarded in writing to the Department Chair along with supporting documents, such as emails, assignments, and discussion board posts. The Department Chair will investigate the violation, communicate with both the professor and student, or with the students involved, and determine the disciplinary action, if any, which may be appropriate. If the issue is not resolved, the matter will go to
the Academic Council. The Academic Council will further investigate the matter in accordance with College policies and procedures. Once the investigation is completed, the Academic Council will take appropriate disciplinary action, if necessary. If the matter is not resolved at the Academic Council level, the matter is sent to the Dean for final determination.

Academic Council level, the matter is sent to the Dean for final determination.

Academic Integrity

American College of Education expects students to exhibit academic integrity through their educational experiences and to avoid all forms of academic dishonesty.

Academic dishonesty, which includes, but is not limited to, plagiarism, collusion, abuse of resource materials, cheating on an examination or other academic work, is subject to disciplinary action. Students are allowed to reference course materials while taking quizzes and tests due to their emphasis on application, however, exams must be taken independently.

Students found responsible for an act or acts of academic dishonesty by the Program Chair will be subject to academic and/or disciplinary actions.

Investigating an Alleged Violation of Academic Integrity

1. The faculty member will attempt to resolve the issue directly with the student.
2. If unresolved, the allegation is forwarded by the faculty member in writing to the Department Chair along with supporting documents, such as emails, assignments, and discussion board posts.
3. The Department Chair will investigate the violation, communicate with both the professor and student, or with the students involved, and determine the disciplinary action, if any, which may be appropriate.
4. The Department Chair, then communicate the decision of disciplinary action to the student(s), and instructor, and Registrar, if applicable.

Results of Investigation

If a student is found not responsible for academic dishonesty, the Department Chair will notify the faculty member and the student of that decision.

Students found responsible for an act or acts of academic dishonesty by the Department Chair will be subject to academic and/or disciplinary actions.

Academic sanctions will be based on the seriousness of the situation and may include, but may not be limited to, withdrawal from the course with a grade of F and/or a reduction of a grade in the course. Academic sanctions may include, but are not limited to, withdrawal from the course with a grade of F and/or a reduction of a grade in the course. Disciplinary sanctions may include, but are not limited to, suspension for a specified period of time, permanent separation from the institution, and/or filing of criminal charges.

Academic Appeals

1. Students have the right to appeal the decision to the Academic Appeals Committee, which will further investigate the matter in accordance with College appeals policies and procedures and either uphold the decision of the Department Chair, or modify the decision.
2. The Academic Appeals Committee will communicate its decision of the appeal to the student(s), instructor, and Department Chair.
3. If the student(s) does not accept the decision and has further evidence to support his/her position, an appeal may be made to the Academic Dean whose decision will be final.
Grading

The College uses the following individual letter and numeric grading system. Grade point averages are computed on the following scale with points computed for each hour of credit attempted:

- 90 – 100% A - 4 points
- 80 – 89% B - 3 points
- 70 – 79% C - 2 points
- 60 – 69% D - 1 point
- 0 – 59% F - 0 points

The following symbols may also appear on the student’s transcript. These grades do not bear grade points and are not used in computing the grade point average (GPA)*:

- I = Incomplete
- TR = Transfer Credit
- P = Pass
- NP = No Pass
- W = Withdrawn*

The following symbols are only used in portfolio, capstone, internship and internship extension courses and do not bear grade points and are not used in computing the grade point average.

- CR = Credit
- CRE= Credit by Experience
- PR = Progress
- RV Review

*The credits attempted for courses with W grades are used in the calculation for cumulative GPA.

*All courses attempted will appear on the transcript. For courses that are repeated, only the most recent course grade will be used in the calculation of the cumulative GPA.

Courses with a grade of “F” or “D” will not be counted toward degree conferral and must be repeated. (Degree Conferral Policy)

Note: Each student has secure access to a personal online portal account where they can access their grades within one week of the course end date. Students can also access their degree progress audit through their online portal account, which demonstrates their progress through their academic program.

Incomplete Grade

A student who fails to complete all course requirements within the course period because of unanticipated circumstances or events may request a grade of “I” (Incomplete) from the course professor by email. A grade of “I” provides the student with extra time to complete course assignments.

To be eligible to request an “I”, the student must be in good standing at the time of the unanticipated circumstance or event. If the professor approves the request, both the student and professor must sign an Incomplete Grade Contract.

Students granted an “I” grade will have up to seven (7) weeks in which to finish and submit course assignments to the professor. If the student subsequently fails to complete all course requirements by the incomplete deadline as
determined by the course professor and documented in the Incomplete Grade Contract, the grade of “I” will automatically be converted to an “F”.

Grade Record Change

A faculty member or department chair can initiate an official grade change after official grades have been recorded under the following conditions:

1. Re-file a grade that did not save to the Student Information System due to computer or technical error
2. Correct a computational error made by the faculty member
3. Changing a grade of “I” from an approved Incomplete Grade Contract to the appropriate earned grade.

Grade change requests may be made with the assistance of the Faculty Administrator then submitted to the Department Chair for approval. Once approved, the grade change is submitted to the Registrar or Registrar’s designee.

Grade Appeal

“Arbitrary and capricious grading” is defined in the following manner:

1. A grade assigned on some basis other than performance in the course.
2. A grade assigned through significant deviation from criteria stated in the course syllabus, assessment rubrics or articulated by the faculty member.
3. A grade assigned by resorting to standards significantly different from those applied to other students in the course.
4. A grade assigned as a result of vindictiveness or discrimination.

Students at American College of Education have the right to appeal a final course grade which they allege to be the result of arbitrary or capricious grading. The following procedure provides for an orderly and equitable hearing of such cases. This procedure may not be used to merely challenge the professional judgment of a faculty member. In all cases, the burden of proof rests with the student.

A student who believes that his or her final course grade is a result of arbitrary or capricious grading, as defined above, must follow the following steps in the appeal process:

<table>
<thead>
<tr>
<th>Term Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td></td>
</tr>
<tr>
<td>Master's</td>
<td>Ed.D.; Ed.S.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Week 10</td>
</tr>
<tr>
<td>Sunday</td>
<td>Sunday 11:59 PM PT</td>
</tr>
<tr>
<td>11:59 PM PT</td>
<td>PM PT</td>
</tr>
<tr>
<td>Term ends</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Week 11</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Thursday, 11:59 PM PT</td>
<td>Thursday 11:59 PM PT</td>
</tr>
<tr>
<td><strong>Deadline for professors to post grades in LMS</strong></td>
<td><strong>Dir. of Admissions generates SAP Report, notifies students and unregisters</strong></td>
</tr>
<tr>
<td><strong>Week 6 Friday</strong></td>
<td><strong>Week 11 Friday</strong></td>
</tr>
<tr>
<td><strong>Week 7 (this may be week 1 of the following term)</strong></td>
<td><strong>Week 12 Friday</strong></td>
</tr>
<tr>
<td><strong>Grades visible by midnight Friday</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Term 2**

Note: end of week is Friday for these purposes

<table>
<thead>
<tr>
<th>End of Week 2</th>
<th>Deadline for student filing grade appeal form to faculty member. Submission of the Grade Appeal form to the faculty member constitutes a request for a conference to discuss the grade. The student’s formal grade appeal must be in writing, using the form provided, although additional pages may be added if necessary for a clear, coherent statement as to why the student believes the assigned grade was arbitrary or capricious. In actual practice, the majority of disputes are resolved through this informal resolution effort.</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Week 3</td>
<td>Deadline for resolution of the dispute between student and faculty member. If a satisfactory resolution is reached that includes an adjustment of the posted grade, the faculty member must file a Request for Grade Change form which will become part of the student’s academic file.</td>
</tr>
<tr>
<td>End of Week 4</td>
<td>Deadline for re-filling grade appeal to Department Chair based on faculty member not responding to student; or lack of resolution of the grade appeal. The appeal must provide a statement about the basis of the appeal, the date the faculty member was contacted, and why they could not resolve the dispute. All supporting documentation must be included in the appeal. The Department Chair will request from the faculty member a statement of the facts of the case and his or her rationale for the grade assigned.</td>
</tr>
<tr>
<td>End of Week 5</td>
<td>Deadline for faculty member and student to provide all documentation related to the appeal, including correspondence, assignments, etc..</td>
</tr>
<tr>
<td>End of Week 6</td>
<td>Deadline for Department Chair to make decision on grade appeals. If the appeal is approved and includes an adjustment of the posted grade, the Department Chairperson will direct the faculty member to file a Request for Grade Change form. If the appeal is denied, the Department Chairperson will inform the student</td>
</tr>
</tbody>
</table>

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accordingly. The chairperson will also inform the faculty member. Record of the decision will be placed in the student’s academic file.

End of Week 7

Deadline for student to refile Grade Appeal with all documentation to the Grade Appeal Committee.

End of Week 10

Grade Appeal Committee Meeting to make final decision with no further appeal. The Academic Appeals Committee Chair will convene the committee to review the case, and notify the student, faculty member and the Registrar of the final decision. If the appeal is approved, the faculty member will file a Request for a Grad Change Form. The decision of the Academic Appeals Committee is final. No further appeal process is available.

Satisfactory Academic Progress

In order to graduate from American College of Education, each student must have a minimum 3.0 cumulative grade point average. A course in which a grade below a “C” is earned will not be counted toward graduation requirements and must be retaken. When the course is retaken, each course and grade will appear on the transcript, but only the highest grade will be reflected in the student’s cumulative grade point average.

Academic Appeals Committee

The College committee that reviews requests for reconsideration of decisions related to a student’s academic grade or status.

Academic Warning

Academic Warning is assigned when a student's cumulative grade point average falls below a 3.0. Students placed on Academic Warning must earn only A’s and B’s while on Warning, or they may be dismissed from the College for poor scholarship.

Academic Probation

Academic Probation is assigned when a student on Academic Warning status is not successful in raising the cumulative GPA to a 3.0 within two terms. Provisionally admitted students (due to admission GPA below 2.75) will enter the college on Academic Probation.

Dismissal

Dismissal is an ACE-initiated separation of a student from the institution. A student who is dismissed may re-apply only once for re-entry or readmission. See related procedures below.

Re-entry

The process used to return to the College within 365 days from the date of withdrawal, administrative withdrawal, or dismissal.

Readmission

The process used to return to the College within 365 days from the date of withdrawal, administrative withdrawal, or dismissal.
Satisfactory Academic Progress (SAP) Report

The Satisfactory Academic Progress Report will be generated by the Office of Academic Excellence (OAE) and distributed to the Dean within the first two weeks from the start of each term. SAP students will be notified in writing by the Office of Admissions about a Warning or Probation status. The OAE will outreach to Warning or Probation students to develop a plan for progress.

Provisional Admission

If the applicant’s overall GPA (grade-point average) is lower than 2.75 (M.Ed.) but no lower than 2.5 in the last degree earned, unless state requirements differ and who otherwise meets the College admission requirements, the applicant will be allowed to enroll as a provisionally admitted student. A provisionally admitted student must earn a cumulative grade point average of 3.0 in the first two ACE courses attempted. Provisionally admitted students cannot earn a grade below “B” in the first two courses.

Provisionally admitted students must earn a cumulative GPA of 3.0 by the end of their second course in order to be in good academic standing and remain at the institution.

Provisionally admitted students will be placed on academic probation status from their first term of entry into the College and will remain on academic probation through the duration of their first two courses regardless of the grade earned in the first course. Provisionally admitted students must have earned a cumulative GPA of 3.0 by the end of their second course in order to be removed from academic probation status.

Provisionally admitted students who do not earn a cumulative GPA of 3.0 by the end of their second course may be dismissed from the College after consultation with the Department Chair, Registrar, or Academic Support Coordinator from the Office of Academic Excellence (OAE).

If the cumulative 3.0 grade point average is achieved within two courses on Probation, the student is returned to ‘good standing’ status at the end of the term.

Students who believe their GPAs do not reflect their academic ability may appeal the dismissal decision to the Academic Appeals Committee within 4 weeks of the date on the dismissal letter.

Academic Warning

Academic warning is assigned when a student’s cumulative grade point average falls below a 3.0. Academic warning is assigned for two terms to provide the student the opportunity to raise the cumulative grade point average to at least 3.0. Students placed on Academic Warning must earn only A’s and B’s while on Warning, or they may be dismissed from the College for poor scholarship.

Previous courses in which a failing grade or a D was earned must be retaken the immediate next term it is offered after consultation with OAE. OAE will make the retake recommendation to Registration and Records (R&R), and R&R will then re-configure the student’s course map accordingly. Due to course rotation procedures at ACE, students may need to sit out terms within their new course map to accommodate the required retake.

The student is eligible for academic advising services through OAE while on Academic Warning.

If the cumulative 3.0 grade point average is achieved within two courses, the student is returned to good standing status at the end of the second term.

If the cumulative 3.0 grade point average is not achieved by the end of the second course while on academic warning, the student will be placed on academic probation in the next term.
**Academic Probation**

Academic probation is assigned when a student on academic warning status is not successful in raising the cumulative GPA to a 3.0 within two terms. Provisionally admitted students (due to admission GPA below 2.75) will enter the college on Academic Probation.

At the end of two terms while on academic probation, students must achieve a cumulative GPA of 3.0 to avoid the risk of dismissal from the College for poor scholarship.

Students placed on academic probation must earn only A's and B's while on probation, or they may be dismissed from the College for poor scholarship.

Previous courses in which a failing grade or a D was earned must be retaken the immediate next term it is offered after consultation with OAE. OAE will make the retake recommendation to Registration and Records (R&R), and R&R will then re-configure the student's course map accordingly. Due to course rotation procedures at ACE, students may need to sit out terms within their new course map to accommodate the required retake.

**Unregister**

The student on academic probation status is eligible for academic advising services through OAE. Students who fail to achieve a cumulative GPA of a 3.0 at the end of their second course while on academic probation may be dismissed from the College.

**Dismissal**

After consultation with the Dean or designee, a student provisionally admitted or a student that has failed to make satisfactory academic progress while on academic probation may be dismissed from the College. The student will be notified by letter from the OAE regarding academic status. The student who is dismissed for poor scholarship after consultation by the Department Chair, Registrar, or OAE will be prohibited from further enrollment for a period of six months, at which time the student can apply for re-entry. Students who believe their GPA does not reflect their academic ability may appeal the dismissal decision to the Academic Appeals Committee within 4 weeks of the date on the dismissal letter.

**Appeals**

If students wish to appeal a decision made under the SAP policy, they should contact the Faculty Advisor or Academic Support Coordinator with whom they have been working in the Office of Academic Excellence. The Faculty Advisor or Academic Support Coordinator will guide the student through the appeal process. The Academic Appeals Committee will review the formal appeal and issue a decision. The student will be provided written notification of the decision by the Chair of the Academic Appeals Committee.

**Repeating a Course**

If a student repeats a course, both grades will appear on the student's transcript. However, only the highest grade will be reflected in the student's cumulative GPA.

**Student's Academic Course Load**

To complete a degree or certificate program, students enroll in one course per term according to an approved degree plan. However, ACE recognizes there may be circumstances when a student determines he or she would benefit from taking multiple courses during a single term. ACE will consider student requests to take multiple courses simultaneously, but the College will grant such requests only in compelling cases.

A student may submit a Multiple Course Request Form to take two courses simultaneously in a given term. The request must contain the following information:
• Number of ACE (or transfer) courses that student has completed at the time of the request;
• Cumulative Grade Point Average at the time of the request;
• The titles of the two courses to be taken simultaneously; and the term in which those courses will be taken;
• Reasons for request to take multiple courses in a single term.

The Department Chair or designee will consider the request, seek additional information from the Registrar or other College official(s), and render a decision on the request. Upon making his or her decision, the Department Chair will notify both the student and the Registrar in writing (with a copy to Student Services) of the decision.

The student maintains the right to file an appeal of the Department Chair or designee’s decision to the Academic Appeals Committee. The decision of the Academic Appeals Committee is final.

Course by Arrangement

Courses at American College of Education are intended to be taken continuously in the order they are offered. Students who have fallen out of the standard course offering schedule due to taking a leave of absence, withdrawal, or other absence must wait until the course(s) they need are offered in order to complete their degree requirements and graduate from their program. Students in good standing who meet the eligibility criteria set forth in this policy may petition to take their remaining course(s) through Course by Arrangement in order to complete the degree in a timely manner. The learning activities and assessments in a Course by Arrangement course fully meet the rigor and standards of course work in the degree program. Study via Course by Arrangement is equivalent to a regularly scheduled offering of the course.

Approval of Course by Arrangement petitions will be contingent upon a determination by the Department Chair(s) that the student has met the following eligibility criteria:

• The student must possess a cumulative grade point average of 3.0 or higher.
• The student must have completed at least 50% of their required coursework with a 3.0 or higher to be eligible to petition for Course by Arrangement coursework.
• The student must have the appropriate disposition for Course by Arrangement coursework.
• The student must have the appropriate situation for Course by Arrangement work (personal, work, other academic requirements, such as an internship, and any other personal or work commitments).
• The Course by Arrangement structure will accommodate program completion within maximum timeframe.
• A full-time faculty member will be available to teach the Course by Arrangement.
• The course(s) will be available in the Learning Management System.

Rules for Course by Arrangement

• Students may not take more than two courses via Course by Arrangement cumulative over the course of the student’s enrollment.
• The coursework must be accomplished in a designated course in the Learning Management System, in the same time frame as a regular course.
• At no time may a student be concurrently enrolled in more than two courses.

Procedure

Students must formally request to enroll in a course under the Course by Arrangement structure using the Petition for Course by Arrangement Form. The form must provide:

• Student’s name and contact information.
• Name of the program in which the student is enrolled.
• Course(s) to be considered for completion by arrangement
  o The revised completion date: If course by arrangement impacts student’s new desired completion date, indicate the new desired completion date. The anticipated graduation date on record with the College can viewed through the MyACE student portal under the My Academics menu.
A Request Statement: Must describe the reason and rationale for making the request and include a plan for accommodating the additional workload that may be required if completing a Course by Arrangement.

- The form must be submitted to the attention of Department Chair for evaluation.
- Students should submit their Course by Arrangement Form as soon as possible.
- Course by Arrangement courses may only be offered on scheduled course start and end dates according to the academic calendar of the College.

Credit Hour Policy

American College of Education (ACE) assigns and awards credit hours that conform to commonly accepted practices in higher education. The College employs the Federal Credit Hour Definition in the assignment and awarding of credit hours as stated in the following policy:

At ACE a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

1. one (1) hour of classroom or direct faculty instruction and a minimum of two (2) hours of out-of-class student work each week for approximately fifteen weeks for one semester.
2. at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours.

Basic credit hour is defined as at least 15 hours of lecture, discussion, seminar, or colloquium as well as 30 hours of student preparation, homework, studying, and application.

All of the coursework at American College of Education is completed asynchronously over the Internet, facilitated by qualified faculty. Some programs may also include a face-to-face internship, student teaching, or other field experience.

Lecture/Seminar Courses: Credit hour policy is consistent with the standards of courses offered through face to face instruction, although some or all of content and faculty-student interaction occurs through one or more forms of distance education.

Student Teaching, Internships, and Field Experiences: Require at least 45 hours of professional practice for one credit hour, or the combination of such with required coursework.

Independent Study Courses: Credit hour policy is consistent with the standards of courses offered through face to face instruction, although some or all of content and faculty-student interaction occurs through one or more forms of distance education.

Capstone Courses: Credit hour policy is consistent with the standards of courses offered through face to face instruction, although some or all of content and faculty-student interaction occurs through one or more forms of distance education.

Transfer Credit and Credit for Prior Learning

A. Master of Education Programs

A student admitted to an ACE degree program may apply for transfer credit of up to two courses of equivalent credit to a M.Ed. degree program, unless the courses were taken at ACE. A student admitted to the ACE M.A.T. program may request transfer credit of six semester hour credits or an Indiana Transition to Teaching program of up to 24 semester hour credits from a regionally-accredited institution.
Transfer credit requests will be evaluated based on the following:

- The credit must have been earned in a graduate program taken at a regionally accredited institution.
- The course(s) must have been taken within five years of the time of the request.
- Transfer credit will not be approved to replace the required first course in any degree program.
- The course(s) requested for transfer credit must have been taken at the equivalent level of degree (e.g., master's degree level) as the degree program to which the applicant wishes the transfer credit applied.
- The course or courses requested for transfer must be part of a degree sequence or for graduate level credit at the credit granting institution.
- Each course requested for transfer must have received a grade of B or better.
- The course(s) requested for transfer credit must have earned an applicant a minimum of 4.5 quarter-hour or 3 semester-hour credits each from the institution at which the course(s) was taken.
- The content and rigor of the course(s) requested for transfer credit to be applied to specific ACE courses must be judged by the department chair or designee to be sufficiently similar in content and difficulty to the course(s) in the ACE program.
- American College of Education does not accept for transfer any credits earned as military credit, credit for life experience, credit by examination, credit by correspondence, credit from non-accredited institutions, prior learning, or professional development credits or units.

**Procedure**

1. The student must complete and submit a written Transfer of Credit Application Form no later than the last day of the first week of the student's program.
2. The Office of Academic Excellence collaborates with chair to review the request along with the official transcript and course description; the Office of Academic Excellence notifies the Registrar and the student of the decision.
3. The Registrar enters results of the decision into the appropriate student record(s), and informs the student.
4. A student may appeal the decision by submitting a formal appeal to the Academic Appeals Committee, which will review the appeal at its next scheduled meeting. The Chair of the Academic Appeals Committee will inform the student of the Committee’s actions pertaining to the appeal. The decision of the Academic Appeal Committee is final.

**B. Ed.S. and Ed.D. Programs**

Transfer credit is limited to six (6) semester credit hours of research courses from doctorate-level course work completed at a regionally accredited institution.

The courses that may be substituted with comparable courses are Research Methods and Statistics. For acceptable transfer credit, courses must have included hands-on use of statistical software package.

The student may submit the transfer credit request during the Introduction to Advanced Studies course. The acceptance of transfer is contingent upon a score of 80 percent or above on the objective Research Competency exam included in the Introduction to Advanced Studies course. The deadline for submitting a request for transfer credit is the end of the Introduction to Advanced Studies course.

All semester hour credits earned in a completed ACE Ed.S. program may be accepted into an ACE Ed.D. program with a comparable area of emphasis.

Acceptance of additional course credits earned in an Ed.S. degree, granted by a regionally accredited institution, will be determined by the Department Chair or designee through a course by course review.

Transfer credit requests will be evaluated based on the following:
• The credit must have been earned in a doctorate-level degree program or an earned Ed.S. from a regionally accredited institution.
• The course or courses requested for transfer must be either (a) doctoral-level Research or Statistics course work that would be applicable to a degree at the previous institution, or (b) part of a completed Ed.S. degree granted by a regionally accredited institution.
• Each course requested for transfer must have received a grade of B or better.
• A course requested for transfer credit must have earned an applicant a minimum of 4.5 quarter-hour or 3 semester-hour credits from the institution at which the course was taken.
• The content and rigor of the course or courses requested for transfer credit must be judged by the department chair or designee to be sufficiently similar in content and difficulty to the course in the ACE program which the applicant is asking to be replaced by a course taken elsewhere.
• American College of Education does not accept for graduate credits any credits earned as military credit, credit for life experience, credit by examination, credit by correspondence, credit from non-accredited institutions, or professional development credits or units.

Procedure

1. The student must complete and submit a written Transfer of Credit Application Form before the end of the Introduction to Advanced Studies course.
2. The Registrar enters results of the decision into the appropriate student record(s), and informs the student of the decision of the department chair.
3. A student may appeal the decision by submitting a formal appeal to the Advanced Studies Academic Appeals Committee, which will review the appeal at its next scheduled monthly meeting. The Chair of the Advanced Studies Academic Appeals Committee will inform the student of the Committee’s action pertaining to the appeal.

