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American College of Education reserves the right to make changes affecting policies, curricular, or any other matters announced in this catalog, and to refuse to admit, refuse to re-admit or to dismiss any student at any time, should it be deemed to be required in the interest of the student or the College to do so. All information contained in the 2014-2015 Catalog is current as of December 1, 2014. Although every effort has been made to ensure accuracy of the information published in this Catalog, students and others who use this Catalog should refer to the ACE website at www.ace.edu for any updates.

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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 leadership skills for the classroom, school, community, organizations, and far beyond through online delivery of the highest quality curriculum and services. The result is a vibrant institution, bringing graduate studies through technology, from us to you.

As you select your course of study at ACE, you will find a support system focused on your success. This catalog is the foundation for learning how to become a scholar practitioner. 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 under the catalog in effect when you first enrolled in the program.

We want to know you. As you interact with colleagues and faculty in courses, you will contribute to and expand our learning community by becoming part of it. We welcome you into an experience that changes lives.

Dr. Lee Tincher, Ph.D.
Administrative Office

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

Monday through Friday: 9:30a.m. to 6:00p.m. (EST)

Enrollment Services: 800-280-0307 Option 2
Monday through Thursday 10:00a.m.–9:00p.m. (EST)
Friday 10:00a.m.–7:00p.m. (EST)
Saturday: 10:00a.m.–2:00p.m. (EST)

Student Services: 800-280-0307 Option 1
Monday through Friday 9:00a.m.–9:00p.m. (EST)
Saturday 10:00a.m.–2:00p.m. (EST) (week before term start and week of term start)
Sunday 3:00p.m.–7:00p.m. (EST) (week before term start and week of term start)

Bursar Office: 800-280-0307 Option 1

Monday through Friday: 9:00a.m.–6:00p.m. (EST)

Ownership

American College of Education is a wholly owned subsidiary of Higher Ed Holdings, LLC. 2200 Ross Avenue, Suite 3800, Dallas, Texas 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 2014-2015. American College of Education moved its headquarters from Chicago, Illinois, to Indianapolis, Indiana, in fall 2011.

Vision

The vision of American College of Education is to be a significant leader in higher education by providing high value, innovative, and impactful programs to its chosen markets. By unapologetically breaking perceived links between cost of tuition and quality of programming, the College will prepare today’s students to be tomorrow’s global leaders.

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:

1. Accountable – for our programs and for demonstrating their relevance and effectiveness through a multi-dimensional assessment system.
2. Affordable – committed to establishing and maintaining low-cost, highly affordable degrees and programs through scalable and efficient operations.
3. Accessible – committed to expanding access to higher education.
4. Technological – committed to using emerging technologies to transform the presentation, delivery, and evaluation of education for 21st century adult learners.
5. Innovative – committed to a culture and strategy centered around continuous innovation into the markets we serve, resulting in greater value for student learners.
6. Ethical – committed to maintaining strong integrity and ethical principles in relationships with all stakeholders, including students, faculty, staff, and community partners.
7. Diverse – preparing our students to serve and work effectively with evolving diverse communities.
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 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.

**Systemic Change**

We believe that leading systemic change requires a comprehensive and collaborative process that is focused on student learning, school-wide and classroom instructional practices, and system-wide operational and continuous improvement systems.
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.

A. Broad Educational Commitments

Graduates of the American College of Education should be prepared to:

PerformancenCreate environments and employ or support methods to promote continued professional development within a given field.

Evidence-Based Learning  
Develop, promote, and employ assessment methods to measure the success of personal and professional earning, and consult and evaluate research regarding individual learning options.

Context  
Operate within the context of a field, including engaging the local community and beyond, and responding constructively to state and national laws, guidelines, policies and regulations.

Professionalism  
Determine ways to continuously develop personal and professional abilities, engaging in ethical and civic responsibilities.

Specialized knowledge  
Acquire and continue to develop cognitive abilities within specific knowledge constraints and processes related to a field of specialization.

Leadership  
Became a stakeholder in the guiding and shaping of a collaborative vision, accepting an active role in continuous progress toward established goals.

Relevance  
Establish pathways to stay apprised of current procedures, applications, and practices, applying these to continuous improvement and ongoing organizational and institutional success.