The decision of the Advanced Studies Academic Appeals Committee is final.

Transferability of ACE Credits

American College of Education is regionally accredited, but it does not guarantee or allege that coursework taken at the College will be accepted for transfer to other institutions. The acceptance of transfer credit is entirely at the discretion of the receiving institution according to its policies. Students are responsible for contacting the receiving institution about their transfer credit policies related to coursework taken at American College of Education.

Repeating a Course

If a student repeats a course, both grades will appear on the student's transcript. However, only the highest grade will be reflected in the student's cumulative GPA.

Maximum Time for Completion of Master’s Degree

Students are expected to make continuous progress toward their degree. Within five years of admission, students must meet all degree requirements. If the student withdraws, is administratively withdrawn or dismissed and returns to the College, the student must meet the requirements in effect upon re-entry or re-admission. Only course work taken within five years will be accepted for degree completion. For degree completion, this includes transfer credit courses from other institutions and equivalency credit earned at ACE.

If the student has not completed the requirements for degree completion within five calendar years, the student will be administratively withdrawn from ACE, and informed of the status change in writing.
Maximum Time for Completion of Ed.D. and Ed.S. Degrees

Students are expected to make continuous progress toward their degree. Within ten (10) years of admission, students must meet all degree requirements. If the student withdraws, is administratively withdrawn, or is dismissed and returns to the college, the student must meet the requirements in effect upon re-admission. Only ACE coursework taken within ten (10) years or as an intact Ed.S. degree will be accepted for degree completion.

If the student has not completed the requirements for degree completion within ten (10) calendar years, the student will be administratively withdrawn from the College and informed of his or her status change in writing.

Candidacy to Doctorate

Candidacy is a stage in the degree program at which a student is approved to undertake the final research project under the supervision of faculty. Students in the Doctor of Education (Ed.D.) program will have ten (10) years from the date of admission to complete the degree.

1. At the end of Year One or completion of 28 semester credit hours: Ed.D. students will take an objective statistics exam (pass/fail). Students may re-take the exam one time in order to reach a passing level. The evaluation of students relative to their progress toward the completion of the Ed.D. degree program will include review of professional goals, course performance (grades), students’ oral presentations, publications, and evidence of collaboration and technical skills. These activities undergo blind review by faculty through the use of faculty-approved rubrics.

2. At the end of Year Two or completion of 51 semester credit hours: Ed.D. students will submit a review of literature on a selected research topic, demonstrating scholarly writing skills and ability to synthesize relevant research. At the successful completion of 58 semester credit hours, and all additional requirements, the Ed.D. student will be eligible for advancement to candidacy.

3. At end of Year Three or completion of 64 semester credit hours: the Ed.D. candidate will submit a resume/CV. Additional artifacts will be posted to the portfolio, with emphasis on demonstrating technical skills and research synthesis. The candidate’s products will also include the dissertation proposal and presentation of the completed research product.

Graduation Requirements

The following requirements must be met before a student can graduate from American College of Education.

- Satisfactory completion of all coursework.
- Satisfactory completion of the Capstone Experience or Dissertation.
- Satisfactory completion of internship or student teaching (where applicable).
- Minimum cumulative grade point average of 3.0 with no D's or F's.
- Take the required Indiana licensure exam (for T2T completers and MAT graduates).

Degree Conferral

The transfer of Graduate status from the College to the student after all obligations have been met, including financial. The student will be eligible to receive a diploma, transcript, verification, certification, etc.

Degree Completion

Student status in College system has been changed to GRADUATE, all obligations have been met, and student has been issued a diploma and is eligible to receive any needed documentation regarding their program and degree.
Good Standing
The student has achieved the required college academic standards, and program requirements as outlined in the catalog, and has no outstanding financial obligations to the College.

Graduate
Student status used in CampusVue to indicate a student has met all academic requirements to complete their current program.

Students must complete all of the program requirements before their status is changed to Graduate and have their degree conferred. To attain GRADUATE status, students are required to:

1. Have a cumulative grade point average of 3.0.
2. All courses successfully completed (no D’s or F’s).
3. Courses with earned grades of D’s or F’s must be retaken,
4. If a student retakes a course, only the most recent grade will be calculated in the cumulative grade point average,
5. Internship/capstone/portfolio (where applicable) completed, reviewed and confirmed, and requirements for their program of study have been met,
6. Have completed the specified degree program within the maximum timeframe allowed, and
7. Degree Audit performed by the Registrar’s Office after completion of the final course.

If all of the above requirements are met, student status will be moved to GRADUATE.

The Registration and Records Department will assess the candidate’s eligibility for degree conferral. The official conferral date will be the end of the term in which all degree requirements have been met. Diplomas are issued to eligible candidates 10 – 12 weeks after conferral clearance.

If any of the above requirements are not met, the student status will still be moved to GRADUATE status but the student will not be eligible to have their degree conferred, a financial and/or document hold will be placed on the file and the student will not be eligible to receive a diploma, transcript, certification, verification, etc. until all requirements are fulfilled. Students who continue to have outstanding financial obligations will be turned over to collections per Bursar office policy.

Commencement

Commencement is the celebratory ceremony for graduates. Students who intend to participate in a commencement ceremony must be in “Graduate Status” at least eight (8) weeks prior to the date of the scheduled commencement activity.

To attain “Graduate Status” the student must:

• Have a degree audit performed by the Registrar’s Office after the final course.
• Be in good academic standing.
• Have completed all coursework within the specified degree program with a grade point average of 3.0 or above.
• Have successfully completed internship requirements.
• Have completed the Capstone Experience confirmed by the Chair of the Capstone Committee with the certificate of completion of program requirements.
• Have completed the specified degree program within the maximum timeframe allowed by the College.
• Have no outstanding payments due.
• Be eligible to have the degree conferred by the Registrar.
Students who have met the criteria above will be invited to participate in the commencement ceremony. Students must complete these three online Forms:

1. Petition for Graduation Form during their tenth course.
2. ACE Online Commencement Participation Form no later than six weeks prior to the ceremony.
3. Diploma Information Form.
Information Literacy, Library, and Technology Policies

Information Literacy

ACE follows the Association of College and Research Libraries’ Information Literacy Competency Standards for Higher Education to ensure that all students are able to:

- Determine the extent of information needed;
- Access the needed information effectively and efficiently;
- Evaluate information and its sources critically;
- Incorporate selected information into one’s knowledge base;
- Use information effectively to accomplish a specific purpose; and
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

Please see http://www.ala.org/acrl/standards/informationliteracycompetency for additional information.

Training in information literacy is provided to all students through an online information literacy workshop, the “Ask the Librarian” help desk and the Digital Learning Connections (DLC) initiative: a college-wide plan to infuse technology across our courses and curriculum.

Circulation Policy

The American College of Education library staff provides circulation services of all general collection materials to current ACE employees, faculty and students.

1. Current ACE employees, faculty and students will complete a library privileges form in order to be eligible to use the circulation service.
2. The loan period for students is 15 days and 30 days for ACE employees and faculty.
3. Materials may be renewed once, unless a hold has been placed on them.
4. Holds may be placed on any materials that have been checked out for at least seven calendar days.
5. All items are subject to recall. Materials may be recalled if they have been checked out for at least seven calendar days.
6. If materials have been lost or damaged, the librarian will determine the replacement cost of materials and collect the fine from students in the form of a check or money order.
7. Overdue fines are $1.00 per day per item. Overdue notices will be sent via email at weekly intervals until the materials have been returned and the fines have been paid.
8. Circulation, Interlibrary Loan privileges, and Library Reference Services will be suspended until all overdue materials have been returned and fines have been paid. In addition, the Bursar’s Office will place a financial hold on the student’s account so that he/she will not be able to enroll in the future or receive any transcripts until the materials have been returned. Students will have the financial hold removed from their record once the materials have been returned and the fine has been paid.

Interlibrary Loan

The American College of Education Library provides interlibrary loan service so that current ACE staff, faculty and students may obtain research materials that ACE library does not own or have access to. This service is governed by

1. Materials will be borrowed from and loaned to libraries that are members of groups which the ACE library has joined. ACE library staff will attempt to borrow materials from libraries that do not charge for loans. In the event that there is a charge for borrowing an item, the patron will be informed via email in order to obtain permission.

2. Materials that have been borrowed from other libraries that have not been returned by the due date may incur an overdue fine.

3. Patrons who have items overdue will have their interlibrary loan privileges and access to library reference services revoked. Students will have a financial hold placed on their account, which prevents future enrollment and release of transcripts.

4. Patrons who submit a request agree to copyright laws and library policies.

Library Online Reference

The American College of Education library staff provide online reference services via the “Email a Librarian” link or the “ACE Library Chat” on the library website and in the Discovery Service results. A response will usually be sent within 48 hours from the email.

Copyright Policy

1. Policy on the Use of Copyrighted Works for Education and Research
1.1. ACE will take appropriate measures to ensure that its students, faculty and staff are aware of copyright laws, regulations and agreements and can act responsibly as they use information that is owned by others in the course of teaching, learning, research or administration of the College.

1.2. All members of the ACE community are required to comply with copyright laws. Federal copyright laws provide valuable protection to the authors of original works, and ACE expects all members of the ACE community to respect those rights. Copyright laws also permit users of copyrighted works to make fair use of copyrighted materials under some limited circumstances. ACE works to make fair use of copyrighted materials under some limited circumstances.

1.3. ACE is committed to fully support the fair use of copyrighted works by the ACE community under the provisions of applicable laws. The ACE community is expected to have knowledge of, and make reasonable application of, the four factors of fair use.

1.4. Failure to comply with copyright laws and to act in good faith in the fair use of copyrighted materials will result in an ACE community member assuming liability for his or her actions and may result in disciplinary action.

2. Copyright Protections and Fair Use Principles
To help members of the ACE community understand and comply with copyright laws, this policy summarizes basic principles of copyright law including the application of the fair use balancing test. A fair use of a copyrighted work depends upon a specific determination based upon the circumstances of the use.

2.1. Principle 1: The copyright owner has important and exclusive rights. Copyright law protects original works such as films, writings, music and visual arts by giving the copyright owner a set of exclusive rights in that work. These rights include the right to distribute, copy, adapt, perform, display and create derivative or collected works. In general, any use of copyrighted materials requires permission from and maybe payment of royalties to the copyright owner unless the use falls within a fair use exemption.

2.2. Principle 2: ACE community members must make good faith efforts to understand the fundamentals of copyright laws and the reasonable application of fair use. When ACE community members plan to use a copyrighted work in
their teaching or research, they must examine the specifics of their use within the context of the law in order to
determine whether they should seek permission for the use or depend upon a fair use exemption.

2.3. Principle 3: A proper determination of fair use requires applying the following four factors:

a. purpose or character of the use;
b. nature of the copyrighted work being used;
c. amount and substantiality of the work being used; and
d. effect of the use on the market for or value of the original.

2.4. Principle 4: Nonprofit educational purposes are generally favored in the application of the four factors of fair use,
but an educational use does not by itself make the use a “fair use.” The educational purpose of ACE will usually
weight the first of the four factors in favor of fair use. However, an educational use does not mean that the use is, by
that factor alone, a fair use. All four factors must be weighed in making that decision.

2.5. Principle 5: By acting responsibly and making considered decisions, one can limit one’s potential liability.
Congress provides significant protection for educators. Educators must hold a reasonable and good faith belief that
their activities are fair use in light of the four factors. Educators are advised to carefully document their application of
the four factors of fair use to their specific use in order to demonstrate that the activities were done in good faith.

3. Obtaining Copyright Permission

3.1. To the extent that a member of the ACE community does not think their use of copyrighted material would fall
under a fair use exemption, the ACE community member is responsible for obtaining or arranging to obtain copyright
permission. Please submit requests for permissions at least six weeks before the material is needed to the Director of
the ACE Library as the process can be slow, especially when dealing directly with a publisher. If permission is denied,
or cannot be obtained in time, alternate material must be found.

Information Technology Policy

The following is a non-exhaustive list of misuse and abuse of the information technology system to assist in
identifying unacceptable behaviors:

• Use of College communications services or equipment in a manner which violates copyrights, patent
  protection, license agreement or intellectual property laws.
• Attempts to gain unauthorized access to any information facility, whether successful or not.
• Any action that disrupts the availability of a system for other users, such as running programs that limit
  system resources.
• Encryption of files and other electronic records in such a way that no other representative of the College can
  read its contents.
• Use of Internet or electronic mail files which may cause an overload to the College’s network without making
  prior arrangements with Information Services.
• Use of assigned American College of Education electronic mail or Internet access for personal or
  promotional, or in any way that does not support academic goals of the College.
• Sharing College-assigned user IDs or access codes.
• Attempts to alter, damage, delete, destroy or otherwise abuse any communications service or equipment.
• Use of a computer account that has not been authorized.
• Use of the College network system to gain unauthorized access to any computer system.
• Posting electronic bulletin board material that violates existing federal or state laws, the College’s Standards
  of Student Behavior policy.
• Attempting to monitor or tamper with another user’s communications system, or reading, copying, changing,
or deleting another user’s files or software without the explicit agreement of the owner.
• Any use of the College’s communication services or equipment that does not support the mission or business strategy of the College.
• Use of the College’s communication services or equipment to view, bookmark, or download sexually explicit materials.
• Configuration of unauthorized proxy servers on any College asset.
Research Policies

Institutional Review Board

American College of Education accepts responsibility for ensuring that the privacy, safety, health, and welfare of research participants are adequately protected. The College has established an Institutional Review Board (IRB) to review and approve the adequacy of human subject protection.

Members of an Institutional Review Board are appointed by the Office of the Dean in accordance with federal guidelines.

This Board meets regularly to consider research proposals from members of the ACE community (faculty, staff, and students). The committee is also responsible for recommending and monitoring research-related training, including research ethics, for the ACE community.

Research Misconduct Policy

American College of Education expects all faculty and students to follow high standards of academic integrity with regard to research activities. ACE promotes research within the College by providing an environment conducive to ethical research which includes the introduction and enforcement of related policies. ACE does not tolerate research misconduct and has procedures in place to receive allegations and protocols for follow-up to allegations as determined in the procedures.

Definitions

Allegation: Written or oral statement regarding possible misconduct made to a College official or member of the Institutional Review Board.

Complainant: The person who submits a charge of research misconduct.

Fabrication: Making up data or results and recording or reporting them.

Falsification: Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.

Inquiry: Gathering and fact-finding of information

Institutional Review Board (IRB): Appointed by the Dean to ensure that the privacy, safety, health, and welfare of research participants are protected. The IRB is responsible for reviewing and approving the adequacy of human subject protection and research-related training.

Investigation: Formal examination and evaluation of evidence to determine:

1. whether the action falls within the definition of research misconduct,
2. the responsible party(ies), and
3. the seriousness of the misconduct.

Plagiarism: Using another person’s or entity’s ideas, processes, results, or words without giving appropriate credit.

Investigation Committee: Composed of IRB Chair, and two appointed IRB members, who will investigate and rule on allegation.
Research Misconduct: Fabrication, falsification, or plagiarism in proposing or performing research, reviewing research proposals, or reporting research results. It does not include honest error in results or differences of opinion.

Respondent: The person being charged with research misconduct.

Intermediate Sanction: Applies to inadvertent research misconduct or plagiarism of literature. Investigation committee could request results be re-written or errors corrected in public format. Respondent could be denied access to research funds or permission to continue research.

Procedure

I. An allegation of research misconduct may be filed by anyone, even if they have no relationship with ACE.

   A. Prior to filing an allegation, the Complainant should speak with the IRB Chair.
   B. An allegation should be filed only if sufficient evidence exists to support it.
   C. The allegation will be filed by accessing the form available from the IRB Chair.
   D. The Chair of Institutional Review Board (IRB) will appoint an investigation committee, which will determine within 14 calendar days whether or not an inquiry is necessary.
      1. If the allegation lies within the definition of misconduct of research, the investigation committee will start the inquiry process.
      2. If an inquiry is not necessary, the investigation committee will dismiss the allegation and provide both the Respondent and the Complainant with written notification.
   E. The Committee will have 30 calendar days to complete the inquiry and write the inquiry report.
      1. The committee will examine research records, evaluate the evidence and conduct interviews.
      2. The report will state the name and position of the Respondent, a description of allegations, basis for recommendation including the list of research records reviewed, Respondent’s and Complainant’s comments, name and titles of committee members, and whether any action should be taken.
   F. The outcomes of the findings may include: No Misconduct, Intermediate Sanctions with required corrections, or Misconduct warranting a student expulsion or faculty member termination.
   G. The investigation committee will inform the respondent and the complainant of the decision. The investigation committee will also secure all records of the evidence and proceedings.

II. The respondent may appeal in writing to the full IRB within 7 calendar days of the decision.

III. Upon a final decision of the appeal,

   A. If the appeal is not upheld, a student respondent will be expelled or a faculty member respondent will be terminated from the College.
   B. If the appeal is upheld, a respondent will be returned to the College.
   C. The respondent and complainant will be informed of the decision in writing.

Research Conflict of Interest

American College of Education requires that all employees conduct the College’s affairs in accordance with high ethical standards. As a result, ACE does not allow any conflict of interest to occur in research. Financial interests related to research which must be reported include those received for personal financial benefit from the research sponsoring entity, as well as any equity ownership, any management positions, any ownership of intellectual property, licenses, and all financial interests and relationships with the sponsor of any research. The IRB will inspect each research proposal for a possible Conflict of Interest (COI) and will make the final decision regarding the research. ACE researchers must abide by the COI requirements of any Federal agencies if the research is sponsored. Employees and students are expected to report any possible COI. Each instance of conflict of interest will
be evaluated by the IRB. If the IRB finds that a COI has occurred, various steps provided in the procedures will be carried out.

**Definitions**

**Research:** A project intended to develop new or contribute to generalizable knowledge.

**Conflict of Interest:** A situation in which an individual's financial, personal or professional considerations may either directly or indirectly impact or appear to impact an individual's professional judgment in carrying out any College duty or responsibility, including the conduct or reporting of research.

**Immediate Family:** The student's or employee's spouse or domestic partner and dependent children or stepchildren.

**Personal Financial Benefit:** Anything received having monetary or of potential monetary value including, but not limited to, consulting fees, gifts, honoraria, rent, paid authorship or dividends.

- Any ACE employee or student intending on engaging in research which will have a conflict of interest need to inform both their department chair and the IRB. The IRB will have the final decision regarding the research proposal.
- Any ACE employee or student may complete the disclosure form if they feel that conflict of interest has occurred during research.
- The disclosure form will be submitted to the Institutional Review Board (IRB) for evaluation. The IRB may consult with various individuals as needed.
- If no COI has occurred, the person submitting the disclosure form will be notified.
- If an instance of COI has occurred, the IRB will meet with the faculty/staff/student (person(s)) heading the research and his/her/their immediate supervisor/faculty in order to develop and approve a management plan. The plan may include severing the relationships that are causing the COI; removing contract terms that are causing the COI; admitting and disclosing the COI in all publications/presentations, written notification to the research sponsor, and in the informed consent to human research participants; modifying the scope of the project; divesting the financial interest giving rise to the conflict; designating a colleague or Department Chair with no COI to the research to serve as lead investigator. In rare cases the individual may be disqualified from the project. After the plan has been approved, the IRB will inform everyone involved in the research of the COI.

**Human Subjects Protection**

American College of Education realizes that it has responsibility for protecting the rights and welfare of human subjects involved in research at ACE. ACE also accepts responsibility for following the local, state and federal laws that relate to the research. The Institutional Review Board (IRB) will review, approve, reject or require changes in research involving human subjects. ACE IRB will ensure that informed consent will be obtained by the researchers using human subjects. In addition, it will carefully evaluate those proposals that involve vulnerable subjects, including those below the age of 18.

**Human Subject:** A living individual about whom an investigator conducting research obtains data through intervention or interaction with the individual or through identifiable private information.

**Minimal Risk:** The probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.

- The IRB reviews all proposals for research, and will determine whether or not the proposal involves the use of human subjects.
• The IRB will determine whether the risks of the research are reasonable with regards to the benefits. Similarly, the IRB will evaluate the benefits of the research to the participants.
• The IRB will review the proposal regarding the selection of the research participants. In addition, it will carefully evaluate proposals that include subjects from vulnerable populations such as children below 18 years of age, prisoners, mentally challenged persons, and pregnant women.
• The IRB will review the method to be used for identification of participants, as well as the confidentiality of both the participants and the information provided by these participants.
• The IRB will examine the informed consent process that will be used by the researchers.

Research Confidentiality of Information

American College of Education does not tolerate research misconduct and has procedures in place to receive allegations and protocols for follow-up to allegations as determined in the procedures.

Copyright Protection Policy

1. Policy on the Use of Copyrighted Works for Education and Research

1.1. ACE will take appropriate measures to ensure that its students, faculty and staff are aware of copyright laws, regulations and agreements and can act responsibly as they use information that is owned by others in the course of teaching, learning, research or administration of the College.

1.2. All members of the ACE community are required to comply with copyright laws. Federal copyright laws provide valuable protection to the authors of original works, and ACE expects all members of the ACE community to respect those rights. Copyright laws also permit users of copyrighted works to make fair use of copyrighted materials under some limited circumstances. ACE works to make fair use of copyrighted materials under some limited circumstances.

1.3. ACE is committed to fully support the fair use of copyrighted works by the ACE community under the provisions of applicable laws. The ACE community is expected to have knowledge of, and make reasonable application of, the four factors of fair use.

1.4. Failure to comply with copyright laws and to act in good faith in the fair use of copyrighted materials will result in an ACE community member assuming liability for his or her actions and may result in disciplinary action.

2. Copyright Protections and Fair Use Principles

To help members of the ACE community understand and comply with copyright laws, this policy summarizes basic principles of copyright law including the application of the fair use balancing test. A fair use of a copyrighted work depends upon a specific determination based upon the circumstances of the use.

2.1. Principle 1: The copyright owner has important and exclusive rights. Copyright law protects original works such as films, writings, music and visual arts by giving the copyright owner a set of exclusive rights in that work. These rights include the right to distribute, copy, adapt, perform, display and create derivative or collected works. In general, any use of copyrighted materials requires permission from and maybe payment of royalties to the copyright owner unless the use falls within a fair use exemption.

2.2. Principle 2: ACE community members must make good faith efforts to understand the fundamentals of copyright laws and the reasonable application of fair use. When ACE community members plan to use a copyrighted work in their teaching or research, they must examine the specifics of their use within the context of the law in order to determine whether they should seek permission for the use or depend upon a fair use exemption.
2.3. **Principle 3:** A proper determination of fair use requires applying the following four factors:

   a. purpose or character of the use;
   b. nature of the copyrighted work being used;
   c. amount and substantiality of the work being used; and
   d. effect of the use on the market for or value of the original.

2.4. **Principle 4:** Nonprofit educational purposes are generally favored in the application of the four factors of fair use, but an educational use does not by itself make the use a “fair use.” The educational purpose of ACE will usually weight the first of the four factors in favor of fair use. However, an educational use does not mean that the use is, by that factor alone, a fair use. All four factors must be weighed in making that decision.

2.5. **Principle 5:** By acting responsibly and making considered decisions, one can limit potential liability. Congress provides significant protection for educators. Educators must hold a reasonable and good faith belief that their activities are fair use in light of the four factors. Educators are advised to carefully document their application of the four factors of fair use to their specific use in order to demonstrate that the activities were done in good faith.

3. **Obtaining Copyright Permission**

   3.1. To the extent that a member of the ACE community does not think their use of copyrighted material would fall under a fair use exemption, the ACE community member is responsible for obtaining or arranging to obtain copyright permission. Please submit requests for permissions at least six weeks before the material is needed to the Director of the ACE Library as the process can be slow, especially when dealing directly with a publisher. If permission is denied, or cannot be obtained in time, alternate material must be found.
Student Policies

Alcohol and Drug Policy

No one under the legal drinking age shall be served or allowed to sell, purchase, or consume alcoholic beverages on College property or at College sponsored events, except as outlined in the following policy and regulations:

- The College may allow alcoholic beverages to be served to persons of legal age at meetings or social gatherings officially sponsored by the College if approved by the president. Approval is dependent upon adequate measures to preclude the serving of alcoholic beverages to persons under the legal age.
- The possession, use, or sale of drugs and other controlled substances is a federal and state offense subject to fines and imprisonment. It is the policy of the College to uphold these laws. In any instance where a violation of the law concerning drugs occurs on campus or in connection with the activities of College students, the disciplinary policy of the College will permit taking action beyond or separate from any which may be taken by civil authorities. This action may range from a fine to an expulsion.

Student Complaint Policy, Procedures, and Log

This policy addresses formal procedures for resolving problems related to violations of legally prohibited actions, College policies, academic status, records, and disciplinary actions, including the following:

- Criteria and procedures for the decision were not published.
- Inconsistent published criteria and procedures.
- Published criteria and procedures were not followed.
- The decision was substantially influenced by factors other than the published criteria; i.e., the decision was discriminatory on the basis of race, color, national origin, religion, gender, sexual orientation, age, or handicap in admissions, employment, or the provision of services.
- Ethical behavior standards were violated.
- An illegal act was committed.

Definitions

Complaint: A formal complaint is written expression by a student of a concern that requires resolution about misinterpretation, misapplication, discriminatory application, or violation of an ACE policy, procedure, or academic standard or legally prohibited action.

Informal Procedure: A discussion between the student and the individual ACE employee involved to resolve an issue.

Dean: Officer of the College

State Regulatory Agency: The designated government agency established by a state to address student complaints against a college.

President's Cabinet: A governance body appointed by the President that provides overall guidance for ACE; advises the President on matters of policy and procedures; provides weekly update on the progress of the Strategic Plan, operational effectiveness, and academic issues from faculty and students
Student Complaint Procedure

Informal Complaint Resolution
Students are expected and advised to first pursue resolution to problems informally. The student initiates a good faith effort to resolve the issue through discussion with a faculty or staff member or an administrator in the department where the issue originated.

Formal Complaint Resolution
If the issue is not resolved following the information complaint resolution procedure, the student may elect to elevate the issue into the formal procedure.

Step 1. The student must file a written complaint with the Office of Academic Excellence, providing documentation of specific facts of the issue. The Complaint Form is located on the ACE website.

The formal complaint procedures require written expression by a student of requesting resolution of an issue involving misinterpretation, misapplication, discriminatory application, or violation of an ACE policy, procedure, or academic standard or legally prohibited action.

Step 2. All formal complaints will be recorded in a confidential log in the Office of Academic Excellence, and forwarded to the College official responsible for the area in which the issue occurred.

a. The confidential log will include the following:
   i. The date of the complaint
   ii. The nature of the complaint
   iii. The steps taken to resolve the complaint
   iv. The decision
b. The information will be made available to regulatory agencies upon request for the purpose of investigating individual complaints elevated to the agency; or to provide mandated reporting assurances that ACE has procedures in place for timely and fair resolution of complaints.

Step 3. The College official will have thirty (30) days from the time stamp on the complaint form to investigate the formal complaint, and render a decision. The decision will be communicated to the student.

Step 4. The student may appeal the decision in writing to the Academic Dean within 10 business days.

Step 5. A final decision will be rendered within thirty (30) days from the date the appeal is received.

The information in the log of student complaints, which is maintained by the Office of Academic Excellence, is confidential. It will be made available for outside review by the Department of Education, the Higher Learning Commission and any other official legally entitled to such review. The purpose of an outside review may include, but is not limited to: 1) establish that the College processes complaints in a timely manner; 2) demonstrate fairness and attention to student concerns; and 3) identify any pattern in the complaints that suggests problems with institutional quality. For whatever purpose, steps will be taken to insure the anonymity of any student who files a complaint.

Consensual Relationships
American College of Education does not permit consensual relationships between faculty members or staff members in positions of authority and students. Faculty members and staff members must be aware that romantic or sexual relationships with students may lead to abuse of power, conflict of interest, exploitation, or favoritism and pose a legal risk to both the faculty member and the College.
The faculty member or staff member is expected to take specific action to remove her or himself from all circumstances, decisions and actions in which he/she bears primary authority and accountability. Failure to abide by this policy constitutes misconduct on behalf of the faculty member who then may be subject to disciplinary sanctions by the College.

**Relationships Between Faculty and Students**

If a romantic and/or sexual relationship develops between a faculty or staff member and one of the students, the faculty or staff member must report the relationship, in writing, to his or her supervisor so that alternative arrangements may be made for evaluation of the student’s work.

**Responsibility of Faculty Member**

The responsibility for reporting the relationship lies with the faculty or staff member. The declaration shall be made to the faculty member’s program chair or staff member’s supervisor. Resolution of the conflict will be accomplished at the program chair level of ACE administration.

**Responsibility of Student**

When a student is aggrieved by a consensual romantic or sexual relationship the student may seek resolution by presenting her/his concerns to the program chair of the faculty member or staff member’s supervisor. If the concern is not resolved at the program chair level, the student may present the concern to the Academic Dean.

**Discrimination and Harassment**

It is the policy of the College to maintain an educational and work environment free from all types of discrimination and harassment, an open environment which values and protects individual dignity and the integrity of human relationships. Accordingly, all forms of discriminatory harassment of any member of the College community, whether based on race, color, religion, national origin, age, gender, disability, citizenship status, ancestry, sexual orientation, marital status, military status, or any characteristic protected by law, are prohibited.

While an alleged violation of the Standards of Student Behavior is being investigated, a student may be removed from class, campus-sanctioned events, or other College functions. If a violation is found, disciplinary action will be based on the seriousness of the situation and may include, but not be limited to, documented counseling by a College staff member, loss of credit, and/or expulsion. In all cases, College officials will take action in accordance with College policies and procedures.

Assertions regarding any of the characteristics listed above shall be directly related to the exchange of ideas, ideologies or philosophies. Any such assertions in the teaching context that are persistent, pervasive, and not germane to the subject matter may constitute sexual or another form of harassment and will not be tolerated.

Sexual harassment is a form of discrimination and is strictly prohibited at the College. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when: (i) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or educational opportunity; (ii) submission to or rejection of such conduct by an individual is used as a factor in decisions affecting any aspect of an individual's employment or educational opportunity; or (iii) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or learning environment.

Sexual harassment may include a range of subtle and not so subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include, but are not limited to, unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal abuse of a sexual nature; commentary about an individual's body; unwanted and repeated touching; unwanted and repeated sexual jokes, flirtations, advances or propositions; leering, catcalls or whistling; sexually suggestive, insulting or obscene comments or gestures; display sexually suggestive objects or pictures (including through email); and other physical, verbal or visual conduct of a sexual nature.
Harassment on the basis of any other protected characteristic is also strictly prohibited. Harassment is defined as verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her protected category, such as race, color, religion, national origin, age, gender, disability, citizenship status, ancestry, sexual orientation, marital status, military status, or any characteristic protected by law if that conduct: (i) has the purpose or effect of creating an intimidating, hostile, or offensive work or learning environment; (ii) has the purpose or effect of unreasonably interfering with an individual’s work or academic performance; or (iii) otherwise adversely affects an individual’s employment, educational opportunity or advancement opportunities.

The College prohibits retaliation against any individual who in good faith reports discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination in good faith or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action.
# Total Cost of Attendance

Cost of Attendance includes all student costs, including tuition, fees, training, and incidentals.

<table>
<thead>
<tr>
<th>Degree Programs</th>
<th>Tuition</th>
<th>Non-refundable Application Fee</th>
<th>Non-refundable Technology Fee</th>
<th>Student Teaching Fee</th>
<th>Capstone or Dissertation Fee*</th>
<th>Non-refundable Program Conferral Fee</th>
<th>Total Cost</th>
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<tbody>
<tr>
<td>M.Ed. in Curriculum and Instruction</td>
<td>$7,955</td>
<td>$50</td>
<td>$249</td>
<td></td>
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<tr>
<td>Dual Degree: M.Ed. in Curriculum and Instruction for graduates of Elementary Education</td>
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*Capstone books may be required by particular programs. Please check the Capstone Guide.

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<th>Certificate Programs</th>
<th>Tuition</th>
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<td>Certificate Programs</td>
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</tr>
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</table>

**Bridge Course Tuition**

To assist with the transition from quarter credits to semester credits, all bridge courses will be free of charge during 2013 for Re-entry students whose Last Date of Attendance was before March 1, 2013 and who re-enter ACE and take the bridge course(s) during 2013.

Bridge courses will also be free of charge for any student who changed their program prior to March 1, 2013 and needs a bridge course.

Any student who withdraws or is administratively withdrawn from the College on or after March 1, 2013 and re-enters will be charged the semester credit tuition and fees for any needed bridge courses even if the bridge courses are taken during 2013.

Any student who changes their program on or after March 1, 2013 will be charged the semester credit tuition and fees for any needed bridge courses even if the bridge courses are taken during 2013.
Bridge Course | Tuition | Non-refundable Technology Fee | Total Cost
--- | --- | --- | ---
1 semester credit | $215 | $7 | $222
2 semester credits | $430 | $14 | $444
3 semester credits | $645 | $21 | $666

Other Tuition and Fees

- Capstone Extension or Internship Extension course: $215 plus $20 technology fee for each 5-week term
- NBCT Credit: $215 per credit
- Payment Processing Fee: $25 non-refundable fee for students who do not pay the full program tuition at the time of enrollment; assessed at the beginning of each unpaid course.

Late Payment Fee
Payment is due five calendar days prior to the course start date.

- Payments received Tuesday after the course has begun are subject to a $50 Late Fee
- Payments received Wednesday after the course has begun are subject to a $100 Late Fee.
- Late Fees are payable by credit card only.
- If payment for all term tuition and fees – including the Conferral Fee and Late Fee (if applicable) is not received in full by Wednesday after the course has begun, the student will be administratively withdrawn from the College.

Reinstatement Fee
Students reported to the Registrar’s Office after the final payment deadline for nonpayment of tuition and fees – including the Conferral and/or Late Fee as applicable – will be Administratively Withdrawn for nonpayment.

- For new and continuing students who wish to remain enrolled during the current term from which they have been administratively withdrawn for nonpayment, ACE has a nonrefundable $150.00 Reinstatement Fee. Please note this fee is in addition to any applicable Late Fees.
- To remain enrolled, students should contact the Bursar’s Office at 1-800-280-0307, Option 3 Friday, Week 1 8:00am – 5:00pm CST or Monday, Week 2 8:00am – 12:00 pm CST to satisfy any outstanding balances and to pay the $150.00 Reinstatement Fee.
- Payment of the fee will only be accepted by credit card.

| Course Start Date: Monday | Late Payment Day 1: Tuesday Week 1 | Late Payment Day 2: Wednesday Week 1 | Reinstatement Dates: Friday, Week 1 and Monday, Week 2 |
---|---|---|---|
Payment Due | $50.00 Late Fee Assessed | $100.00 Late Fee Assessed | Additional $150 Reinstatement Fee Assessed if Student Wishes to Remain Enrolled |

Tuition and Fee Payments
All tuition and fees are due the Wednesday prior to the first day of each course. Students from whom payment has not been received by Wednesday after the course has begun will be administratively withdrawn. This includes
students whose payments are partially covered by military benefits or a third-party loan. American College of Education reserves the right to report failure to pay tuition and fees to one or more national credit bureau organizations. Diplomas, official transcripts, or program completion verifications to state agencies will not be issued until all financial obligations are paid in full.

Payment Options
Each student must declare a payment method prior to beginning the first course. Students have the following payment options:

- Payment in Full: Make one payment covering the entire program tuition and fees. By paying in full, the payment processing fees can be avoided.
- Payment in Installments: Pay program tuition and fees in smaller portions. A Payment Processing Fee for each unpaid course will be assessed under this payment method.
- School Partnership Agreement: Under a partnership agreement between American College and a participating school district, payment arrangements can be set up. This option is only available for full-time employees.
- Third-Party Loans: Some students may qualify for a private loan through a third-party lender. Funds received from the lender may be used to either make payment in full or by installments as described above.

Right to Change Tuition
American College of Education reserves the right to adjust tuition and fees at any time with prior notice to current students. Students leaving the College and later returning will be charged the tuition and fees in effect at the time of the return.

Three-day Cancellation
Students who provide written notice of cancellation within three days (excluding Saturday, Sunday, and federal and state holidays) of paying tuition, the technology fee, and/or the payment processing fee are entitled to a refund of all monies paid. Refunds will be provided within 30 days of receiving notice of cancellation.

Tuition Refund Policy

General Refund Policy
The following tuition refund policy applies to all students except those who reside in Indiana, Georgia, Louisiana, Maryland, and Wisconsin. Residents of those states should refer to the state-specific refund schedule below.

Students are monitored during the first week of each course for signs of activity such as downloading readings, posting to discussion boards, submitting assignments, and completing quizzes and tests. Students who do not demonstrate activity in their courses during the first week are administratively withdrawn and the effective day will be the 5th day of the course. Students who are administratively withdrawn from the course for non-participation will receive a 100% tuition refund. This refund does not include the non-refundable Payment Processing and Technology fees. Refunds will be issued within 15 business days.

Participation in courses is the responsibility of the student. If a student remains enrolled in a course after the Drop Date (Friday of the first week of the course), he/she will remain enrolled in the course through the end of the term. Students are financially and academically responsible for their enrollment in courses if they are active beyond the first week.

Withdrawal from Program or Single Course
A student must submit a Change of Status Form in order to withdraw from the program or from a single course. The form must be received by the Drop Date – the first Friday of the course – in order to receive a full refund of tuition paid. Students, including those who have been dismissed, are liable to pay for each course taken or not dropped by
the Drop Date at the individual course cost. If the student has paid for the entire program upfront, the program cost less this liability will be refunded to the student.

State – Specific Refund Policies
Some states where ACE has authorization to operate require a separate tuition refund policy for their residents. These are described below.

Georgia Residents
The Georgia Nonpublic Postsecondary Commission requires if a resident of Georgia has paid the total program tuition in full and wishes to withdraw from the College for any reason, the student may do so and is liable to pay for each course taken at the individual course cost. The program cost less this liability will be refunded to the student when tuition has been paid in advance. The cost to exit the program will not exceed the cost of the program. A student’s request to withdraw from the College must be documented in writing.

The following pro-rated tuition refund policy applies to Georgia residents.

<table>
<thead>
<tr>
<th># Days in Term</th>
<th>% of Courses Completed</th>
<th>% of Tuition Refund</th>
<th># Days in Term</th>
<th>% of Courses Completed</th>
<th>% of Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>0-5%</td>
<td>95%</td>
<td>0-4</td>
<td>0-5%</td>
<td>95%</td>
</tr>
<tr>
<td>3-4</td>
<td>6%-10%</td>
<td>90%</td>
<td>5-7</td>
<td>6%-10%</td>
<td>90%</td>
</tr>
<tr>
<td>5-9</td>
<td>11%-25%</td>
<td>75%</td>
<td>8-18</td>
<td>11%-25%</td>
<td>75%</td>
</tr>
<tr>
<td>10–18</td>
<td>26%-50%</td>
<td>50%</td>
<td>19–35</td>
<td>26%-50%</td>
<td>50%</td>
</tr>
<tr>
<td>19+</td>
<td>51%+</td>
<td>0</td>
<td>36+</td>
<td>51%+</td>
<td>0</td>
</tr>
</tbody>
</table>

Indiana Residents
The Indiana Board for Proprietary Education requires that residents of Indiana receive a full refund of all tuition paid if the student cancels prior to the first day of the first week of the term, or if the student accepted was unqualified and the College did not secure a disclaimer, or if the College procured the student’s enrollment as the result of false representations in the written materials used by the College, or in oral representations made by or on behalf of the College. The College will issue full refunds within 10 business days of cancellation.

A student who withdraws or is administratively withdrawn after the three-business-day cancellation period shall be entitled to a pro rata tuition refund, as calculated below, less any amounts owed by the student for the current enrollment period, less the one-time application fee.

<table>
<thead>
<tr>
<th># Days in Term</th>
<th>% of Courses Completed</th>
<th>% of Tuition Refund</th>
<th># Days in Term</th>
<th>% of Courses Completed</th>
<th>% of Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>0-10%</td>
<td>90%</td>
<td>0-10</td>
<td>0-10%</td>
<td>90%</td>
</tr>
</tbody>
</table>
The College will issue pro-rated refunds within 31 days of the effective date of withdrawal. A written note of withdrawal is not required.

**Louisiana Residents**
The Louisiana Board of Regents requires if Louisiana students withdraw within the number of days shown (in a term), they will receive a refund of the percentage of tuition and fees, excluding any nonrefundable application and payment processing fees listed below.

<table>
<thead>
<tr>
<th># Days in Term</th>
<th>% of Tuition Refund</th>
<th>% of Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>1-10</td>
<td>75%</td>
<td>1-20</td>
</tr>
<tr>
<td>11-24</td>
<td>50%</td>
<td>21-48</td>
</tr>
<tr>
<td>25+</td>
<td>0%</td>
<td>49+</td>
</tr>
</tbody>
</table>

**Maryland Residents**
The Maryland Higher Education Commission requires the following refund policy for residents of Maryland:

<table>
<thead>
<tr>
<th># Days in Term</th>
<th>% of Courses Completed</th>
<th>% of Tuition Refund</th>
<th># Days in Term</th>
<th>% of Courses Completed</th>
<th>% of Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>0%-9%</td>
<td>90%</td>
<td>0-6</td>
<td>0%-9%</td>
<td>90%</td>
</tr>
<tr>
<td>4-6</td>
<td>10%-19%</td>
<td>80%</td>
<td>7-12</td>
<td>10%-19%</td>
<td>80%</td>
</tr>
<tr>
<td>7-10</td>
<td>20%-29%</td>
<td>60%</td>
<td>13-20</td>
<td>20%-29%</td>
<td>60%</td>
</tr>
<tr>
<td>11-13</td>
<td>30%-39%</td>
<td>40%</td>
<td>21-26</td>
<td>30%-39%</td>
<td>40%</td>
</tr>
<tr>
<td>14-20</td>
<td>40%-59%</td>
<td>20%</td>
<td>27-40</td>
<td>40%-59%</td>
<td>20%</td>
</tr>
</tbody>
</table>
A tuition refund due to a Maryland student is based on the date of withdrawal or termination and paid within 60 days from the date of withdrawal or termination. The College will maintain documentation to verify that a refund has been made.

**Wisconsin Residents**

American College of Education complies fully with the refund policy for Wisconsin residents as mandated by Wisconsin law. The student will receive a full refund of all money paid if the student cancels within the three business-day cancellation period. The school will issue refunds within 10 business days of cancellation.

A student who withdraws or is dismissed after the three-business-day cancellation period, but before completing 60% of the units of instruction in the current enrollment period, shall be entitled to a pro rata refund of tuition and fees, as calculated below, less any amounts owed by the student for the current enrollment period, less the one-time application fee of $50.00 or $100, where applicable.

<table>
<thead>
<tr>
<th>5-week Course Policy</th>
<th>10-week Course Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td># Days in Term</td>
<td>% of Tuition Refund</td>
</tr>
<tr>
<td>0-7</td>
<td>100%</td>
</tr>
<tr>
<td>8-10</td>
<td>70%</td>
</tr>
<tr>
<td>11-14</td>
<td>60%</td>
</tr>
<tr>
<td>15-17</td>
<td>50%</td>
</tr>
<tr>
<td>18-21</td>
<td>40%</td>
</tr>
<tr>
<td>22-35</td>
<td>0%</td>
</tr>
</tbody>
</table>

The College will issue refunds within 40 days of the effective date of termination. A written note of withdrawal is not required. The student is considered withdrawn from the school if the student fails to attend classes or submit lessons without providing an explanation to the College regarding the inactivity for the 1st week of class. No refund is required for any student who withdraws or is dismissed after completing 60% of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student’s control.
Military Education Benefits

American College of Education (ACE) is approved by the Indiana State Approving Agency to certify Veterans to use GIBill® benefits to help fund tuition costs.

Students may obtain information about benefit eligibility by either visiting the United States Department of Veterans Affairs website, www.gibill.va.gov, or calling 1-800-442-4551. For additional information about veterans military education benefits, please call our Military Enrollment Specialists, at 1-800-280-0307, Option 2.

Benefits Overview

ACE honors the following military and veterans education benefits:

**Chapter 30: Montgomery GI Bill® - Active Duty Educational Assistance - Active Duty (MGIB-AD)**
http://www.gibill.va.gov/benefits/montgomery_gibill/active_duty.html

The MGIB program provides up to 36 months of education benefits. Generally, benefits are payable for 10 years following release from active duty. Benefits are paid monthly via check or direct deposit.

**Chapter 1606: Montgomery GI Bill® - Selected Reserve (MGIB-SR)**
http://www.gibill.va.gov/benefits/montgomery_gibill/selected_reserve.html

The MGIB-SR program may be available to members of the Selected Reserve. The Selected Reserve includes the Army Reserve, Navy Reserve, Air Force Reserve, Marine Corps Reserve, Coast Guard Reserve, the Army National Guard and the Air National Guard. Benefits are paid monthly via check or direct deposit.

**Chapter 33: Post 9/11 GI Bill®**

The Post-9/11 GI Bill provides financial support for education and housing to individuals with at least 90 days of aggregate service after September 10, 2001, of individuals discharged with a service-connected disability after 30 days. One must have received an honorable discharge to be eligible for the Post-9/11 GI Bill. This benefit provides up to 36 months of education benefits. Generally, benefits are payable for 15 years following release from active duty. The Post-9/11 GI Bill also offers some service members the opportunity to transfer their GI Bill to dependents.

**Chapter 35: Survivors' and Dependents' Educational Assistance Program (DEA)**
http://www.gibill.va.gov/benefits/other_programs/dea.html

Dependent’s Educational Assistance provides education and training opportunities to eligible dependents of veterans who are permanently and totally disabled due to a service-related condition, or who died while on active duty or as a result of a service-related condition. The program offers up to 45 months of education benefits. Benefits are paid monthly via check.

**Chapter 31: Vocational Rehabilitation and Employment Program**
http://www.gibill.va.gov/benefits/other_programs/dea.html

The Vocational Rehabilitation and Employment Program assists Veterans with service-connected disabilities to prepare for, find, and keep suitable jobs. For Veterans with service-connected disabilities so severe that they cannot immediately consider work, this program offers services to improve their ability to live as independently as possible.

**Chapter 1607: Reserve Educational Assistance Program (REAP)**
http://www.gibill.va.gov/benefits/other_programs/reap.html

REAP was established as a part of the Ronald W. Reagan National Defense Authorization Act for Fiscal Year 2005. It is a Department of Defense education benefit program designed to provide educational assistance to members of the Reserve components called or ordered to active duty in response to a war or national emergency (contingency...
operation) as declared by the President or Congress. This program makes certain individuals who were activated for at least 90 days after September 11, 2001, are either eligible for education benefits or eligible for increased benefits. Benefits are paid monthly via check or direct deposit.