B. Professional Skills

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

Leadership  
Develop functional concepts that support and enhance operational and organizational expectations within a field, and that strengthen human resources.

Research  
Acknowledge the need for informational data, reviewing, evaluating, and conducting research when required.

Assessment  
Use field-appropriate evaluation and assessment techniques to promote continuous, ongoing improvement in student learning outcomes and the organization.
Communication
Establish comprehensive communication options within an organization or institution using a variety of literacies.

Theory, Standards, and Frameworks
Use standards, frameworks, and established theories within a field to analyze and evaluate programs, address improvement issues, enhance individual and collaborative abilities, support system structures, and influence change when required.

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 (http://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 and Equal Opportunity
American College of Education is fully committed to complying with all federal, state, and local civil rights, antidiscrimination and equal opportunity laws, rules and regulations, including Title IX of the Education Amendments of 1972, and Department of Veteran’s Affairs regulations. ACE does not engage in harassment or discrimination against any person because of race, color, religion, national origin, ancestry, age, gender, gender identity, sexual
orientation, disability, citizenship status, marital status, military status, or any characteristic protected by law, in admission and access to, treatment, and employment in its programs and activities. Where possible, ACE will make reasonable accommodations in compliance with the Americans with Disabilities Act, where a student’s immutable characteristic(s) substantially impairs the student’s ability to perform the requirements of an academic program or related program activities.

Course Delivery

All of the coursework at American College of Education is completed asynchronously, with some synchronous components, via the Internet facilitated by qualified faculty. Some programs include a face-to-face internship or student teaching experience.

Assessment

American College of Education’s assessment system is linked explicitly to the institutional mission and strategic plan, academic outcomes, program outcomes, and course objectives. 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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<tbody>
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<td>114</td>
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<td>157</td>
<td>29</td>
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<td>539</td>
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<td>2011</td>
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<td>4</td>
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<td>1616</td>
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<td>3</td>
<td>21</td>
<td>24</td>
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</tbody>
</table>

* Per IPEDS definitions, Degrees Conferred date range: July 1st to June 30th of the following year. The above table indicates, for example, that 1842 master’s degrees were conferred between July 1, 2013 and June 30, 2014. Four students earned two degrees within this time period; the demographic statistics here are unduplicated (# of degrees conferred = 1842; # of unduplicated students = 1838).

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

<table>
<thead>
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<th>Year</th>
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<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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<td>2014</td>
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* Curriculum & Instruction degrees include BL and ESL specializations until 2012. As of 2012, C&I ESL and BL Specializations appear in a separate table under CIP Code 13.0201.
### Curriculum & Instruction Degrees

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<th>Degree Type</th>
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<tr>
<td>Digital Learning &amp; Teaching</td>
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<tr>
<td>Effective Classroom Management</td>
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<td>5</td>
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<tr>
<td>K-6 Common Core Mathematics</td>
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<tr>
<td>Louisa Moats Literacy</td>
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<td>Sally Ride Science</td>
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<td><strong>Total</strong></td>
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### MASTER'S DEGREES CONFERRED BY PROGRAM: CIP CODE 13.0201 BILINGUAL, MULTILINGUAL, AND MULTICULTURAL EDUCATION

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### Bilingual/ESL Specializations

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<tr>
<td><strong>Total</strong></td>
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<td>174</td>
<td>144</td>
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### MASTER'S DEGREES CONFERRED BY PROGRAM: CIP CODE 13.1202 ELEMENTARY EDUCATION

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<th>Year</th>
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### MASTER'S DEGREES CONFERRED BY PROGRAM: CIP CODE 13.0501 EDUCATIONAL TECHNOLOGY

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## Master's Degrees Conferred by Program: CIP Code 13.0401 Educational Leadership

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### 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 178 certificates were conferred between July 1, 2013 and June 30, 2014.*

## Certificates Conferred by Program: CIP Code 13.0201 Bilingual Education

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## Certificates Conferred by Program: CIP Code 13.1305 Common Core English

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### CERTIFICATES CONFERRED BY PROGRAM: CIP CODE 13.1311 COMMON CORE MATHEMATICS