My Career Advancement Account (MyCAA)
http://www.militaryonesource.mil/12038/Project%20Documents/MilitaryHOMEFRONT/MyCAA/SpouseFAQs.pdf

MyCAA is an education benefits program available to spouses of active duty service members and activated members of the National Guard and Reserve Components and is administered by the Department of Defense through Military One Source. MyCAA helps military spouses pursue licenses, certificates, certifications or Associate's Degrees (excluding Associate's Degrees in General Studies, Liberal Arts, and Interdisciplinary Studies that do not have a concentration) necessary for gainful employment in high demand, high growth Portable Career Fields and Occupations. MyCAA benefits are paid directly to the school up to a maximum dollar amount of $4,000 for a total of 2 years.

Tuition Assistance
Paid directly to the school, Tuition Assistance is administered by the individual branches of service or Reserve component. Additional information may be found by visiting the following websites:


Grants and Scholarships

American College of Education offers a number of grants and scholarships throughout the year. See http://www.ace.edu/tuition/grants-and-scholarships for descriptions of and applications for all grant and scholarship opportunities.

Alumni Grant

Available to degree-seeking students nominated by an ACE alumnus to receive a grant toward tuition costs.

Board of Trustees Scholarship

Annually, five (5) $500 scholarships are awarded in honor of each American College of Education’s five (5) Board members. Both current and new ACE students are eligible for the Board of Trustees Scholarships.

The Admiral Thomas B. Hayward Scholarship

Established in 2013 in honor of a distinguished former ACE Board of Trustees member, the Admiral Thomas B. Hayward Scholarship is awarded annually to one outstanding student who has served in the military and has demonstrated his or her dedication to teaching by pursuing an advanced degree in the field of education.
Course Descriptions

Curriculum and Instruction Courses

American College of Education courses are designed to be taken independently and not sequentially. The majority of courses do not have prerequisites except as indicated in the course descriptions below. Note that 5000 level courses are at the master’s level and 6000 level courses are at the specialist and doctoral level.

CI5033 Creating Safe and Supportive Classrooms
(3 semester credits)
Through classroom application of course content, this course provides students with substantial practical experience as they master and implement preventive and positive classroom management strategies. In addition, students acquire both theoretical and practical knowledge about the relationships between school-wide systems and behavioral development, learning and achievement among students with diverse needs.

CI5091 Capstone Experience for Curriculum and Instruction
(1 semester credit)
The Capstone Experience is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout and as a result of the Curriculum and Instruction program.

CI5313 Curriculum & Instructional Design for Multicultural Classrooms
(3 semester credits)
This course assists students in developing rigorous, appropriate curriculum and instruction. Multiculturalism, culturally relevant pedagogy, differentiated instruction, and thematic, interdisciplinary unit planning are emphasized. Using a curricular framework, students plan, evaluate, reflect on, and adapt curricula experiences that build successful learning environments for all learners including English language learners.

CI5333 Student Engagement
(3 semester credits)
This course assists students in developing rigorous, appropriate curriculum and instruction. Multiculturalism, culturally relevant pedagogy, differentiated instruction, and thematic, interdisciplinary unit planning are emphasized. Using a curricular framework, students plan, evaluate, reflect on, and adapt curricula experiences that build successful learning environments for all learners including English language learners.

CI5353 Standards-Driven Learning
(3 semester credits)
This course focuses on the major theories, strategies, and applications utilized in P-12 standards-driven learning environments. Participants review and apply current literature and educational research studies concerning standards-based curriculum, implementation strategies and tools.

CI5393 Teacher Leadership
(3 semester credits)
This course explores the critical roles teachers play in decision-making through the perspective of multiple stakeholders. Learners engage in leadership interactions to develop problem-solving skills and the ability to become change agents for continuous school improvement.

CI5423 Community of Learners
(3 semester credits)
This course prepares students to implement strategies for building a learning community. An emphasis is placed on the application of the learner-centered principles; cooperative and problem-based learning strategies; and the promotion of integrated curriculum and critical thinking.
CI5453 Learning with Technology  
(3 semester credits)  
This course examines the use of computer technology for managing 21st century classrooms and providing differentiated instructions to 21st century learners. Learners will evaluate their own use and their school district’s use of technology and develop action plans for integration and change.

CI5503 Principles and Practices of Classroom Management  
(3 semester credits)  
This course prepares educators to implement a Positive Behavioral Support System (PBSS). The evidenced-based PBSS components are designed to guide educators to teach preK-12 learners competencies in social, emotional, and behavioral self-management for consistent application in classrooms and school-wide.

CI5513 Developing Student Self-Management Skills  
(3 semester credits)  
This course emphasizes the role of social skills instruction in effective classroom and school management. The Stop & Think program serves as a model in the course to assist educators in implementing a cognitive-behavioral approach to the teaching of social skills. Prevention of and response to student teasing, taunting, bullying, harassment, and physical aggression are a major course focus.

CI5523 Interventions for Behaviorally Challenging Students  
(3 semester credits)  
This course prepares educators to assist challenging students through the use of evidence-based behavioral interventions. Response to Instruction and Intervention (RTI2) is a major focus of the course with major emphasis on strategic Tier 2. Tier 3 interventions for intensive student need and crisis management situations are also addressed.

CI5613/SCI5613 Engaging Students in Science  
(3 semester credits)  
Educators will examine current knowledge of students’ interest, attitudes, and achievement in science and factors that influence each. Educators will also learn a four-part framework for igniting students’ interest in science by doing hands-on activities related to science careers, and practice ways to incorporate this framework into science and nonfiction literacy instruction. Course work will focus on strategies that increase students’ engagement, interest, and achievement in science.

CI5623/SCI5623 Foundations of Science Learning  
(3 semester credits)  
Educators will investigate key findings on how students’ learn science as well as teaching strategies grounded in this research. This course offers a series of readings, problem-solving activities, reflections, and discussions through which educators will develop an effective approach to teaching any science concept. Through these activities, issues of cognition, culture, and pedagogy will come up that will be similar to issues educators face in today’s classrooms. As a result of this course, educators will develop pedagogical principles, outlooks, knowledge, and skills that will inform their teaching practices.

CI5633/SCI5633 Inquiry-Based Science Teaching  
(3 semester credits)  
Educators will explore planning, implementing, and evaluating science curriculum. Educators will design lessons and practice teaching strategies which foster students’ engagement in science, science literacy, inquiry skills, and personal connection to science. This course uses a variety of technology tools for learning and teaching.

CI5713/LIT5713 Foundations of Reading Instruction  
(3 semester credits)  
The first course in the Louisa Moats Literacy Instruction program is for educators who are beginning to implement the components and principles of reading instruction that is grounded in science-based reading research (SBRR). The
interdependence of language, reading, and writing is emphasized as each of the five essential components of reading (phoneme awareness, phonics, fluency, vocabulary, and comprehension) is explored. At the conclusion of this course, educators will be prepared to implement instructional programs grounded in reading research, use assessments that measure students’ skills in the essential components, and adjust their teaching in accordance with diverse student needs.

CI5723/LIT5723 Literacy Instruction: Phonology, Phonics, and Spelling (3 semester credits)
The second course in the Louisa Moats Literacy Instruction program prepares educators to teach the foundational reading and language skills enumerated in the Common Core State Standards (CCSS) and to teach students who are struggling with literacy acquisition within a Response to Intervention (RTI) framework. The course combines the study of English language structure with information about research-based instruction. Techniques for teaching these structures in language are modeled and practiced. Prerequisite: CI5713/LIT5713.

CI5733/LIT5733 Vocabulary, Fluency, and Comprehension in Reading Instruction (3 semester credits)
The final course in the Louisa Moats Literacy Instruction program assists educators to understand and apply research-based information about three of the “essential components” of reading instruction: vocabulary, fluency, and comprehension. It prepares educators to teach “close reading” of literary and informational text as enumerated in the Common Core State Standards (CCSS) and to address additional Language Foundations standards beyond those addressed in CI5723/LIT5723: Literacy Instruction: Phonology, Phonics, and Spelling. Prerequisites: CI5713/LIT5713 and CI5723/LIT5723.

CI5813/MATH5813 CCSS: Number Sense, Operations, and Algebraic Thinking (3 semester credits)
During this course, educators will investigate the philosophy guiding the Common Core State Standards (CCSS) for Mathematics for grades K-6 and learn how to balance instruction about problem-solving procedures with instruction targeting core math understanding. Educators will investigate and implement strategies to improve student performance in generalizing analogous problems, representing problems coherently, justifying conclusions, applying math to practical situations, using technology mindfully, explaining their steps accurately to other students, and synthesizing patterns or finding shortcuts. Educators will focus on standards related to numbers and number systems, operations, algebraic thinking, and fractions. Tasks will include analysis of current teaching practices, crosswalks of standards, and development of original instructional units aligned with the standards and utilizing evidence-based practices.

CI5823/MATH5823 CCSS: Measurement, Data, and Geometry (3 semester credits)
During this course, educators will focus on Common Core State Standards (CCSS) in mathematics related to geometry, measurement, and data for grades K-6. Educators will investigate and implement strategies to improve student performance in informal to formal development of measurement and data, geometric concepts and applications, and problem solving. Major concepts such as congruence, transformations, and the dynamic relationship between area and perimeter will be investigated.

CI5833/MATH5833 CCSS: Fractions and Decimals (3 semester credits)
During this course, educators will focus on the Common Core State Standards (CCSS) in mathematics related to fractions and decimals for grades K-6. Educators will investigate and implement strategies to improve student performance by understanding the importance of equivalence, magnitude, part-whole relationships, the link between fractions and decimals, as well as a conceptual understanding of operations on fractions and decimals.
CI5911 Independent Study for Curriculum and Instruction
(1 semester credit)
This course is an independent study of specific problems in the field of curriculum and instruction. Prerequisite: Permission of the Department Chair. May be repeated. In seeking permission to register in this course, the student will submit a proposed topic to the Department Chair. With an approved topic, the student will conduct an independent inquiry under the supervision of a faculty member. Work in CI5911 must be accomplished in a regular five-week session with all student products submitted through the learning management system. Through the student's independent inquiry, the student will develop a product for review.

CI5912 Independent Study for Curriculum and Instruction
(2 semester credits)
This course is an independent study of specific problems in the field of curriculum and instruction. Prerequisite: Permission of the Department Chair. May be repeated. In seeking permission to register in this course, the student will submit a proposed topic to the Department Chair. With an approved topic, the student will conduct an independent inquiry under the supervision of a faculty member. Work in CI5912 must be accomplished in a regular five-week session with all student products submitted through the learning management system. Through the student's independent inquiry, the student will develop a product for review.

CI5913 Independent Study for Curriculum and Instruction
(2 semester credits)
This course is an independent study of specific problems in the field of curriculum and instruction. Prerequisite: Permission of the Department Chair. May be repeated. In seeking permission to register in this course, the student will submit a proposed topic to the Department Chair. With an approved topic, the student will conduct an independent inquiry under the supervision of a faculty member. Work in CI5913 must be accomplished in a regular five-week session with all student products submitted through the learning management system. Through the student's independent inquiry, the student will develop a product for review.

CI5923 Practicum in Curriculum and Instruction
(3 semester credits)
Independent study of specific problems in the field of curriculum and instruction. Prerequisite: Permission of the Department Chair. May be repeated. In seeking permission to register in this course, the student will submit a proposed topic to the Department Chair. With an approved topic, the student will conduct an independent inquiry under the supervision of a faculty member. Work in CI5923 must be accomplished in a regular five-week session with all student products submitted through the learning management system. Through the student's independent inquiry, the student will develop instructional products and an assessment instrument for review.

CI5933 Special Topics in Curriculum and Instruction
(3 semester credits)
Independent exploration of special topics in curriculum and instruction. The student will access published research and create a literature review on a topic of interest, posing research questions for future consideration. Prerequisite: Permission of the Department Chair. May be repeated.
Digital Learning and Teaching/Technology Courses

American College of Education courses are designed to be taken independently and not sequentially. The majority of courses do not have prerequisites as indicated in the course descriptions below. Note that 5000 level courses are at the master's level and 6000 level courses are at the specialist and doctoral level.

DL5013 The Digital Learner  
(3 semester credits)  
This course examines the impact of technology on learning as well as how today's student navigates a media-rich world. Topics include the human-computer interface, technology and the brain, diffusion of innovations, and connectivity through social media. The course considers trends and issues in educational technologies as well as research into the effects of technology on society.

DL5023 The Digital Educator  
(3 semester credits)  
This course uses a project-based approach in studying technology in education, best practices for classroom teachers, and strategies for professional development in light of emerging technologies. The course addresses 21st century standards for education, educators' digital presence, cloud computing, and digital ethics.

DL5103 Instructional Models for Digital Learning  
(3 semester credits)  
This course draws from multiple disciplines to explore design and strategies for computer- and web-based learning. Special attention is paid to collaborative learning, interactivity, assessment, and best use of technology tools.

DL5203 Digital Content for Learning  
(3 semester credits)  
This course addresses development of instructional and learning materials utilizing computer- and web-based technology. In this applications course, educators survey and utilize technology tools for design and creation of learning objects with focus on cost effectiveness.

ET5013 Responsible Technological Change  
(3 semester credits)  
Learners explore paradigm shifts, current trends and issues in popular and educational technology, and interpret how they have affected society, schools, teachers, and students. From the perspective of preparing students to be critical consumers of information and producers of knowledge in and out of the classroom, learners construct a historical timeline and discovery depicting shifts, trends, and issues in their own school/district. Successful measures to manage the change process in educational reform are identified and applied to an appraisal of the timeline and discovery. Ethical and legal practices, including those related to intellectual freedom, privacy, and adaptive and assistive services are explored and applied to the evaluation of school technology policy and procedure manuals and the development of a technology mission statement.

ET5023 Information Access and Evaluation  
(3 semester credits)  
In this course, learners investigate and use information access and retrieval tools to support classroom and professional research. Learners will also conduct an analysis of the information access and retrieval tools in their own schools, identify areas of need, and make recommendations for improvement based on costs and benefits. Principles of conducting effective searches and evaluating the quality, relevancy, and accessibility of information and information access tools are explored and practiced. Additionally, learners will explore legal and ethical issues related to information access. Finally, learners will learn how to use the advanced features of a multimedia presentation tool to prepare instruction that shares these issues, principles and evaluation skills with both students and staff.
ET5033 Technology for Learning and Assessment  
(3 semester credits)  
In this course, learners use and evaluate current and emerging technologies to improve learning and assessment. Learners are introduced to and then use a variety of multimedia tools to develop student learning projects that offer opportunities for the collection, tracking, and analysis of student achievement. Such tools may include Webquests, wikis, blogs, electronic portfolios, and online discussion forums. Learners then evaluate the ability of the technologies to support cooperative and student-centered learning environments, multidisciplinary teaching, problem-based learning, and the needs of a diverse learner population. Finally, learners prepare a standards-based unit plan, to introduce one or more of the technologies to an identified student audience, and an accompanying assessment tool.

ET5043 Technology Curriculum and Planning  
(3 semester credits)  
Using principles, theories, and models of curriculum design, learners build a school wide, standards-based technology curriculum that supports and enhances existing subject and content curriculum. Using the results of a current practices analysis, learners construct a measurable curriculum plan that promotes the integration and application of technology skills into the learning process and that supports the needs for a diverse student population. Additionally, learners prepare an implementation timeline and presentation to introduce the curriculum. Both the timeline and presentation identify the supportive role of the educational technology leader in helping students to achieve the technology standards.

ET5053 Design of Learning Environments  
(3 semester credits)  
Learners apply theories of learning psychology, and models and principles of instructional design to the design of instruction and development of learning environments. Specifically, learners will analyze learning environments, learners, and learning tasks; identify and describe learning goals, objectives, and assessments; determine instructional strategies and appropriate learning and instructional materials; and design formative and summative evaluations. These tasks will be completed in the process of developing, simultaneously, a curricular unit for classroom and electronic distance learning environments. Learners will also explore current technology trends and issues as they apply to the instructional design process.

ET5063 Technology for Staff Development  
(3 semester credits)  
Applying principles of instructional design and adult learning, learners develop a technology curriculum that supports the professional growth of school faculty and staff. Upon the identification of technologies most commonly used in schools, learners will conduct a school-wide analysis of personal, professional, administrative, and instructional technology use. Additionally, learners identify and evaluate technologies to improve/facilitate productivity, communication, and instruction. Analysis and evaluation results will be used to prepare a curriculum plan and implementation timeline that introduces, develops, and reinforces technology skills and concepts. The role of the educational technology leader in this process will be evident. Learners will also prepare a professional development plan for educational technology leaders to preserve their ability to effectively service students, faculty, and staff.

ET5073 Educational Technology Planning  
(3 semester credits)  
This course prepares learners to apply research, evaluation, and technical writing skills to the development of a school wide educational technology proposal and presentation to improve and maintain services. Learners also use these skills to seek alternative sources and prepare an application for educational technology funding. To develop the proposal, learners conduct a strategic analysis to identify existing strengths, weaknesses, opportunities, and threats. Factors to be assessed in the analysis and addressed in the proposal include factors such as hardware, software, budget, alternative funding sources, staffing, licenses, space utilization, and security. Upon proposal completion, learners prepare a presentation, using a variety of media presentation tools, to be delivered to the school board and/or community.
ET5083 Educational Technology Systems Management  
(3 semester credits)  
Learners will become proficient in researching and evaluating networks, hardware and software commonly used in educational settings. Learners will investigate and share issues related to planning, purchasing, and integrating new systems and supporting existing systems. Operating systems maintenance and troubleshooting strategies will be explored in the context of developing an instructional manual and training for a technology management team. Security concerns related to identity protection and filtering will also be explored.

ET5091 Capstone Experience for Educational Technology  
(1 semester credit)  
The Capstone Experience is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout and as a result of this Educational Technology program. It does this by having candidates provide specific artifacts produced along with or as a result of their courses' application assignments. Candidates align their work with the National Educational Technology Standards (NETS) for Educational Technology Facilitators as established by the International Society for Technology in Education (ISTE) in collaboration with the National Council for the Accreditation of Teacher Education (NCATE). Opportunities to use technology in synthesizing and reflecting upon their learning and future are also provided, culminating in students' construction of their own online electronic portfolio to provide a highly personalized framework for their planning and professional documentation beyond graduation.

ET5801 Independent Study for Educational Technology  
(3 semester credits)  
This course is an independent study of specific problems in the field of technology. Prerequisite: Permission of the Department Chair. May be repeated. In seeking permission to register in this course, the student will submit a proposed topic to the Department Chair. With an approved topic, the student will conduct an independent inquiry under the supervision of a faculty member. Work in ET5801 must be accomplished in a regular five-week session with all student products submitted through the learning management system. Through the student's independent inquiry, the student will develop a product for review.

ET5802 Independent Study for Educational Technology  
(2 semester credit)  
This course is an independent study of specific problems in the field of technology. Prerequisite: Permission of the Department Chair. May be repeated. In seeking permission to register in this course, the student will submit a proposed topic to the Department Chair. With an approved topic, the student will conduct an independent inquiry under the supervision of a faculty member. Work in ET5802 must be accomplished in a regular five-week session with all student products submitted through the learning management system. Through the student's independent inquiry, the student will develop a product for review.

ET5803 Independent Study for Educational Technology  
(3 semester credits)  
This course is an independent study of specific problems in the field of technology. Prerequisite: Permission of the Department Chair. May be repeated. In seeking permission to register in this course, the student will submit a proposed topic to the Department Chair. With an approved topic, the student will conduct an independent inquiry under the supervision of a faculty member. Work in ET5803 must be accomplished in a regular five-week session with all student products submitted through the learning management system. Through the student's independent inquiry, the student will develop a product for review.

ET5813 Practicum: Virtual Learning Environments  
(3 semester credits)  
Independent study of specific problems in the field of technology. Prerequisite: Permission of the Department Chair. May be repeated. In seeking permission to register in this course, the student will submit a proposed topic to the Department Chair. With an approved topic, the student will conduct an independent inquiry under the supervision of a
faculty member. Work in ET5813 must be accomplished in a regular five-week session with all student products submitted through the learning management system. Through the student’s independent inquiry, the student will develop products and an assessment instrument for review.

**ET5823 Special Topics: Research Inquiry into Digital Learning**  
*(3 semester credits)*

Independent exploration of special topics in digital learning and teaching. The student will access published research and create a literature review on a topic of interest, posing research questions for future consideration. Prerequisite: Permission of the Department Chair. May be repeated. In seeking permission to register in this course, the student will submit a proposed topic of inquiry to the Department Chair. With an approved topic, the student will conduct an independent inquiry under the supervision of a faculty member. Work in ET5823 must be accomplished in a regular five-week session with all student products submitted through the learning management system. Through the student’s independent inquiry, the student will develop a review of literature and list of potential research questions on a relevant topic.

**TECH6303 Online Learning and Teaching**  
*(3 semester credits)*

Students will compare theories of teaching and learning with applications to online instruction. Content includes emerging technology and use of Open Educational Resources.

**TECH6313 Creating Online Collaboration and Communities**  
*(3 semester credits)*

Students will critique research on social presence and best practices for connecting online with students or colleagues, as well as best practices for social media use within education organizations.

**TECH6323 Designing Courses and Programs**  
*(3 semester credits)*

Students will implement and assess the concepts of Universal Design for accessible online courses and compare models of instructional design.

**TECH6333 Online Teaching and Assessment**  
*(3 semester credits)*

Students will demonstrate effective online teaching and assessment; analyze and compare Learning Management Systems; and advocate for professional organizations which provide continuing development for online educators.

**Education and Community Organization Courses**

American College of Education courses are designed to be taken independently and not sequentially. The majority of courses do not have prerequisites except as indicated in the course descriptions below. Note that 5000 level courses are at the master’s level and 6000 level courses are at the specialist and doctoral level.

**ORG6203 Partnerships and Community**  
*(3 semester credits)*

Students will analyze theories of collaboration, especially as applied to educational and community organizations. Students will propose partnership models for an educational or community organization.

**ORG6213 Emerging Technology in Organizations**  
*(3 semester credits)*

Students will design, implement, and assess examples of programs that apply emerging technology. The course will focus on issues associated with the interface of technology and people.
ORG6223 Communications and Advocacy for Leaders
(3 semester credits)
This course provides a comprehensive view of advocacy strategies including polling, research, lobbying, and communicating with the media and stakeholders. Students will evaluate communication and best practices for nonprofit and education advocates working in the public policy process.

ORG6233 Organizational Behavior and Culture
(3 semester credits)
Students will recognize structure, values, and motivations within organizations

Education and Teaching Core Courses

American College of Education courses are designed to be taken independently and not sequentially. The majority of courses do not have prerequisites except as indicated in the course descriptions below. Note that 5000 level courses are at the master's level and 6000 level courses are at the specialist and doctoral level.

EDS5013 Assessment Strategies for Improving Learner Outcomes
(3 semester credits)
This course develops competencies in utilizing formative and summative assessment practices and data to inform and guide curriculum development and instruction. Classroom and school-based assessment tools provide teachers with the knowledge and skills required to meet the needs of diverse learners. Embracing assessment is the first step towards "data-based" decision-making in education.

EDS5053 Community Engagement
(3 semester credits)
How can those within the community support the established teaching and learning goals set by the school? This course provides a foundation for developing relationships among stakeholders in the school community—students, school, parents, and the community at large—for the express goal of supporting student learning. In addition to examining research findings, students will explore family engagement, mutually beneficial community relationships, and student advocacy. The course culminates with a plan for continuing school improvement and professional growth.

EDS5123 Diverse Learners
(3 semester credits)
This course reviews data related to the effectiveness of educational initiatives emphasizing evidence-based instructional design models used to assess and instruct students with diverse learning needs. Special attention is given to inclusion of traditionally underrepresented learner populations, i.e.; special education, LEP, economically disadvantaged, and ethnic minorities.

EDS5193 Foundations of Education
(3 semester credits)
This course introduces students to the historical, political, and social influences on the development of the U. S. educational system. Topics include major philosophies of teaching and learning, the impact of educational theories on educational practice, legal aspects of education, and school effectiveness and student achievement.

EDS5203/LIT5203 Strengthening Literacy
(3 semester credits)
This course prepares students to implement a school-wide leadership initiative to improve a comprehensive range of literacy skills. Specific principles and theories of reading instruction are evaluated in relation to currently employed practice so teachers can immediately strengthen instruction. Students examine the scientific research base.
underlying different models of reading instruction. Special attention is given to curriculum mapping, alignment, and the development of an implementation plan to strengthen literacy.

EDTT5013 Assessment for Elementary Teachers
(3 semester credits)
This course develops competencies in utilizing formative and summative assessment practices and data to inform and guide curriculum development and instruction. Classroom and school-based assessment tools provide teachers with the knowledge and skills required to meet the needs of diverse learners. Embracing assessment is the first step toward “data-based” decision-making in education.

EDTT5021 Orientation to Elementary Teaching
(1 semester credit)
This introduction to the teaching field provides students a rich perspective on child development knowledge, observational strategies and skills, and ethics in education. Students increase their understanding and awareness of teacher roles and responsibilities in relation to the school climate and educational policy. The course also introduces students to the tools and technologies that they will need to successfully complete field experiences that are integrated throughout their coursework and the EDTT5161: Elementary Student Teaching.

EDTT5031 Orientation to Secondary Teaching
(1 semester credit)
This orientation to secondary teaching provides students a rich perspective on adolescent development, observational strategies and skills, and professionalism and ethics in education. Students increase their understanding and awareness of teacher roles and responsibilities in relation to school climate and culture, certification and evaluation requirements, and educational laws and policy. The course also introduces students to the tools and technologies they will need to successfully complete field experiences integrated throughout their coursework and the student teaching experience.

EDTT5043/LIT5043 Emerging Literacy for Elementary Teacher Preparation
(3 semester credits)
This course builds key concepts and principles related to phonemic awareness and phonics, shaping an emerging understanding of the connection between language and the written code. Essential components of effective reading instruction will be explored using a Response to Instruction (RtI) model. Learners will analyze critical elements of emerging skills to foster the use of appropriate strategies across developmental stages, content areas, technology, and diversity issues in learning to read as they complete 5-10 hours of embedded field experiences.

EDTT5053 Community Engagement for Elementary Teachers
(3 semester credits)
How can those within the community support the established instructional and learning goals set by the school? This course provides a foundation for developing relationships among stakeholders in the school community—students, school, parents, and the community at large—for the express goal of supporting student learning. In addition to examining research findings, students will explore family engagement, mutually beneficial community relationships, and student advocacy. The course culminates with a plan for continuing school improvement and professional growth.

EDTT5063/LIT5063 Developing Literacy: Integrating Skills in Elementary Teacher Preparation
(3 semester credits)
This course examines issues related to integrating reading skills to enhance fluency, vocabulary development, and comprehension in a variety of text structures and across content areas. A range of instructional strategies for assessment, intervention, and enrichment will be evaluated as to their effectiveness for supporting engagement and motivation in reading to learn. Key dimensions for the development of differentiated instruction will promote blending of resources from the school environment, community and abroad, including the use of technology. During the course, students complete 5-10 hours of embedded field experiences.
EDTT5073/MATH5073 Mathematics Instruction for Elementary Teacher Preparation
(3 semester credits)
This course provides a foundation for teaching mathematics to diverse elementary students. Students examine current standards in mathematics, as well as the process of aligning curriculum and lesson plans to standards. Students develop a toolkit of content-specific instruction and assessment strategies. Students demonstrate computational skills and understanding of fundamental concepts and processes of mathematics, including number systems and operations, algebraic thinking, measurement, geometry, and statistics and probability. The course includes 5-10 hours of embedded field experiences.

EDTT5083/SCI5083 Science Instruction for Elementary Teacher Preparation
(3 semester credits)
This course provides a foundation for teaching science to diverse elementary students. Students examine current standards in science, as well as the process of aligning curriculum and lesson plans to standards. Students develop a repertoire of content-specific instructional methods for planning, delivering, assessing, and remediating diverse elementary students understanding of the fundamental concepts and mastery of essential process skills associated with science, engineering, and technology. This course provides an integrated scientific inquiry approach using critical-thinking skills, literacy, and technology to explore social, cultural, and ethical aspects of science, including an investigation of the foundational concepts in the physical, Earth and space, and life sciences. Students apply their knowledge and skills in 5-10 hours of embedded field experiences.

EDTT5091 Capstone Experience for Elementary and Secondary Teachers
(1 semester credit)
The capstone experience provides an opportunity for students in the M.A.T. in Elementary Education or Secondary Education program to demonstrate and document the impact of the knowledge and competencies gained throughout and as a result of the program. In the capstone experience, students select artifacts produced along with or as a result of course application assignments. These artifacts serve as the centerpiece of a culminating project that demonstrates competency.

EDTT5113/LIT5113 Social Studies and Language Arts for Elementary Teacher Preparation
(3 semester credits)
This course considers how to develop an appreciation for the world beyond the classroom as found in writings and other literacies in relation to significant historical events and global perspectives. Principles and methods of inquiry to foster critical and creative thinking are utilized to explore methods for introducing genres and core ideas which have shaped regional, state, national, and global understanding from past eras to present day. Response to Instruction (RtI) procedures will engage strategies and methods appropriate for the delivery of English language arts and social studies through the use of differentiated instruction. Students also engage in 5-10 hours of field experiences.

EDTT5131 Student Teaching Seminar
(1 semester credit)
This course provides students with the opportunity to apply theory, pedagogy, culture, and best practices in education to understanding the role of the elementary teacher. Through an application based learning environment students gain knowledge of specific critical issues facing schools and classrooms. Topics include educational foundations, philosophy of education, diversity, exceptional needs, classroom management, cultural competencies, and additional teacher education topics of import. Prerequisites: Completion of all T2T/MAT content courses; maintenance of 3.0 grade point average across all T2T/MAT courses.

EDTT5141 Secondary Student Teaching Seminar
(1 semester credit)
This course provides students with the opportunity to apply theory, pedagogy, culture, and best practices in education to understand the role of the secondary teacher. Through an application based learning environment students gain knowledge of specific critical issues facing schools and classrooms. Topics include qualities of effective teachers,
diversity, learning environments, professional environments. Prerequisites: Completion of all T2T/MAT content courses; maintenance of 3.0 grade point average across all T2T/MAT courses.

EDTT5161 Elementary Student Teaching
(1 semester credit)
In this course, students participate in a 10-week (full time) practicum designed to provide the knowledge and experience necessary for teaching in the classroom. Students participate in developing and implementing instructional strategies and lessons, assessing learners, collecting data, and reflecting on practices in diverse classroom and school settings. Prerequisites: Completion of all T2T courses; maintenance of 3.0 grade point average across all T2T courses.

EDTT5171 Secondary Student Teaching
(1 semester credit)
In this course, students participate in a 10-week (full time) practicum designed to provide the knowledge and experience necessary for teaching in the classroom. Students participate in developing and implementing instructional strategies and lessons, assessing learners, collecting data, and reflecting on practices in diverse classrooms and school setting. Prerequisites: Completion of all T2T courses; maintenance of 3.0 grade point average across all T2T courses.

EDTT5203/LIT5213 Strengthening Literacy for Elementary Teacher Preparation
(3 semester credits)
This course prepares students to implement a school-wide leadership initiative to improve a comprehensive range of literacy skills. Specific principles and theories of emerging and developmental reading instruction are evaluated in relation to currently employed practice so teachers can immediately strengthen instruction. Students examine the scientific research base underlying different models of reading instruction. Special attention is given to curriculum mapping, alignment, and the development of an implementation plan to strengthen literacy. Five to 10 hours of embedded field experiences are included in the course.

EDTT5213/LIT5313 Literacy in Context Areas
(3 semester credits)
This course provides knowledge and skill in understanding the language and literacy process as it applies to teaching in content areas of secondary schools. Focusing on the integration of reading, writing, speaking, and listening, students examine principles of best practice for integrated content-area reading instruction.

EDTT5313 Instructional Practice and Delivery
(3 semester credits)
This course provides students an opportunity to study, reflect on, and develop their skills in instructional methods while applying and practicing these methods in secondary classrooms. Major topics include characteristics of effective, intentional teaching; student diversity and the ways in which teacher understanding of students impacts learning; instructional planning; the creation of effective lessons using a variety of approaches and technologies; classroom management; Response to Instruction (RTI); multiple forms of assessment, and the use of data-based decision making to improve instruction.

EDTT5333 Content Specific Methodology
(3 semester credits)
This course focuses on how to teach content effectively in today’s secondary schools. Emphasis is on an understanding of content specific methodologies, various learning theories, learning styles, multiple intelligences, and other research-based content delivery strategies to engage students and be effective in teaching adolescent learners. In addition, this course demonstrates how to use effective unit and lesson plan design that incorporates state standards, the Common Core State Standards (CCSS), and Universal Design for Learning (UDL) principles, assessment techniques, and data-based decision making to improve teaching and learning.
EDTT5353 Adolescent Development and Learning Process (3 semester credits)
Students explore the needs and concerns of developing adolescents when part of a caring, respectful, and equitable classroom. This course prepares students to explore adolescent learning and development in terms of prior knowledge, interests, and experiences in and out of school and relationships formed with teachers and peers.

EDX5013 Assessment Strategies for Improving Learner Outcomes (TX) (3 semester credits)
This course develops competencies in utilizing formative and summative assessment practices and data to inform and guide curriculum development and instruction. Classroom and school-based assessment tools provide teachers with the knowledge and skills required to meet the needs of diverse learners. Embracing assessment is the first step towards "data-based" decision-making in education.

EDX5053 Community Engagement (TX) (3 semester credits)
How can those within the community support the established teaching and learning goals set by the school? This course provides a foundation for developing relationships among stakeholders in the school community — students, school, parents, and the community at large—for the express goal of supporting student learning. In addition to examining research findings, students will explore family engagement, mutually beneficial community relationships, and student advocacy. The course culminates with a plan for continuing school improvement and professional growth.

EDX5123 Diverse Learners (TX) (3 semester credits)
This course reviews data related to the effectiveness of educational initiatives emphasizing evidence-based instructional design models used to assess and instruct students with diverse learning needs. Special attention is given to inclusion of traditionally underrepresented learner populations, i.e.; special education, LEP, economically disadvantaged, and ethnic minorities.

EE5043/LIT5053 Emerging Literacy for Elementary Teachers (3 semester credits)
This course builds key concepts and principles related to phonemic awareness and phonics, shaping an emerging understanding of the connection between language and the written code. Essential components of effective reading instruction will be explored using a Response to Instruction (RTI) model. Learners will analyze critical elements of emerging skills to foster the use of appropriate strategies across developmental stages, content areas, technology, and diversity issues in learning to read.

EE5063/LIT5073 Developing Literacy: Integrating Skills for Elementary Teachers (3 semester credits)
This course examines issues related to integrating reading skills to enhance fluency, vocabulary development, and comprehension in a variety of text structures and across content areas. A range of instructional strategies for assessment, intervention, and enrichment will be evaluated as to their effectiveness for supporting engagement and motivation in reading to learn. Key dimensions for the development of differentiated instruction will promote blending of resources from the school environment, community and abroad, including the use of technology.

EE5073/MATH5083 Mathematics Instruction for Elementary Teachers (3 semester credits)
This course provides a foundation for teaching mathematics to diverse elementary students. Students examine current standards in mathematics, as well as the process of aligning curriculum and lesson plans to standards. Students develop a toolkit of content-specific instruction and assessment strategies. Students demonstrate computational skills and understanding of fundamental concepts and processes of mathematics, including number systems and operations, algebraic thinking, measurement, geometry, and statistics and probability.
EE5083/SCI5073 Science Instruction for Elementary Teachers
(3 semester credits)
This course provides a foundation for teaching science to diverse elementary students. Students examine current standards in science, as well as the process of aligning curriculum and lesson plans to standards. Students develop a repertoire of content-specific instructional methods for planning, delivering, assessing, and remediating diverse elementary students understanding of the fundamental concepts and mastery of essential process skills associated with science, engineering, and technology. This course provides an integrated scientific inquiry approach using critical-thinking skills, literacy, and technology to explore social, cultural, and ethical aspects of science, including an investigation of the foundational concepts in the physical, Earth and space, and life sciences.

EE5091 Capstone Experience in Elementary Education
(1 semester credit)
The capstone experience provides an opportunity for students in the M.Ed. in Elementary Education program to demonstrate and document the impact of the knowledge and competencies gained throughout and as a result of the program. In the capstone experience, students select artifacts produced along with or as a result of course application assignments. These artifacts serve as the centerpiece of a culminating project that demonstrates competency.

EE5113/LIT5143 Social Studies and Language Arts for Elementary Teachers
(3 semester credits)
This course considers how to develop an appreciation for the world beyond the classroom as found in writings and other literacies in relation to significant historical events and global perspectives. Principles and methods of inquiry to foster critical and creative thinking are utilized to explore methods for introducing genres and core ideas which have shaped regional, state, national, and global understanding from past eras to present day. Response to Instruction (RtI) procedures will engage strategies and methods appropriate for the delivery of English language arts and social studies through the use of differentiated instruction.

EE5203/LIT5223 Strengthening Literacy for Elementary Education
(3 semester credits)
This course prepares students to implement a school-wide leadership initiative to improve a comprehensive range of literacy skills. Specific principles and theories of emerging and developmental reading instruction are evaluated in relation to currently employed practice so teachers can immediately strengthen instruction. Students examine the scientific research base underlying different models of reading instruction. Special attention is given to curriculum mapping, alignment, and the development of an implementation plan to strengthen literacy.

CAP5950 Capstone Extension
(non-credit bearing)
This course is designed for students that do not successfully complete and submit their capstone requirements by the end of their program. This course allows additional time and support for capstone completion.

English as a Second Language and Bilingual Education Courses

American College of Education courses are designed to be taken independently and not sequentially. The majority of courses do not have prerequisites except as indicated in the course descriptions below. Note that 5000 level courses are at the master’s level and 6000 level courses are at the specialist and doctoral level.

BE5013 Foundations of ESL and Bilingual Education
(3 semester credits)
An essential course for all educators, this course provides students with an understanding of the historical, political, social, cultural, and educational concepts and issues that affect linguistically and culturally diverse students in the educational system. A review of local, state, and federal policies regarding entitlement and appropriate school services for English language learners, and important program models are analyzed. Current theories of Second
Language Acquisition (SLA), bilingualism, and socio-cultural theories are explored for their pedagogical implications and specific program models within and outside the U.S. are examined for their contributions to student academic achievement.

**BE5023 Assessment of ESL and Bilingual Students**  
(3 semester credits)  
Students in this course explore issues of assessment of second language learners within the larger framework of historical, social, cultural, and political contexts. Utilizing a variety of theoretical models related to second language acquisition and academic achievement, students 1) analyze the ways that second language students are diverse, 2) discuss equitable assessment of diverse learners, and 3) evaluate existing instruments for second language learners. Students examine and review relevant state standards for content matter learning and language proficiency, and examine how those are assessed in mandated, large-scale assessment and in classroom assessment (traditional and alternative).

**BE5033 Methods and Materials for Teaching English as a Second Language**  
(3 semester credits)  
This course provides teachers methods for providing language and content instruction to second language learners. Students consider historical and current English as a second language (ESL) program models and second language acquisition theories, pedagogy, and methodology. Relevant federal, state, and local learning and assessment standards are reviewed and applied to their teaching. Students are guided in creating and presenting teaching units and lessons based on various methods, approaches, and techniques. Students discuss the selection, use, and evaluation of books, multimedia, technology, and other materials. Students examine the application of relevant learning and assessment standards to their teaching of second language learners.

**BE5043 Cross-Cultural Studies for Teaching ELLs**  
(3 semester credits)  
With the increase of limited-English-proficient students in urban environments, this course examines the impact of culture on society and the educational system, and the importance of culture in addressing the needs of immigrant students. It explores the dynamic processes of acculturation and cultural conflict. Students examine the role of culture in the American educational system and how ethno-linguistic groups contribute to the dynamics of the classroom. Students examine behavioral expectations and learning styles of students from different backgrounds, how that changes the classroom dynamics, and how teacher expectations can affect perceptual judgments of students. Students learn how to design culturally relevant instruction to further the academic success of diverse groups, and learn ways to foster collaborative and dynamic learning environments.

**BE5053 Teaching Culturally and Linguistically Diverse Students**  
(3 semester credits)  
This course describes how culturally and linguistically diverse students differ in their approaches to learning, characteristics of culturally responsive educators, best practices in teaching and assessing students for whom English is a new language, and the importance of communication in working with students from a range of cultural and linguistic backgrounds.

**BE5091 Capstone Experience for ESL**  
(1 semester credit)  
The Capstone Experience is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout and as a result of the ESL program.

**BE5103 Internship Experience for ESL Education**  
(3 semester credits)  
The ESL Internship is designed to guide aspiring ESL teachers through structured and semi-structured, supervised experiences focused on teaching ESL students.
BL5063 Methods and Materials for Teaching Bilingual Education  
(3 semester credits)
Designed for Bilingual Education, this course prepares teachers in methodology for teaching language and content to English Language Learners in bilingual education programs. Participants critically examine bilingual education program models and theories of bilingual education and literacy, first and second language acquisition, and transfer of skills and content knowledge between first and second language. Participants are guided in creating a teaching unit and adapting and presenting lessons using various methods, approaches, and techniques. Participants discuss the selection, use, and evaluation of books, multimedia, and other materials in the first and subsequent languages. Participants examine the application of relevant learning and assessment standards to their teaching.

BL5091 Capstone Experience for Bilingual Education  
(1 semester credit)
The Capstone Experience is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout and as a result of the Bilingual program.

BL5103 Internship Experience for Bilingual Education  
(3 semester credits)
The Bilingual Internship is designed to guide aspiring bilingual teachers through structured and semi-structured, supervised experiences focused on teaching bilingual students.

EB5401 Independent Study in ELLs or Bilingual Education  
(1 semester credit)
This course is an independent study of specific problems in the field of curriculum and instruction with specialization in ESL/BL. Prerequisite: Permission of the Department Chair. May be repeated. In seeking permission to register in this course, the student will submit a proposed topic to the Department Chair. With an approved topic, the student will conduct an independent inquiry under the supervision of a faculty member. Work in EB5401 must be accomplished in a regular five-week session with all student products submitted through the learning management system. Through the student's independent inquiry, the student will develop a product for review.

EB5402 Independent Study in ELLs or Bilingual Education  
(2 semester credits)
This course is an independent study of specific problems in the field of curriculum and instruction with specialization in ESL/BL. Prerequisite: Permission of the Department Chair. May be repeated. In seeking permission to register in this course, the student will submit a proposed topic to the Department Chair. With an approved topic, the student will conduct an independent inquiry under the supervision of a faculty member. Work in EB5402 must be accomplished in a regular five-week session with all student products submitted through the learning management system. Through the student's independent inquiry, the student will develop a product for review.

EB5403 Independent Study in ELLs or Bilingual Education  
(3 semester credits)
This course is an independent study of specific problems in the field of curriculum and instruction with specialization in ESL/BL. Prerequisite: Permission of the Department Chair. May be repeated. In seeking permission to register in this course, the student will submit a proposed topic to the Department Chair. With an approved topic, the student will conduct an independent inquiry under the supervision of a faculty member. Work in EB5403 must be accomplished in a regular five-week session with all student products submitted through the learning management system. Through the student's independent inquiry, the student will develop a product for review.

EB5413 Practicum in ELLs or Bilingual Education  
(3 semester credits)
Independent study of specific problems in the field of curriculum and instruction. Prerequisite: Permission of the Department Chair. May be repeated. In seeking permission to register in this course, the student will submit a
proposed topic to the Department Chair. With an approved topic, the student will conduct an independent inquiry under the supervision of a faculty member. Work in EB5413 must be accomplished in a regular five-week session with all student products submitted through the learning management system. Through the student’s independent inquiry, the student will develop instructional products and an assessment instrument for review.

**EB5423 Special Topics in ELLs or Bilingual Education**  
*(3 semester credits)*

Independent exploration of special topics in curriculum and instruction. The student will access published research and create a literature review on a topic of interest, posing research questions for future consideration. Prerequisite: Permission of the Department Chair. May be repeated. In seeking permission to register in this course, the student will submit a proposed topic of inquiry to the Department Chair. With an approved topic, the student will conduct an independent inquiry under the supervision of a faculty member. Work in EB5423 must be accomplished in a regular five-week session with all student products submitted through the learning management system. Through the student’s independent inquiry, the student will develop a review of literature and list of potential research questions on a relevant topic.

**EB5950 Internship Extension for ESL/BL Educators**  
*(non-credit bearing)*

This course is designed for students that do not successfully complete and submit their internship activities by the end of their program. This course allows additional time and support for internship completion.

**ES5063 Linguistics for TESOL**  
*(3 semester credits)*

Students in this course cover the following essential dimensions of linguistics and the acquisition of language: language and the brain, first and second language acquisition, major components of linguistics (phonetics, phonology, morphology, syntax, semantics, and sociolinguistics), cognition and learning, and communicative competence. Emphasis is placed on implications for ESL and bilingual education teachers.

**Leadership Courses**

American College of Education courses are designed to be taken independently and not sequentially. The majority of courses do not have prerequisites except as indicated in the course descriptions below. Note that 5000 level courses are at the master’s level and 6000 level courses are at the specialist and doctoral level.

**EL5033 Creating Safe and Supportive Learning Environments**  
*(3 semester credits)*

Through classroom application of course content, this course provides students with substantial practical experience as they master and implement preventive and positive classroom management strategies. In addition, students acquire both theoretical and practical knowledge about the relationships between school-wide systems and behavioral development, learning and achievement among students with diverse needs.

**EL5091 Capstone Experience for Educational Leadership**  
*(1 semester credit)*

The Capstone Experience is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout and as a result of the Educational Leadership program.

**EL5100 Internship Experience for Educational Leadership**  
*(non-credit bearing)*

The Educational Leadership Internship is designed to guide aspiring leaders through structured and semi-structured, supervised leadership experiences focused on improving student performance. This 120-hour (or more, depending
on state requirements) documented leadership experience is required for licensure and complements the more than 100 hours of embedded field-based applications integrated throughout the program.

EL5113 Educational Leadership Internship Completion
(3 semester credits)
This course is designed to assist ACE Educational Leadership graduates in completing additional hours of internship to meet state licensure expectations. Students will submit internship activities aligned to the ISLLC standards for principals and assigned to an ACE Internship Supervisor for feedback and evaluation. It is the student’s responsibility to communicate the specific number of internship hours needed for his/her state as well as any additional state licensure requirements. Pre-requisite: This course is only available to students who have completed an ACE M.Ed. in Educational Leadership. This course must be completed within 2 years of the date the ACE EL master’s degree was conferred to be eligible for an Indiana state licensure recommendation.

EL5601 Independent Study for Educational Leadership
(1 semester credit)
This course is an independent study of specific problems in the area of building and district leadership with emphasis on the principalship. Pre-requisite: Permission of the Department Chair. This course may be repeated. In seeking permission to register in this course, the student will submit a proposed topic to the Department Chair. With an approved topic, the student will conduct an independent inquiry under the supervision of a faculty member. Work in EL5601 must be accomplished in a regular five-week session with all student products submitted through the learning management system. Through the student’s independent inquiry, the student will develop a product for review.

EL5602 Independent Study for Educational Leadership
(2 semester credits)
This course is an independent study of specific problems in the area of building and district leadership with emphasis on the principalship. Pre-requisite: Permission of the Department Chair. This course may be repeated. In seeking permission to register in this course, the student will submit a proposed topic to the Department Chair. With an approved topic, the student will conduct an independent inquiry under the supervision of a faculty member. Work in EL5602 must be accomplished in a regular five-week session with all student products submitted through the learning management system. Through the student’s independent inquiry, the student will develop a product for review.

EL5603 Independent Study for Educational Leadership
(3 semester credits)
This course is an independent study of specific problems in the area of building and district leadership with emphasis on the principalship. Pre-requisite: Permission of the Department Chair. This course may be repeated. In seeking permission to register in this course, the student will submit a proposed topic to the Department Chair. With an approved topic, the student will conduct an independent inquiry under the supervision of a faculty member. Work in EL5603 must be accomplished in a regular five-week session with all student products submitted through the learning management system. Through the student’s independent inquiry, the student will develop a product for review.

EL5613 Practicum in Educational Leadership
(3 semester credits)
This course is designed to explore in detail noted scholars and practitioners in the field of educational leadership. Pre-requisite: Permission of the Department Chair. This course may be repeated. In seeking permission to register for this course, the student will submit a proposed topic for a literature review to the Department Chair. With an approved topic, the student will conduct an independent inquiry under the supervision of a faculty member. Work in EL5613 must be accomplished in a regular five-week session with all student products submitted through the learning management system. Through the student’s independent inquiry, the student will develop a product for review.
EL5623 Developing Teachers
(3 semester credits)
This course provides students with resource management strategies to identify the organizational needs of a school, leverage the unique strengths and talents of competent teachers, and build the instructional and leadership capacity of teams. Students also learn how to develop and implement assessment and evaluation strategies to document teacher performance and to guide decisions relevant to professional development and employment termination options.

EL5633 Special Topics in Educational Leadership: Ethics
(3 semester credits)
The focus of this course is centered on ethical decision making. Typically, most ethics courses are centered on the exploration on how to make decisions that are ethical, but this course is designed to give the student practical experience through case study analysis and application, while exploring and learning viable practical tools for making ethical decisions. Ethical theories, moral rules and virtues, leadership theories, and the impact of various forms of communication will also be explored.

EL5653 Professional Communities of Practice
(3 semester credits)
This course focuses on the identification and implementation of research-based strategies to develop vibrant and meaningful professional learning communities (PLCs) with the primary goal of increasing student achievement. Students will learn about the importance of developing a common professional language that can be used to identify and solve both school management and instructional challenges. In addition, students will use converging research evidence in identifying the characteristics of effective PLCs and common obstacles to establishing them. This course also provides a solid foundation for establishing structures and routines that make a thriving professional learning community possible.

EL5703 School Improvement
(3 semester credits)
Students explore research on school improvement strategies, structures, and processes, analyze leadership decisions and behaviors, and examine the implications of research and commonly used practices for managing organizational change. Students also use existing research and literature to uncover underlying assumptions about school reform efforts, to improve the accuracy of problem identification, issues of human and social capital, the need for professional learning, and the challenges of overcoming bureaucratic and cultural norms.

EL5723 Resource and Fiscal Management
(3 semester credits)
This course identifies local, state, and federal sources for school funding and provides students with familiarity with state funding formulas and local budget guidelines. An emphasis is also placed on ensuring that aspiring leaders develop competencies essential to the allocation of resources toward teaching, learning, and school improvement priorities rather than simply monitoring facilities and accounts. Students will also have the opportunity to explore non-traditional funding sources such as grants, foundations, and community partnerships.

EL5753 Law and Policy
(3 semester credits)
This course focuses on legal and ethical dimensions of school leadership with an emphasis on resolving conflicts in the school community. Students analyze legal cases and ethical dilemmas that relate to the role and responsibilities of the leader tasked with creating and maintaining an educational environment that protects and nurtures equity, fairness, tolerance, and respect.
EL5903 Educational Leadership Foundations  
(3 semester credits)  
This course provides a foundation for educational leadership by emphasizing the knowledge, skills, and competencies required to be an effective administrator, including the importance of vision, mission, trust, collaboration, teamwork, leadership influence and growth, change and school culture, and the impact of leadership on student achievement. In the course, students construct a personal education platform that serves as a guide for the internship in educational leadership and begin work on their internship activities under the supervision of an approved mentor.

EL5950 Internship Extension for Educational Leadership  
(non-credit bearing)  
This course is designed for students that do not successfully complete and submit their internship activities by the end of their program. This course allows additional time and support for internship completion.

ELX5033 Creating Safe and Supportive Learning Environments (TX)  
(3 semester credits)  
Through classroom application of course content, this course provides students with substantial practical experience as they master and implement preventive and positive classroom management strategies. In addition, students acquire both theoretical and practical knowledge about the relationships between school-wide systems and behavioral development, learning and achievement among students with diverse needs.

ELX5623 Developing Teachers (TX)  
(3 semester credits)  
This course provides students with resource management strategies to identify the organizational needs of a school, leverage the unique strengths and talents of competent teachers, and build the instructional and leadership capacity of teams. Students also learn how to develop and implement assessment and evaluation strategies to document teacher performance and to guide decisions relevant to professional development and employment termination options.

ELX5653 Professional Communities of Practice (TX)  
(3 semester credits)  
This course focuses on the identification and implementation of research-based strategies to develop vibrant and meaningful professional learning communities (PLCs) with the primary goal of increasing student achievement. Students will learn about the importance of developing a common professional language that can be used to identify and solve both school management and instructional challenges. In addition, students will use converging research evidence in identifying the characteristics of effective PLCs and common obstacles to establishing them. This course also provides a solid foundation for establishing structures and routines that make a thriving professional learning community possible.

ELX5703 Campus Improvement (TX)  
(3 semester credits)  
Students explore research on school improvement strategies, structures, and processes, analyze leadership decisions and behaviors, and examine the implications of research and commonly used practices for managing organizational change. Students also use existing research and literature to uncover underlying assumptions about school reform efforts, to improve the accuracy of problem identification, issues of human and social capital, the need for professional learning, and the challenges of overcoming bureaucratic and cultural norms.

ELX5723 Resource and Fiscal Management (TX)  
(3 semester credits)  
This course identifies local, state, and federal sources for school funding and provides students with familiarity with state funding formulas and local budget guidelines. An emphasis is also placed on ensuring that aspiring leaders develop competencies essential to the allocation of resources toward teaching, learning, and school improvement.
priorities rather than simply monitoring facilities and accounts. Students will also have the opportunity to explore non-traditional funding sources such as grants, foundations, and community partnerships.

**ELX5753 Law and Policy (TX)**  
(3 semester credits)  
This course focuses on legal and ethical dimensions of school leadership with an emphasis on resolving conflicts in the school community. Students analyze legal cases and ethical dilemmas that relate to the role and responsibilities of the leader tasked with creating and maintaining an educational environment that protects and nurtures equity, fairness, tolerance, and respect.

**ELX5903 Educational Leadership Foundations (TX)**  
(3 semester credits)  
This course provides a foundation for educational leadership by emphasizing the knowledge, skills, and competencies required to be an effective administrator, including the importance of vision, mission, trust, collaboration, teamwork, leadership influence and growth, change and school culture, and the impact of leadership on student achievement. In the course, students construct a personal education platform that serves as a guide for the internship in educational leadership and begin work on their internship activities under the supervision of an approved mentor.

**LEAD6001 Introduction to Advanced Graduate Study**  
(1 semester credit)  
Students will undertake an examination of the rigors of advanced graduate study and reflect on personal strengths and challenges at the start of their program. Topics include: identity as scholar-practitioner, models of inquiry, self-assessment, and professional goals.

**LEAD6103 Evidence-based Learning and Teaching**  
(3 semester credits)  
Students will design, implement, and assess evidence-based teaching strategies appropriate for the online course room. Students will demonstrate best practices for effective online teaching through course activities.

**LEAD6113 Ethical Leadership and Social Justice**  
(3 semester credits)  
The course focus is on theory, research, and practices related to ethical administration. Students will assess ethical decision making and implications for policy.

**LEAD6123 Management of Financial Resources**  
(3 semester credits)  
Students will examine principles and concepts of finance at local, state, federal, and international levels; strategies for maximizing and obtaining financial resources; and economic issues of the third sector.

**LEAD6133 Models of Leadership and Coaching**  
(3 semester credits)  
Students will evaluate and compare different leadership and coaching models, analyze the relationship between leadership effectiveness and leadership coaching and determine appropriateness of each type of leadership and coaching for diverse settings.

**LEAD6143 Strategic Operations Planning and Innovation**  
(3 semester credits)  
Students will design, develop, and implement models of strategic planning that exhibit innovation.
LEAD6153 Policy and Governance
(3 semester credits)
Students will analyze specific current and future public policies and conduct policy impact analyses. Students will evaluate best practices for working with local school councils, volunteer boards, advisory councils, and external stakeholders.

LEAD6163 Management of Human Capital
(3 semester credits)
The course emphasizes principles and practices of personnel administration, including recruitment, selection, evaluation, staff development, and employee relations. Students will evaluate best practices for working with volunteer boards, advisory councils, and external stakeholders.

LEAD6173 Global Perspectives
(3 semester credits)
Students will model and promote responsible global citizenship. Culturally relevant pedagogy will be examined and critiqued.

LEAD6183 Grants Writing for Leaders
(3 semester credits)
Students will analyze funding sources and the process of applying for funds from an organization or agency. Students will develop and critique requests for proposals.

CAP6923 Capstone in Leadership
(3 semester credits)
The Capstone Experience is designed for candidates to demonstrate and document the impact their knowledge and competencies gained throughout and as a result of the Educational Specialist in Leadership program. Prerequisites: Completion of 27 hours at the 6000 level.

Literacy Courses

American College of Education courses are designed to be taken independently and not sequentially. The majority of courses do not have prerequisites except as indicated in the course descriptions below. Note that 5000 level courses are at the master's level and 6000 level courses are at the specialist and doctoral level.

LIT5123 Implementing ELA in Context
(3 semester credits)
This course examines the use of language and modes of communications through content specific examples of ELA in context, promoting connectedness in and across the disciplines, focusing on the transferrable skills of analyzing, determining and developing, researching and creating, and classifying and generalizing. Utilizing content-specific illustrations, learners examine major components of ELA to support conceptualization of knowledge in real-life application infusing learning with rigor and relevance. Prioritizing essential elements of thought characterized in a discipline, learners connect prior knowledge to authentic assessment options which support the Common Core State Standards.

LIT5153 Exploring Foundations of ELA
(3 semester credits)
The course introduces the foundations of Common Core State Standards as illustrated by the integration of English and language arts applications for developing communications skills across disciplines. Specific examples explore the paradigm shift to rigorous and relevant study of real-world applications to prepare students to use language effectively, developing an appreciation for the world beyond the classroom as found in writings and through the use of other literacies in relation to significant historical events and global perspectives. Principles and methods of inquiry to
foster critical and creative thinking are utilized to examine methods for introducing core ideas which have shaped understanding from past eras to present day.

**LIT5163 Establishing Communication in ELA**  
**(3 semester credits)**

This course builds key concepts and principles related to phonemic awareness and phonics, shaping an emerging understanding of the connection between language and the written code, listening and talking, and viewing with representing. Essential components of effective reading instruction will be explored using Common Core State Standards as modeled by best practices. Students will analyze critical elements of emerging skills to foster the use of appropriate instruction and assessment strategies across developmental stages, content areas, technology, and diversity issues in learning to read for real world applications.

**LIT5173 Extending Connections Beyond ELA**  
**(3 semester credits)**

This course examines issues related to integrating communication skills to enhance fluency, vocabulary development, and comprehension in a variety of text structures and literacies across the content areas. Utilizing core concepts, ELA skills will be used to build connections between and beyond disciplines of thought, extending into real-world applications. A range of instructional strategies for assessment, intervention, and enrichment will be evaluated as to their effectiveness for supporting engagement and motivation for use in modes of language. Key dimensions for the development of differentiated instruction will promote blending of resources from the school environment, community and abroad, including the use of technology.

**LIT5183 Investigating ELA Fundamentals**  
**(3 semester credits)**

This course integrates English and language arts applications for developing communications skills across disciplines. Specific examples from middle school grades explore the paradigm shift to rigorous and relevant study of real-world applications to prepare students to use language effectively, developing an appreciation for the world beyond the classroom as found in writings and through the use of other literacies in relation to significant historical events and global perspectives. Principles and methods of inquiry to foster critical and creative thinking are utilized to examine methods for introducing core ideas which have shaped understanding from past eras to present day.

**LIT5193 Integrating ELA Concepts**  
**(3 semester credits)**

This course examines issues related to integrating communication skills to enhance fluency, vocabulary development, and comprehension in a variety of text structures and literacies across the content areas for grades six through eight. Utilizing core concepts, ELA skills will be used to build connections between and beyond disciplines of thought, extending into real-world applications. A range of instructional strategies for assessment, intervention, and enrichment will be evaluated as to their effectiveness for supporting engagement and motivation for use in modes of language. Key dimensions for the development of differentiated instruction will promote blending of resources from the school environment, community and abroad, including the use of technology.

**CI5713/LIT5713 Foundations of Reading Instruction**  
**(3 semester credits)**

The first course in the Louisa Moats Literacy Instruction program is for educators who are beginning to implement the components and principles of reading instruction that is grounded in science-based reading research (SBRR). The interdependence of language, reading, and writing is emphasized as each of the five essential components of reading (phoneme awareness, phonics, fluency, vocabulary, and comprehension) is explored. At the conclusion of this course, educators will be prepared to implement instructional programs grounded in reading research, use assessments that measure students' skills in the essential components, and adjust their teaching in accordance with diverse student needs.
CI5723/LIT5723 Literacy Instruction: Phonology, Phonics, and Spelling
(3 semester credits)
The second course in the Louisa Moats Literacy Instruction program prepares educators to teach the foundational reading and language skills enumerated in the Common Core State Standards (CCSS) and to teach students who are struggling with literacy acquisition within a Response to Intervention (RTI) framework. The course combines the study of English language structure with information about research-based instruction. Techniques for teaching these structures in language are modeled and practiced. Prerequisite: CI5713/LIT5713.

CI5733/LIT5733 Vocabulary, Fluency, and Comprehension in Reading Instruction
(3 semester credits)
The final course in the Louisa Moats Literacy Instruction program assists educators to understand and apply research-based information about three of the “essential components” of reading instruction: vocabulary, fluency, and comprehension. It prepares educators to teach “close reading” of literary and informational text as enumerated in the Common Core State Standards (CCSS) and to address additional Language Foundations standards beyond those addressed in CI5723/LIT5723: Literacy Instruction: Phonology, Phonics, and Spelling. Prerequisites: CI5713/LIT5713 and CI5723/LIT5723.

EDS203/LIT5203 Strengthening Literacy
(3 semester credits)
This course prepares students to implement a school-wide leadership initiative to improve a comprehensive range of literacy skills. Specific principles and theories of reading instruction are evaluated in relation to currently employed practice so teachers can immediately strengthen instruction. Students examine the scientific research base underlying different models of reading instruction. Special attention is given to curriculum mapping, alignment, and the development of an implementation plan to strengthen literacy.

EDTT5043/LIT5043 Emerging Literacy for Elementary Teacher Preparation
(3 semester credits)
This course builds key concepts and principles related to phonemic awareness and phonics, shaping an emerging understanding of the connection between language and the written code. Essential components of effective reading instruction will be explored using a Response to Instruction (RtI) model. Learners will analyze critical elements of emerging skills to foster the use of appropriate strategies across developmental stages, content areas, technology, and diversity issues in learning to read as they complete 5-10 hours of embedded field experiences.

EDTT5063/LIT5063 Developing Literacy: Integrating Skills in Elementary Teacher Preparation
(3 semester credits)
This course examines issues related to integrating reading skills to enhance fluency, vocabulary development, and comprehension in a variety of text structures and across content areas. A range of instructional strategies for assessment, intervention, and enrichment will be evaluated as to their effectiveness for supporting engagement and motivation in reading to learn. Key dimensions for the development of differentiated instruction will promote blending of resources from the school environment, community and abroad, including the use of technology. During the course, students complete 5-10 hours of embedded field experiences.
EDTT5203/LIT5213 Strengthening Literacy for Elementary Teacher Preparation  
(3 semester credits)
This course prepares students to implement a school-wide leadership initiative to improve a comprehensive range of literacy skills. Specific principles and theories of emerging and developmental reading instruction are evaluated in relation to currently employed practice so teachers can immediately strengthen instruction. Students examine the scientific research base underlying different models of reading instruction. Special attention is given to curriculum mapping, alignment, and the development of an implementation plan to strengthen literacy. Five to 10 hours of embedded field experiences are included in the course.

EDTT5213/LIT5313 Literacy in Context Areas  
(3 semester credits)
This course provides knowledge and skill in understanding the language and literacy process as it applies to teaching in content areas of secondary schools. Focusing on the integration of reading, writing, speaking, and listening, students examine principles of best practice for integrated content-area reading instruction.

EE5043/LIT5053 Emerging Literacy for Elementary Teachers  
(3 semester credits)
This course builds key concepts and principles related to phonemic awareness and phonics, shaping an emerging understanding of the connection between language and the written code. Essential components of effective reading instruction will be explored using a Response to Instruction (RtI) model. Learners will analyze critical elements of emerging skills to foster the use of appropriate strategies across developmental stages, content areas, technology, and diversity issues in learning to read.

EE5063/LIT5073 Developing Literacy: Integrating Skills for Elementary Teachers  
(3 semester credits)
This course examines issues related to integrating reading skills to enhance fluency, vocabulary development, and comprehension in a variety of text structures and across content areas. A range of instructional strategies for assessment, intervention, and enrichment will be evaluated as to their effectiveness for supporting engagement and motivation in reading to learn. Key dimensions for the development of differentiated instruction will promote blending of resources from the school environment, community and abroad, including the use of technology.

EE5113/LIT5143 Social Studies and Language Arts for Elementary Teachers  
(3 semester credits)
This course considers how to develop an appreciation for the world beyond the classroom as found in writings and other literacies in relation to significant historical events and global perspectives. Principles and methods of inquiry to foster critical and creative thinking are utilized to explore methods for introducing genres and core ideas which have shaped regional, state, national, and global understanding from past eras to present day. Response to Instruction (RtI) procedures will engage strategies and methods appropriate for the delivery of English language arts and social studies through the use of differentiated instruction.

EE5203/LIT5223 Strengthening Literacy for Elementary Education  
(3 semester credits)
This course prepares students to implement a school-wide leadership initiative to improve a comprehensive range of literacy skills. Specific principles and theories of emerging and developmental reading instruction are evaluated in relation to currently employed practice so teachers can immediately strengthen instruction. Students examine the scientific research base underlying different models of reading instruction. Special attention is given to curriculum mapping, alignment, and the development of an implementation plan to strengthen literacy.
LIT5233 Prescriptive Intervention for Reading Difficulties
(3 semester credits)
This course examines assessment approaches for diagnosing reading needs and methods for identifying, prescribing, and evaluating intervention plans based upon specific data. An embedded field experience targets developmental and age-appropriate instructional strategies to support struggling readers across diverse populations.

Mathematics Courses

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EDTT5073/MATH5073 Mathematics Instruction for Elementary Teacher Preparation
(3 semester credits)
This course provides a foundation for teaching mathematics to diverse elementary students. Students examine current standards in mathematics, as well as the process of aligning curriculum and lesson plans to standards. Students develop a toolkit of content-specific instruction and assessment strategies. Students demonstrate computational skills and understanding of fundamental concepts and processes of mathematics, including number systems and operations, algebraic thinking, measurement, geometry, and statistics and probability. The course includes 5-10 hours of embedded field experiences.

MATH5843 CCSS: Mathematical Structure
(3 semester credits)
This course provides students an opportunity to become familiar with, reflect on, and develop practical ways to implement the Common Core State Standards for 6th, 7th, and 8th grade mathematics as they relate to mathematical structure. The content standards covered include ratios, proportional relationships, and the number system. Standards of mathematical practice covered include making sense of problems and persevering in solving them, attending to precision, looking for and making use of structure, and looking for and expressing regularity in repeated reasoning.

MATH5853 CCSS: Mathematical Reasoning
(3 semester credits)
This course provides students an opportunity to become familiar with, reflect on, and develop practical ways to implement the Common Core State Standards for 6th, 7th, and 8th grade mathematics as they relate to mathematical reasoning. The content standards covered include expressions, equations, and functions. Standards of mathematical practice covered include making sense of problems and persevering in solving them, attending to precision, reasoning abstractly and quantitatively, and constructing viable arguments and critiquing the reasoning of others.

MATH5863 CCSS: Mathematical Models and Tools
(3 semester credits)
This course provides students an opportunity to become familiar with, reflect on, and develop practical ways to implement the Common Core State Standards for 6th, 7th, and 8th grade mathematics as they relate to using mathematical models and tools. The content standards covered include geometry, statistics, and probability. Standards of mathematical practice covered include making sense of problems and persevering in solving them, attending to precision, modeling with mathematics, and using appropriate tools strategically.

CIS813/MATH5813 CCSS: Number Sense, Operations, and Algebraic Thinking
(3 semester credits)
During this course, educators will investigate the philosophy guiding the Common Core State Standards (CCSS) for Mathematics for grades K-6 and learn how to balance instruction about problem-solving procedures with instruction targeting core math understanding. Educators will investigate and implement strategies to improve student
performance in generalizing analogous problems, representing problems coherently, justifying conclusions, applying math to practical situations, using technology mindfully, explaining their steps accurately to other students, and synthesizing patterns or finding shortcuts. Educators will focus on standards related to numbers and number systems, operations, algebraic thinking, and fractions. Tasks will include analysis of current teaching practices, crosswalks of standards, and development of original instructional units aligned with the standards and utilizing evidence-based practices.

**CI5823/MATH5823 CCSS: Measurement, Data, and Geometry**  
(*3 semester credits*)
During this course, educators will focus on Common Core State Standards (CCSS) in mathematics related to geometry, measurement, and data for grades K-6. Educators will investigate and implement strategies to improve student performance in informal to formal development of measurement and data, geometric concepts and applications, and problem solving. Major concepts such as congruence, transformations, and the dynamic relationship between area and perimeter will be investigated.

**CI5833/MATH5833 CCSS: Fractions and Decimals**  
(*3 semester credits*)
During this course, educators will focus on the Common Core State Standards (CCSS) in mathematics related to fractions and decimals for grades K-6. Educators will investigate and implement strategies to improve student performance by understanding the importance of equivalence, magnitude, part-whole relationships, the link between fractions and decimals, as well as a conceptual understanding of operations on fractions and decimals.

**EE5073/MATH5083 Mathematics Instruction for Elementary Teachers**  
(*3 semester credits*)
This course provides a foundation for teaching mathematics to diverse elementary students. Students examine current standards in mathematics, as well as the process of aligning curriculum and lesson plans to standards. Students develop a toolkit of content-specific instruction and assessment strategies. Students demonstrate computational skills and understanding of fundamental concepts and processes of mathematics, including number systems and operations, algebraic thinking, measurement, geometry, and statistics and probability.

**Research Courses**

American College of Education courses are designed to be taken independently and not sequentially. The majority of courses do not have prerequisites except as indicated in the course descriptions below. Note that 5000 level courses are at the master’s level and 6000 level courses are at the specialist and doctoral level.

**ED5153 Research Methods**  
(*3 semester credits*)
This course enables students to become informed consumers of educational research and to develop skills that prepare them to carry out action research in their schools and classrooms. An emphasis is placed on providing students with knowledge that they can apply in determining whether particular research findings are relevant to their leadership and instructional practices and to distinguish between trustworthy and non-trustworthy research. Throughout the course, students identify the elements that scientifically-based research and action research share. Emphasis is placed on how research can become a vital and relevant tool for teachers and school leaders.

**EDX5153 Research Methods (TX)**  
(*3 semester credits*)
This course enables students to become informed consumers of educational research and to develop skills that prepare them to carry out action research in their schools and classrooms. An emphasis is placed on providing students with knowledge that they can apply in determining whether particular research findings are relevant to their leadership and instructional practices and to distinguish between trustworthy and non-trustworthy research.
Throughout the course, students identify the elements that scientifically-based research and action research share. Emphasis is placed on how research can become a vital and relevant tool for teachers and school leaders.

EDTT5153 Research Methods for Elementary Teachers
(3 semester credits)
This course enables students to become informed consumers of educational research and to develop skills that prepare them to carry out action research in their schools and classrooms. An emphasis is placed on providing students with knowledge that they can apply in determining whether particular research findings are relevant to their leadership and instructional practices and to distinguish between trustworthy and non-trustworthy research. The course places action research within the context of various types of research and examines research in terms basic concepts and various purposes, methods, data, and paradigms. Emphasis is placed on how research can become a vital and relevant tool for teachers and school leaders.

RES6003 Applied Statistics
(3 semester credits)
Students will examine topics associated with statistics including parametric and non-parametric tests, hypothesis formation, frequency distributions, measures of central tendency and dispersion, inferential statistics, and correlation. Emphasis will be placed on the selection of appropriate statistical techniques. Students will conduct and interpret statistical analysis using SPSS.

RES6011 Research Tool: APA & Bibliographic Software
(1 semester credit)
Students in this course will employ APA format for manuscripts and citations and compare bibliographic software for organizing references.

RES6013 Research Methods
(3 semester credits)
Students will examine foundations of research design, data collection, analysis, and presentation. Students will assess ethics of educational research and reporting.

RES6021 Research Tool: Creating and Analyzing Measures
(1 semester credit)
Students will assess existing measures of performance and effectiveness. Students will create sample online surveys for data collection, as well as examine and analyze survey results. Issues associated with the development of valid measures, interviews, questionnaires, and surveys will be addressed.

RES6023 Quantitative Research Designs
(3 semester credits)
Students will compare quantitative research designs and applications. Students will interpret quantitative data and choose appropriate presentations for results.

RES6031 Research Tool: Information Display Strategies
(1 semester credits)
Students will design appropriate strategies to present research results, including charts, tables, graphs, and summaries.

RES6033 Qualitative Research Designs
(3 semester credits)
Students will compare qualitative research designs and application to real-world issues. Topics include data collection and analysis, as well as ethical issues in qualitative research.
RES6903 Dissertation I
(3 semester credits)
Students will develop and present research proposal under supervision of faculty advisor. May be repeated as needed.

RES6913 Dissertation II
(3 semester credits)
Students will prepare and deliver final presentations of their research project. May be repeated as needed. Prerequisite: Completion of RES6903.

Science Courses

American College of Education courses are designed to be taken independently and not sequentially. The majority of courses do not have prerequisites except as indicated in the course descriptions below. Note that 5000 level courses are at the master’s level and 6000 level courses are at the specialist and doctoral level.

CI5613/SCI5613 Engaging Students in Science
(3 semester credits)
Educators will examine current knowledge of students’ interest, attitudes, and achievement in science and factors that influence each. Educators will also learn a four-part framework for igniting students’ interest in science by doing hands-on activities related to science careers, and practice ways to incorporate this framework into science and nonfiction literacy instruction. Course work will focus on strategies that increase students’ engagement, interest, and achievement in science.

CI5623/SCI5623 Foundations of Science Learning
(3 semester credits)
Educators will investigate key findings on how students learn science as well as teaching strategies grounded in this research. This course offers a series of readings, problem-solving activities, reflections, and discussions through which educators will develop an effective approach to teaching any science concept. Through these activities, issues of cognition, culture, and pedagogy will come up that will be similar to issues educators face in today’s classrooms. As a result of this course, educators will develop pedagogical principles, outlooks, knowledge, and skills that will inform their teaching practices.

CI5633/SCI5633 Inquiry-Based Science Teaching
(3 semester credits)
Educators will explore planning, implementing, and evaluating science curriculum. Educators will design lessons and practice teaching strategies which foster students’ engagement in science, science literacy, inquiry skills, and personal connection to science. This course uses a variety of technology tools for learning and teaching.

EDTT5083/SCI5083 Science Instruction for Elementary Teacher Preparation
(3 semester credits)
This course provides a foundation for teaching science to diverse elementary students. Students examine current standards in science, as well as the process of aligning curriculum and lesson plans to standards. Students develop a repertoire of content-specific instructional methods for planning, delivering, assessing, and remediating diverse elementary students understanding of the fundamental concepts and mastery of essential process skills associated with science, engineering, and technology. This course provides an integrated scientific inquiry approach using critical-thinking skills, literacy, and technology to explore social, cultural, and ethical aspects of science, including an investigation of the foundational concepts in the physical, Earth and space, and life sciences. Students apply their knowledge and skills in 5-10 hours of embedded field experiences.
EE5083/SCI5073 Science Instruction for Elementary Teachers  
(3 semester credits)  
This course provides a foundation for teaching science to diverse elementary students. Students examine current standards in science, as well as the process of aligning curriculum and lesson plans to standards. Students develop a repertoire of content-specific instructional methods for planning, delivering, assessing, and remediating diverse elementary students understanding of the fundamental concepts and mastery of essential process skills associated with science, engineering, and technology. This course provides an integrated scientific inquiry approach using critical-thinking skills, literacy, and technology to explore social, cultural, and ethical aspects of science, including an investigation of the foundational concepts in the physical, Earth and space, and life sciences.

Seminar Courses

American College of Education courses are designed to be taken independently and not sequentially. The majority of courses do not have prerequisites except as indicated in the course descriptions below. Note that 5000 level courses are at the master’s level and 6000 level courses are at the specialist and doctoral level.

SEM6601 Doctoral Seminar I  
(1 semester credit)  
Students will present a summary of an emerging real-world issue and engage in peer reviews.

SEM6611 Doctoral Seminar II  
(1 semester credit)  
Students will compare criteria for professional presentations and submit an abstract appropriate for presentation at a state or national conference.

SEM6621 Doctoral Seminar III  
(1 semester credit)  
Students will analyze an issue, demonstrating academic writing, and submit an article draft for peer review.
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Sharon Spears, Ed.D., Assistant Department Chair, Educational Leadership

Tiffany Hamlett, Ph.D., Interim Assistant Department Chair, Curriculum and Instruction

Lana Sloan, M.Ed., Vice President, Curriculum and Development

Kathryn Talley, Ph.D., Director, Institutional Research

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Sandra Al-Abdulmunem, Ph.D., M.L.S., Director of ACE Library

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Monica Carson, M.Ed., Vice President of Enrollment Operations

Jordan Waltz, B.A., Manager of Information Systems

Erin Maurer, M.S., Associate Director of the Office of Academic Excellence

Faculty

Core Faculty

Austin, Karen; Ed.D. in Educational Leadership, Argosy University – Chicago (Degree Conferred 2008); MA in Curriculum and Instruction, National Louis University (Degree Conferred 2001); BA in Early Childhood, Chicago State University (Degree Conferred 1996).

Bernard, Dianala; MBA, University of Maryland University College (Degree Conferred 2005); BS in Technology and Management, University of Maryland University College (Degree Conferred 1999).

Caudill, Jason; Ph.D. in Education, Instructional Technology, Specialization in Higher Education Administration, University of Tennessee (Degree Conferred 2009); MBA in Finance, Operation Management, New Venture Analysis, University of Tennessee (Degree Conferred 2002); BS in Operations Management, University of Tennessee (Degree Conferred 1989).

Davis, Bridgette, Ph.D. in Secondary Education, University of Southern Mississippi (Degree Conferred 2010); M.Ed. in Curriculum and Instruction, Secondary Science, Southeastern Louisiana University (Degree Conferred 2003); BS in Biology and Chemistry, Southeastern Louisiana University (Degree Conferred 1999).

Demoulin, Donald; Ed.D. in Leadership / Statistics, Mississippi State University (Degree Conferred 1987); Ed.S. in Curriculum / Supervision, Southern Illinois University at Edwardsville (Degree Conferred 1985); MA in Environmental Science / Human Ecology, Governors State University (Degree Conferred 1979); BS in Geology / Geography, Eastern Illinois University (Degree Conferred 1975).

Donaldson, Audrey, Ed.D. in Educational Leadership, Nova Southeastern University (Degree Conferred 1997); MS in Education Administration, National College of Education (Degree Conferred 1982); BA in English – Language Arts, Education, Loyola University, (Degree Conferred 1969).

Funk, Doug, Ed.D in Educational Leadership, Texas Christian University (Degree Conferred 2009); MBA in Business Administration, Texas Christian University (Degree Conferred 2009); M.Ed. in Educational Administration, Tarleton State University (Degree Conferred 2005); BS in Exercise Sports Science, Texas Tech University (Degree Conferred 1994).

Good, Rebecca; Ed.D in Administration, Texas A&M University – Commerce (Degree Conferred 2006); M.Ed. in Bilingual Education, Southern Methodist University (Degree Conferred 1994); BA in Spanish, Southern Methodist University (Degree Conferred 1978).

Kanai, Therese; Ph.D. in Curriculum and Instruction, Walden University (Degree Conferred 1994); M.Ed. in Professional Development, Heritage College (Degree Conferred 1991); BA in Mathematics / Minor in Chemistry, University of Hawaii, Manoa (Degree Conferred 1983).
Landa, Katrina; Ed.D. in Special Education, Florida International University (Degree Conferred 2009); MS in Early Childhood Special Education and TESOL, University of Miami (Degree Conferred 2002); BS in Special Education and Psychology, University of Miami (Degree Conferred 2000).

Lee, Deborah; Ed.D. in Educational Leadership, Georgia Southern University (Degree Conferred 2009); M.Ed. in Social Science, Georgia Southern University (Degree Conferred 1987); BA in History and Psychology, Georgia Southern University (Degree Conferred 1980).

Mapp, David; Ed.D. in Instructional Leadership, Argosy University (Degree Conferred 2008); Ed.S. in Curriculum / Educational Leadership, Argosy University (Degree Conferred 2005); MA in Social Science, University of South Florida (Degree Conferred 1999); BA in Psychology, University of South Florida (Degree Conferred 1997).

McPherson, Rebekah; Ph.D. in Curriculum and Instruction, University of North Texas (Degree Conferred 2010); MS in Computer Education and Cognitive System -Specialization in Instructional Systems Technology, University of North Texas (Degree Conferred 2005); BFA in Graphic Design, Baylor University (Degree Conferred 2003).

Moore, Marsha; Ph.D. in Child Development, Texas Woman’s University (Degree Conferred 2010); MS in Child Development, Texas Woman’s University (Degree Conferred 2004); BS in Early Childhood Education, Georgia State University (Degree Conferred 1993).

Nank, Sean; Ph.D. in Education with concentration in Curriculum and Instruction, University of California (Degree Conferred 2007); MA in Education, Curriculum and Instruction, University of California (Degree Conferred 2000); BS in Mathematics Education, Northern Illinois University (Degree Conferred 1996).

Ratliff, Karen; Ed.D. in Educational Leadership, Specialization Curriculum and Instruction, Research Agenda, Qualitative, Quantitative and Mixed Methods, University of Phoenix (Degree Conferred 2010); MA in Workforce Education, Specialization, Human Resources, Training and Development, Research Agenda, Organizational Behavior, Southern Illinois University at Carbondale (Degree Conferred 2004); BS in Organizational Communications, Southern Illinois University at Carbondale (Degree Conferred 2003).

Scott, Denita; Ed.D. in Educational Leadership and Organizational Change, Roosevelt University (Degree Conferred 2003); M.Ed. in Curriculum, Reading, Governors State University (Degree Conferred 1992); BA in Education, Governors State University (Degree Conferred 1987).

Tormala-Nita, Rosita; Ph.D. in Educational Policy Studies and Leadership, Marquette University (Degree Conferred 2003); M.Ed. in Secondary Education, Grand Canyon University (Degree Conferred 2008); MBA, Barry University (Degree Conferred 1990); BA in International Studies, Barry University (Degree Conferred 1998).

Vessels, Gordon; Ed.D. in School Psychology, University of Georgia (Degree Conferred 1984); MA in Sociology / Social Work, Indiana State University (Degree Conferred 1978); BA in Education, Indiana University (Degree Conferred 1973).

Wiehe, Rebecca; Ph.D. in Curriculum and Instruction, Kent State University (Degree Conferred 2009); MA in Spanish, University of Cincinnati (Degree Conferred 1998); BS in Spanish Education, Miami University (Degree Conferred 1993); BA in Spanish, Miami University (Degree Conferred 1993).

Wynn, Julius; Ed.D. in Educational Leadership, University of South Florida (Degree Conferred 2010); MA in Educational Leadership, University of South Florida (Degree Conferred 1993); BS in Purchasing and Materials Manager – Minor Public Administration, Florida State University (Degree Conferred 1985).
National Faculty

Ash, George; Ed.D. in Administration Leadership, Walden University (Degree Conferred 2010); MS in Education, Franciscan University of Steubenville (Degree Conferred 2004); BA in Criminal Justice Law Environment, Fairmont State University (Degree Conferred 1996).

Becerra, Sarah; Ph.D. in Family Studies, Texas Woman’s University (Degree Conferred 2006); MS in Family Therapy, Texas Woman’s University (Degree Conferred 1998); BA in Psychology and Sociology, University of Wisconsin (Degree Conferred 1995).

Belding, David; Ed.D. in Educational Leadership, Tarleton State University (Degree Conferred 2008); M.Ed. in Education Administration, Tarleton State University (Degree Conferred 1994); BA in Music Education, Texas Christian University (Degree Conferred 1987).

Deyoe-Chiullan, Rita; Ph.D. in Curriculum and Instruction and MC/BL, Kansas State University (Degree Conferred 1976); MA in Speech / Linguistics, Kansas State University (Degree Conferred 1971); BA in Speech / Linguistics, Kansas State University (Degree Conferred 1968).

Finn, Vicki; Ph.D. in Public Affairs, University of Texas at Dallas (Degree Conferred 2009); M.Ed. in Educational Administration, University of Texas at Arlington (Degree Conferred 2000); BS in Elementary Education in Specialization in Elementary Education and English, Southwestern A/G University (Degree Conferred 1997).

Gilbert, Deborah; Ed.D. in Educational Leadership, Nova Southeastern University (Degree Conferred 2005); M.Ed. in Curriculum and Technology, University of Phoenix (Degree Conferred 2002); BA in Spanish Literature, SUNY Oswego (Degree Conferred 1972).

Hughes, Joanne; Ph.D. in Public Affairs, University of Texas at Dallas (Degree Conferred 2010); M.Ed. in Public School Administration, University of North Texas (Degree Conferred 1984); BS in Education, University of Texas at Austin (Degree Conferred 1973).

Krumnow, Patricia; Ed.D. Educational Leadership, Georgia Southern University (Degree Conferred 2010); Ed.S. in Teaching and Learning, Georgia Southern University (Degree Conferred 2007); M.Ed. in Middle Grades Math and Science, Georgia Southern University; BS in Secondary Sciences Education, Charleston Southern University (Degree Conferred 1999).

Mowery, Ann; Ed.D. in Educational Leadership in Curriculum and Instruction, University of Delaware (Degree Conferred 1994); MA in Elementary Education – Emphasis in Mathematics, Curriculum and computer Assisted Instruction, Arizona State University (Degree Conferred 1972); BA in Elementary Education, Arizona State University (Degree Conferred 1963).

Myers, Joyce; Ed.D. in Early Childhood Education, University of North Texas (Degree Conferred 2009); MRE in Christian Education, Southern Baptist Theological Seminary (Degree Conferred 1977); BA in History and Elementary Education, Mercer University (Degree Conferred 1963).

Phelps, Marsha; Ed.D. in Adult Continuing Education, Northern Illinois University (Degree Conferred 2002); MBA in Urban Education, Marketing, Finance, University of Chicago (Degree Conferred 1973); BS in Education, Chicago Teachers College (Degree Conferred 1968).

Quarterman, F. Camilla; Ph.D. Educational Leadership, Liberty University (Degree Conferred 2010); Ed.S. in Integrated Studies, Lincoln Memorial University (Degree Conferred 2005); M.Ed. in Integrated Studies, University of Georgia (Degree Conferred 2001); BA in Science of Criminology, State University of West Georgia (Degree Conferred 1999).
Rooks-Dotson, Karen; Ed.D. in Educational Leadership, Nova Southeastern University (Degree Conferred 2005); MA in Educational Administration, Governors State University (Degree Conferred 1991); BS in Curriculum and Instruction, Chicago State University (Degree Conferred 1974).

Theodorou, Carol; Ed.D. in Administration, Continuing and Higher Education, University of Illinois, Champaign-Urbana (Degree Conferred 1993); MA in Administration, Continuing and Higher Education, University of Illinois, Champaign-Urbana (Degree Conferred 1989); BA in Socio-Cultural Processes, Governors State University (Degree Conferred 1974).

Valdez, Carl; Ph.D. in Educational Psychology and School Psychology, Minor Additions Counseling and Language, Reading, Culture, University of Arizona (Degree Conferred 2003); M.Ed. in Special Education, University of New Mexico (Degree Conferred 1991); MA in American Studies, New Mexico Highlands University (Degree Conferred 1984); BA in Sociology, Minor Economics, University of New Mexico (Degree Conferred 1981).

Vowels, Kristine; Ed.D. in Supervision, Curriculum and Instruction, Texas A&M – Commerce (Degree Conferred 2005); M.Ed. in Educational Administration with Mid-Management Certification PreK-12, Texas A&M – Commerce (Degree Conferred 2002); BS in Education, Health and Physical Education, Stephen F. Austin State University (Degree Conferred 1982).

Weindorf, Justin; Ed.D. in Educational Leadership, Nova Southeastern University (Degree Conferred 2008); MS in Conflict Resolution, Nova Southeastern University (Degree Conferred 2002); BS in Criminology and Law, University of Florida (Degree Conferred 1998).Ash, George; Ed.D. in Administration Leadership, Walden University (Degree Conferred 2010); MS in Education, Francisca University of Steubenville (Degree Conferred 2004); BA in Criminal Justice Law Environment, Fairmont State University (Degree Conferred 1996).

Adjunct Faculty

Adolphine, Mamzelle; PhD in Professional Studies in Education, Capella University (Degree Conferred 2008); MA in Teaching Science, Pace University (Degree Conferred 2004), New York; MA, School for International Training and Intercultural Management, Vermont (Degree Conferred 2000); BA in Gallatin School of Individualized Study, New York University (Degree Conferred 1994).

Bailey, Michelle; MEd, University of North Texas (Degree Conferred 2003); BS, University of Houston (Degree Conferred 1980).

Biegler, Anthony; Ed.D. in Administrative Supervision, Nova Southeastern University (Degree Conferred 1998); M.Ed. in Educational Leadership, Northern Illinois University (Degree Conferred 1988); BA in Sociology / Education, University of Oregon (Degree Conferred 1984).

Boice, Margaret; Ed.D. in Curriculum Design / Systemic Change, Nova Southeastern University (Degree Conferred 1998); M.Ed. in Guidance / Counseling, University of Oklahoma (Degree Conferred 1976); BS in Mathematics, Oklahoma College of Liberal Arts (Degree Conferred 1973).

Brewer, Ellen; Ed.D. in Instructional Leadership and Curriculum, Nova Southeastern University (Degree Conferred 2010); MS in Library Science and Educational Administration, University of Alabama (Degree Conferred 2003); MA in English Education, Jacksonville State University (Degree Conferred 1990); BS in Secondary Education, University of Alabama (Degree Conferred 1994).

DeValentino, Jessica; Ed.D. in Historical, Social & Cultural Foundations, University of Houston (Degree Conferred 2005); M.Ed. in Educational Administration, Houston Baptist University (Degree Conferred 2000); BS in Biology, Spanish, Psychology, Houston Baptist University (Degree Conferred 1998).
Dodge, Rebecca; Ph.D. in Geology, Colorado School of Mines (Degree Conferred 1982); MS in Geology, Colorado School of Mines (Degree Conferred 1978); BS in Geology, University of Texas at Arlington (Degree Conferred 1975).

Ellis, Nita; Ed.D. in Educational Administration, Baylor University (Degree Conferred 2002); M.Ed., in Educational Administration, Tarleton State University (Degree Conferred 1980); BS in Secondary Education, Baylor University (Degree Conferred 1976).

Franklin, David; Ed.D. in Educational Leadership, California State University (Degree Conferred 2011); M.Ed. in Specialization in Educational Technology, National University (Degree Conferred 2004); BA in Music, University of California (Degree Conferred 1999).

Glaser, Deborah; Ed.D. in Education, Curriculum and Instruction, Reading, Boise State University (Degree Conferred 2002); MA in Elementary and Special Education, Boise State University (Degree Conferred 1981); BA in Elementary Education with Special Education Emphasis, Boise State University (Degree Conferred 1977).

Greene, Beverly; Ed.D. in Educational Leadership, DePaul University (Degree Conferred 2003); M.Ed. in Teaching and Learning, Curriculum Development, DePaul University (Degree Conferred 1995); BA in Communications, DePaul University (Degree Conferred 1993).

Grimshaw, Brian; Ed.D. in Educational Leadership, / Curriculum and Instruction University of Phoenix (Degree Conferred 2012); MA in Learning and Technology, Western Governors University (Degree Conferred 2005); BS in Visual Art, Southern Utah University (Degree Conferred 1997).

Hargrove, Brenda; Ed.D. in Educational Leadership, East Carolina University (Degree Conferred 2007); MSA in School Administration, East Carolina University (Degree Conferred 1999); BA in Community Health and Education, York College (CUNY) (Degree Conferred 1979).

Harrington, Terrance; PhD in Instructional Leadership, University of Alabama (Degree Conferred 2011); MA in Secondary Education Math, University of Alabama (Degree Conferred 1994); BS in Business Computer Science, Jacksonville State University (Degree Conferred 1981).

Hickman, Lesha Dawn; Ph.D. in Professional Studies in Education, Capella University (Degree Conferred 2007); M.Ed. in Administration, Trevecca Nazarene University (Degree Conferred 2001); BS in Special Education, Tennessee Technological University (Degree Conferred 1989).

Horn, Amy; Ed.D. Curriculum and Instruction, Northern Illinois University (Degree Conferred 2010); MS in Reading, Northern Illinois University (Degree Conferred 1997); BS in Elementary Education, Illinois State University (Degree Conferred 1993).

Howard-Schwind, Michelle; Ph.D. in Educational Administration, Minor in Business, University of North Texas (Degree Conferred 2010); M.Ed. in Education, University of Texas at Arlington (Degree Conferred 1998); BFA in Fine Arts, University of Texas at Austin (Degree Conferred 1992).

Lowery, Ellen Nancy; Ph.D. in Curriculum and Instruction, University of New Orleans (Degree Conferred 2010); M.Ed. in Curriculum and Instruction, University of New Orleans (Degree Conferred 2005); BS in Education, University of South Alabama (Degree Conferred 1981).

Pennington, Patrice; Ed.D. in Leadership, Liberty University (Degree Conferred 2010); Ed.S. in English, Lincoln Memorial University (Degree Conferred 2005); M.Ed. in English, University of Georgia (Degree Conferred 2001); BA in English, State University of West Georgia (Degree Conferred 1999).

Petrakis, Jay; MS in Leadership and Business Ethics, Duquesne University (Degree Conferred 2006); BA in Music, Education, Lowell State Teacher’s College (Degree Conferred 1978).
Puga, Jose; Ed.D. in Bilingual Education, Texas A&M University (Degree Conferred 2005); MA in Sociology, Texas Tech University (Degree Conferred 1995); BA in Spanish, Minor in Bilingual Education, University of Texas (Degree Conferred 1991).

Ricketts, Ursula; Ed.D. in Curriculum and Instruction, Loyola University (Degree Conferred 2003); MBA in Business Management, Concordia University (Degree Conferred 2012); MA in Counseling, Governors State University (Degree Conferred 1997); BA in Elementary Education, University of Illinois (Degree Conferred 1993).

Ronka, Carol; Ph.D. in School Psychology, University of Cincinnati (Degree Conferred 1994); MS in School Psychology, University of Tennessee (Degree Conferred 1980); BS in Psychology and Sociology, University of Tennessee (Degree Conferred 1968).

Seeley, Theresa; Ed.D. in Organizational Leadership, Nova Southeastern University (Degree Conferred 2004); MA in Education Administration and Policy Studies, California State University (Degree Conferred 1997); BA in Child Development, California State University (Degree Conferred 1994).

Sewell, Tanesha; Ed.D. in Educational Leadership and Special Education, Nova Southeastern University (Degree Conferred 2009); MS in Varying Exceptionalities, Nova Southeastern University (Degree Conferred 2005); BS in Elementary Education, Florida International University (Degree Conferred 2000).

Smith, William; Ed.D. in Educational Leadership, North Central University (Degree Conferred 2009); MA in Educational Leadership, Western Michigan University (Degree Conferred 1995); BS in History, Grand Valley State University (Degree Conferred 1991).

Snyder, Troy; Ed.D. in Educational Leadership, Texas Christian University (Degree Conferred 2009); MBA in Educational Leadership, Texas Christian University (Degree Conferred 1991); MA in Secondary Education, University of Phoenix (Degree Conferred 2003); BA in Political Science, Colorado State University (Degree Conferred 1995).

Standberry, Herman; Ed.D. in Educational Leadership, Walden University (Degree Conferred 1992); D.Min. - Doctor of Ministry, American Christian College and Seminary (Degree Conferred 1997); M.Ed. in Curriculum and Instruction, Indiana Wesleyan University (Degree Conferred 1997); MA in Human Behavior, Newport University (Degree Conferred 1981); BS in Business Education, Southern Illinois University (Degree Conferred 1986).

Steagall, Felicia; Ed.D. in Urban Educational Leadership, University of Cincinnati (Degree Conferred 2012); M.Ed. in Education Foundation, University of Cincinnati (Degree Conferred 2012); BA in Business Administration, Fisk University (Degree Conferred 1993).

Summerville, Jennifer; Ph.D. in Educational Technology, University of Northern Colorado (Degree Conferred 1997); MS in Computer Education and Cognitive Systems, University of North Texas (Degree Conferred 1993); BA in Marketing, Baylor University (Degree Conferred 1990).

Thompson, Danielle; Ph.D. in Literacy Studies, Middle Tennessee State University (Degree Conferred 2011); MA in Speech, Language, and Hearing Science, University of Colorado (Degree Conferred 2002); BA in Communication Disorders, University of Colorado (Degree Conferred 1997).

Truslow, Kimberly; Ed.D. in Educational Leadership, Sam Houston University (Degree Conferred 2004); M.Ed. in Educational Administration, Georgia College & State University (Degree Conferred 1997); BS in Elementary Education, College of Charleston (Degree Conferred 1993).

Van Ourkerk, Deborah; Ed.D. in Educational Leadership, Fielding Graduate University (Degree Conferred 2001), Santa Barbara; M.Ed. in Education, United International University (Degree Conferred 1981); BS in Education, Concordia Lutheran Teacher’s College (Degree Conferred 1975).
Washington, Ellis; JD in Law, John Marshall Law School (Degree Conferred 1994); Ph.D. in Musicology, International Law, Human Rights Law, Harvard University (Degree Conferred 1989); MM in Music Performance, French Horn, University of Michigan (Degree Conferred 1987); BA in Education, History, DePauw University (Degree Conferred 1983).

Weischadle, David; Ed.D. in Curriculum Theory and Development, Rutgers University Graduate School of Education (Degree Conferred 1970); M.Ed. in Curriculum and Instruction, Rutgers University Graduate School of Education (Degree Conferred 1964); BS in Social Sciences, English and Earth Science, Rutgers University (Degree Conferred 1963).

Wilson, Baretta; Ed.D. in Organizational Leadership, Nova Southeastern University (Degree Conferred 2010); MS in Mathematics, South Carolina State University (Degree Conferred 1991); BS in Mathematics, South Carolina State University (Degree Conferred 1985).

Wilson, Elaine; Ed.D. in Urban Education Leadership, University of Cincinnati (Degree Conferred 2008); M.Ed. in Educational Administration, University of Cincinnati (Degree Conferred 2002); BS in Early Childhood Education, University of Alabama and Mechanical University (Degree Conferred 1982).

Yalof, Barbara; Ed.D. in Educational Technology, Northcentral University (Degree Conferred 2012); M.Ed. in Therapeutic Recreation, Temple University (Degree Conferred 1978); BS in Art Education K-12, Temple University (Degree Conferred 1976).

Staff Faculty

Al-Abdulmunem, Sandra; Ph.D., Director of ACE Library, Information Science, Loughborough University, UK (Degree Conferred 2010); MLS in Library and Information Science, Indiana University (Degree Conferred 1986); BA in Media Science, Purdue University (Degree Conferred 1984).

Coomer, Traci; M.Ed., Associate Director, Internships, Educational Leadership, University of Texas at Arlington (Degree Conferred 2006); BS in Interdisciplinary Studies, University of Texas at Arlington (Degree Conferred 2004).

Dawson, Christina; Ed.D., Staff Faculty, Education Administration, Virginia Tech (Degree Conferred 1987); MS in Child Development, Virginia Tech (Degree Conferred 1979); BS in Family and Child Development, Virginia Tech (Degree Conferred 1977).

Donovan, Judy; Ed.D., Interim Department Chair, Educational Technology, Instructional Technology and Distance Learning, Nova Southeastern University (Degree Conferred 2003); MLS in Library Science, Indiana University Purdue University (Degree Conferred 2010); M.Ed. in Early Childhood Education, Grand Valley State University (Degree Conferred 2006); MA in Educational Leadership, Western Michigan University (Degree Conferred 2000); MBA in Business Administration, Eastern Michigan University (Degree Conferred 1982); BA in General Studies, University of Michigan (Degree Conferred 1980).

Durand, Linetta; Ed.D., Department Chair, Educational Leadership, Educational Leadership, University of Cincinnati (Degree Conferred 2005); M.Ed. in Educational Administration, University of Cincinnati (Degree Conferred 2001); BS in Health Science Education, Ohio State University (Degree Conferred 1997).

Franklin, Rochelle; Ed.S., Director of Faculty Training and Development, Liberty University (Degree Conferred 2008); M.Ed. in Educational Leadership, University of Central Florida (Degree Conferred 2007); BA in Liberal Studies, University of Central Florida (Degree Conferred 2005).

Hamlett, Tiffany; Ph.D., Interim Assistant Chair, Curriculum and Instruction, Child Development, Texas Woman's University (Degree Conferred 2007); MS in Child Development, Texas Woman's University (Degree Conferred 2004); BA in Psychology, Minor in English, University of Texas at Austin (Degree Conferred 2002).
Irwin, Pi; Ed.D., Academic Dean, Reading and Educational Administration, University of Arizona (Degree Conferred 1981); M.Ed. in Educational Administration and Supervision, University of Arizona (Degree Conferred 1972); BA in History, University of Michigan (Degree Conferred 1964).

Jandes, Kenneth; Ed.D., Associate Dean and Director, Office of Academic Excellence, Leadership and Educational Policy Studies, Northern Illinois University (Degree Conferred 1984); M.Ed. Educational Administration and Supervision, Loyola University, Chicago (Degree Conferred 1972); BS in Music Education, Illinois State University (Degree Conferred 1966).

Landry, Shawntel; Ed.D., Interim President; Associate Provost and Senior Vice President of Institutional Effectiveness and Assessment, Educational Leadership, Texas Christian University (Degree Conferred 2009); MBA, Texas Christian University (Degree Conferred 2009); M.Ed. in Gifted Education / Instructional Technology, University of Louisiana – Lafayette (Degree Conferred 1995); BA in Elementary Education, University of Louisiana – Lafayette (Degree Conferred 1993).

Ochs, Kimberly; D.Phil., Staff Faculty, Educational Studies Comparative and International Education, Oxford St. Cross College, UK (Degree Conferred 2005); M.Sc., in Comparative and International Education, Oxford St. Cross College, UK (Degree Conferred 2002); MA in Sociology, Boston College (Degree Conferred 1995); BA in Sociology, Boston College (Degree Conferred 1995).

Sloan, Lana; M.Ed., Vice President, Curriculum and Development, Educational Leadership, Texas A&M University – Commerce (Degree Conferred 2011); BS in Elementary Education, North Texas State University, (Degree Conferred 1981).

Spears, Sharon; Ed.D., Assistant Department Chair, Educational Leadership, Instructional Leadership, Argosy University, Chicago (Degree Conferred 2011); M.Ed. in Curriculum and Instruction, Educational Leadership, Lewis University (Degree Conferred 2004); BS in Elementary Education, Southern Illinois University (Degree Conferred 2001).

Tincher, D. Lee; Ph.D. Department Chair, Curriculum and Instruction, Teaching and Learning Reading, Capella University (Degree Conferred 2005); M.Ed. in Reading, Dallas Baptist University (Degree Conferred 2002); BA in Interdisciplinary Studies with Reading Minor, Colorado State University (Degree Conferred 1975).
State Authorization and Program Approvals

State Authorization to Operate

American College of Education has been granted authorization to operate by the following entities:

Florida Commission for Independent Education
325 West Gaines Street, Suite 1414
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Georgia Nonpublic Postsecondary Education Commission
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Tucker Georgia 30084
770-414-3300
www.gnpec.org

Illinois Board of Higher Education
431 East Adams, 2nd Floor
Springfield, Illinois 62701
217-782-2551
www.ibhe.state.il.us

Indiana Commission for Higher Education
101 West Ohio Street, Suite 670
Indianapolis, IN 46204
317-464-4400
www.in.gov/bpe
This institution is authorized by the Indiana Board for Proprietary Education
101 West Ohio Street, Suite 670
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Louisiana Board of Regents
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www.mhec.state.md.us

Montana University System
Office of the Commissioner of Higher Education
2500 Broadway
P.O. Box 203201
Helena, Montana 59620-3201
American College of Education is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Nevada Commission on Postsecondary Education
8778 South Maryland Parkway, Suite 115
Las Vegas, Nevada 89123
702-486-7330
www.cpe.state.nv.us

State of New Hampshire Department of Education
Division of Higher Education—Higher Education Commission
101 Pleasant Street
Concord, New Hampshire 03301
603-271-3494
www.education.nh.gov

Ohio Board of Regents
25 South Front Street
Columbus, Ohio 43215-414
614-466-6000
www.OhioHigherEd.org

Oregon Student Access Commission
Office of Degree Authorization
1500 Valley River Drive, Suite 100
Eugene, Oregon 97401
541-687-7478
www.oregonstudentaid.gov/ODA
American College of Education is authorized by the Oregon Higher Education Coordinating Commission.

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, Pennsylvania 17126
717-787-5041
www.education.state.pa.us

Washington Student Achievement Council
P.O. Box 43430
Olympia, Washington 98504-3430
306-753-7869
www.w sac.wa.gov
American College of Education is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes American College of
Education to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard East, Suite 700
Charleston, West Virginia 25301
304-558-2101
www.hepc.wvnet.edu

Wisconsin Educational Approval Board
30 W. Mifflin St., 9th Floor
Madison, Wisconsin 53706-8696
608-266-1996
www.eab.state.wi.us

Wyoming Department of Education
2300 Capitol Avenue, 2nd Floor Hathaway
Cheyenne, Wyoming 82002-0050
307-777-7675
www.edu.wyoming.gov

Exemptions

American College of Education is exempt from authorization requirements in the following states:

Alaska Commission on Postsecondary Education
P.O. Box 110510
Juneau, Alaska 99811-0505
907-465-2962
www.acpe.alaska.gov

California Bureau for Private Postsecondary Education*
2535 Capitol Oaks Drive, Suite 400
Sacramento, California 95833
916-431-6956
www.bppe.ca.gov
*Statutory exemption from California authorization requirements is based on regional accreditation

Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, Colorado 80202
303-866-2723
http://highered.colorado.gov

Texas Higher Education Coordinating Board
1200 E. Anderson Lane
Austin, Texas 78752
512-427-6101
www.thecb.state.tx.us

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State Program Approvals Leading to Licensure, Certification or Endorsement

American College of Education has obtained the following state program approvals leading to licensure, endorsement or certification:

Florida Department of Education Bureau of Educator Certification
Turlington Building, Suite 1514
325 West Gaines Street
Tallahassee, FL 32399-0400
850-245-0505
www.fldoe.org/edcert
The M.Ed. in Educational Leadership program has been approved as a preparatory program for persons applying for Certification in Educational Leadership.

Indiana Department of Education
South Tower, Suite 600
115 West Washington Street
Indianapolis, Indiana 46204
(317) 232-6610
www.doe.in.gov/idoe
The M.Ed. in Educational Leadership program is approved as leading to principal certification in Indiana. The Transition to Teaching certificate programs and the Master of Arts in Teaching degree programs are approved as leading to initial teacher licensure in Indiana.

Ohio Board of Regents
25 South Front Street
Columbus, Ohio 43215-414
614-466-6000
www.OhioHigherEd.org
The M.Ed. in Educational Leadership program is approved for building principal licensure (Grades PK-6, Grades 4-9, and Grades 5-12).

Texas Education Agency
1701 North Congress Avenue
Austin, Texas, 78701
512-463-9734
www.tea.state.tx.us
The M.Ed. in Educational Leadership program is approved as leading to administrator/building principal certification in Texas.
State Course Sequence Approval

Illinois State Board of Education
100 North 1st Street
Springfield, Illinois 62777
866-262-6663 217-782-4321
www.isbe.state.il.us/certification

The Bilingual Education and English as a Second Language course sequences are approved by the Illinois State Board of Education as meeting the coursework requirements for endorsements in these areas.
State Regulatory Contact Information

If a conflict is not resolved through the American College of Education Complaint Procedures, the student may contact his or her state regulatory agency.

Alabama Department of Postsecondary Education
PO Box 302130
Montgomery, Alabama 36130-2130
331-242-1198
http://www.accs.cc/contactus.aspx

Alaska Commission on Postsecondary Education
PO Box 110505
Juneau, Alaska 99811-0505
800-441-2962
http://acpe.alaska.gov/

Arizona State Board for Private Postsecondary Education
1400 West Washington Street
Phoenix, Arizona 85007
602-542-5709
http://azppse.gov/student_info/compliance.asp

Arkansas Higher Education Coordinating Board, Department of Higher Education
114 East Capitol Avenue
Little Rock, Arkansas 72201
501-371-2000
http://www.adhe.edu/SiteCollectionDocuments/AcademicAffairsDivision/Delores/APPENDIX%20J%20Grievance%20Complaint%20Process%202014new.pdf

California Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400
Sacramento, California 95833
916-445-9555
http://www.bppe.ca.gov/enforcement/complaint.shtml

Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, Colorado 80202
303-866-2723
http://highered.colorado.gov/Academics/Complaints/default.html

Connecticut Office of Higher Education
61 Woodland Street
Hartford, Connecticut 06105
860-947-1800
http://www.ctohe.org/StudentComplaints.shtml

Delaware Attorney General
Consumer Protection Wilmington
820 North French Street, 5th Floor
Wilmington, Delaware 19801
302-577-8600
http://attorneygeneral.delaware.gov/consumers/protection/complaint.shtml

District of Columbia Office of the State Superintendent
Higher Education Licensure Commission
810 1st Street, NE, 9th Floor
Washington, DC 20002
202-727-6436
http://osse.dc.gov/service/education-licensure-commission

Florida Commission for Independent Education
325 West Gaines Street, Suite 1414
Tallahassee, Florida 32399
850-245-0505
http://www.fldoe.org/cie/complaint.asp

Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place #220
Tucker, Georgia 30084
770-414-3300

Hawaii State Board of Education
PO Box 2360
Honolulu, Hawaii 96804
808-586-3230
http://cca.hawaii.gov/ocp/

Idaho State Board of Education
PO Box 83720
Boise, Idaho 83720-0037
208-334-2270

Illinois Board of Higher Education
431 East Adams, 2nd Floor
Springfield, Illinois 62701
217-557-7359
http://www.ibhe.state.il.us/consumerInfo/complaint.htm

Indiana Commission for Higher Education
Attn: Director of Regulatory Compliance
302 West Washington Street, Room E201
Indianapolis, Indiana 46204
317-464-4400 Ext. 0
http://www.in.gov/che/2744.htm

Iowa Student Aid Commission
430 East Grand Avenue, Floor 3
Des Moines, Iowa 50309
515-725-3400
http://www.iowacollegeaid.gov/ToolsForStudents/studentquestionsconcernsandcomplaints.html
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612
785-296-4917
http://www.kansasregents.org/resources/PDF/524-ComplaintProcedureandForm.pdf

Kentucky Council on Postsecondary Education
Institutional Complaints
Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, Kentucky 40601
502-696-5389
http://cpe.ky.gov/forstudents/consumercomplaints/

Louisiana Board of Regents
Attn: Nancy Beall or Dr. Larry Trembly
PO Box 3677
Baton Rouge, Louisiana 70821
225-342-4253
http://www.regentsfiles.org/assets/docs/ProprietarySchools/StudentComplaintProcedure.pdf

Maine Department of Education
Attn: Alisa Johnson – Complaints
23 State House Station
Augusta, Maine 04333
207-624-6600

Maryland Higher Education Commission
6 North Liberty Street, 10th Floor
Baltimore, Maryland 21201
410-767-3388
http://mhec.maryland.gov/career/pcs/gripe.asp

Massachusetts Board of Higher Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108
617-994-6950
http://www.mass.edu/forstudents/complaints/complaintprocess.asp

Michigan Department of Liking and Regulatory Affairs
Bureau of Commercial Services, Licensing Division, Proprietary School Unit Staff
201 North Washington Square
Lansing, Michigan 48913
517-373-1820
http://www.michiganps.net/complaint.aspx

Minnesota Office of Higher Education
Registration & Licensing
Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, Minnesota 55108
651-259-3975
http://www.ohe.state.mn.us/mPg.cfm?pageID=1078
Mississippi Commission on College Accreditation
3825 Ridgewood Road
Jackson, Mississippi 39211
601-432-6372

Missouri Department of Higher Education
205 Jefferson Street
PO Box 1469
Jefferson City, Missouri 65102
573-526-1577

Montana Board of Regents
Office of Commission of Higher Education
Montana University System
2500 Broadway Street
PO Box 203201
Helena, Montana 59620
406-444-6570

Nebraska Coordinating Commission for Postsecondary Education
PO Box 95005
Lincoln, Nebraska 68509
402-471-2847

Nevada Commission on Postsecondary Education
8778 South Maryland Parkway, Suite 115
Las Vegas, Nevada 89123
702-486-7330
http://www.cpe.state.nv.us/CPE%20Complaint%20Info.htm

New Hampshire Department of Education
101 Pleasant Street
Concord, New Hampshire 03301
603-271-0256

New Jersey Commission on Higher Education
20 West State Street
PO Box 542
Trenton, New Jersey 08625
609-292-4310

New Mexico Higher Education Department
2048 Galisteo
Santa Fe, New Mexico 87505
505-476-8400
http://www.hed.state.nm.us/Complaint_3.aspx
If a complaint cannot be resolved after exhausting the institution’s grievance procedure, the student may file a complaint with the following office: Post-Secondary Education Complaints, c/o Assistant Director of Licensure and Workforce Studies, University of North Carolina General Administration. 910 Raleigh Road, Chapel Hill, NC 27515-2688, telephone (919) 962-4558, studentcomplaint@northcarolina.edu. The student may contact UNC General Administration for further details.

North Dakota Consumer Protection Division
Office of Attorney General
Gateway Professional Center
Bismarck, North Dakota 58503
701-328-3180
http://www.nd.gov/cte/

Ohio Board of Regents
25 South Front Street
Columbus, Ohio 43215
614-466-6000
The agency does receive student complaints. Students are encouraged to try to resolve their issue through their institution’s formal grievance procedures. If the student's issue is not resolved through this process, the agency may then contact the institution on the student's behalf and request that institution work with the student to resolve the issue. If the grievance involves an issue that violates the agency’s standards for authorization, the agency would contact the institution to determine the severity of the issue and what agency action would be taken.

Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, Oklahoma 73104
405-225-9100
http://www.okhighered.org/current-college-students/complaints.shtml

Oregon Higher Education Coordinating Commission
1500 Valley River Drive, Suite 100
Eugene, Oregon 97401
541-887-4700

Pennsylvania Department of Education
333 Market Street
Harrisburg, Pennsylvania 17126
717-783-8228
http://www.education.state.pa.us/portal/server.pt/community/private_licensed_schools/8993/complaints/531093
Rhode Island Board of Governors for Higher Education
Shepard Building
80 Washington Street
Providence, Rhode Island 02903
401-456-6000
http://www.ribghe.org/pdfs/BOGStudentComplaintProcessII011012.pdf

South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, South Carolina 29201
803-737-2260
http://www.che.sc.gov/AcademicAffairs/License/Complaint_procedures_and_form.pdf

South Dakota Office of Attorney General
Division of Consumer Protection
1302 East Highway 14, Suite 3
Pierre, South Dakota 57501
605-773-4400
http://atg.sd.gov/Consumers/HandlingComplaints/ConsumerComplaintForm.aspx

Tennessee Higher Education Commission
Parkway Towers, Suite 1900
404 James Robertson Parkway
Nashville, Tennessee 37243
615-741-5293
RTF document at www.tn.gov

Texas Higher Education Coordinating Board
1200 E. Anderson Lane
PO Box 12788
Austin, Texas 78711-2788
512-427-6101
http://atg.sd.gov/Consumers/HandlingComplaints/ConsumerComplaintForm.aspx

Utah Division of Consumer Protection
160 East 300 South
Salt Lake City, Utah 84111
801-530-6601
http://consumerprotection.utah.gov/complaints/index.html

Vermont Agency of Education
State Board of Education
120 State Street
Montpelier, Vermont 05620
802-828-5402

State Council of Higher Education for Virginia
101 North 14th Street
James Monroe Building
Richmond, Virginia 23219
Washington Student Achievement Council  
917 Lakeridge Way  
PO Box 43430  
Olympia, Washington 98504  
360-753-7800

West Virginia Higher Education Policy Commission  
1018 Kanawha Boulevard East Suite 700  
Charleston, West Virginia 25301  
304-558-2101

Wisconsin Educational Approval Board  
201 West Washington Avenue, 3rd Floor  
PO Box 8696  
Madison, Wisconsin 53708  
608-266-1996

Wyoming Attorney General’s Office  
123 Capitol Building  
200 West 24th Street  
Cheyenne, Wyoming 82002  
307-777-7841