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### CERTIFICATES CONFERRED BY PROGRAM: CIP CODE 13.0501 DIGITAL LEARNING AND TEACHING

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### CERTIFICATES CONFERRED BY PROGRAM: CIP CODE 13.0301 EFFECTIVE CLASSROOM MANAGEMENT

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### CERTIFICATES CONFERRED BY PROGRAM: CIP CODE 13.1315 LOUISA MOATS LITERACY

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## CERTIFICATES CONFERRED BY PROGRAM: CIP CODE 13.1205 TRANSITION TO TEACHING SECONDARY EDUCATION

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<th>Female</th>
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### Licensure Pass Rates

<table>
<thead>
<tr>
<th>External Testing (State Licensure / Certification)</th>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois: Cert 186: 93%</td>
<td>Educational Leadership – Cumulative ACE Pass Rate</td>
<td>Pearson’s testing database</td>
<td>State Pass Rate (latest available data 2010-2011): 96% Cumulative</td>
<td></td>
</tr>
<tr>
<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 Principal 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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</tbody>
</table>

### Transfer-Out Rates

American College of Education does not track transfer-out rates.
Student Complaint Policy
  • Catalog, page 131

Credit Hour Policy and Acceptance of Transfer Credit
  • Catalog, pages 127-128

Satisfactory Academic Progress Policy
  • Catalog, page 126

Attendance Policy
  • Catalog, page 116

Process for Withdrawing as a Student
  • Catalog, page 117

Academic Calendars
  • Catalog, page 21

Grading
  • Catalog, pages 124-125

Admissions Requirements
  • Catalog, pages 105-110

Academic Program Requirements
  • Catalog, pages 26-110

Program Faculty with Credentials
  • Catalog, pages 185-193

Cost of Attendance, including Tuition and Fees
  • Catalog, pages 135-138

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

- Catalog, pages 138-141

State Authorization and Program Approvals

- Catalog, pages 192-196

Services and Facilities for Disabled Students

- Catalog, page 112

Student Study Abroad Program

American College of Education does not offer a student study abroad program.

Campus Security and Emergency Procedures

In the case of national and local emergencies that affect the delivery of education to the student body, the College administration will use the learning management system, email, the college website, social media sites, and telephone to alert students, faculty, and staff to alternate methods for accessing coursework.
### Academic Calendars

#### Annual Calendar 2015

<table>
<thead>
<tr>
<th>Term Start</th>
<th>Term End</th>
<th>Break Week</th>
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<td>2/23/2015</td>
</tr>
<tr>
<td>3/2/2015</td>
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*Break 1 - 3/30 through 4/5*

<table>
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<th>Term Start</th>
<th>Term End</th>
<th>Break Week</th>
</tr>
</thead>
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<td>7/13/2015</td>
<td>8/16/2015</td>
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*Break 2 - 12/21/15 - 1/3/16*

#### Annual Calendar 2015 - Doctoral and Standard 10-week schedule

<table>
<thead>
<tr>
<th>Term Start</th>
<th>Term End</th>
<th>Break Week (2 week)</th>
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</thead>
<tbody>
<tr>
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*Break 1 - 3/30 through 4/5*

<table>
<thead>
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<th>Term End</th>
<th>Break Week (2 week)</th>
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</thead>
<tbody>
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<td>9/21/2015</td>
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<td>10/5/2015</td>
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*Break 2 12/21/15 through 1/3/16*

#### Annual Calendar 2015 - Non-Doctoral Terms 10-week schedule

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*Break 1 - 3/30 through 4/5*

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<th>Break Week</th>
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</table>

*Break 2- 12/21/15 through 1/3/16*

*Students will have access to classes one week longer during terms with their student teaching*
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 a Concentration in Digital Learning and Teaching
  - M.Ed. in Curriculum and Instruction with a Concentration in Mathematics K-6
  - M.Ed. in Curriculum and Instruction with a Concentration in Mathematics 6-8
  - M.Ed. in Curriculum and Instruction with a Concentration in English Language Arts K-6
  - M.Ed. in Curriculum and Instruction with a Concentration in English Language Arts 6-8
  - M.Ed. in Curriculum and Instruction with a Concentration in Effective Classroom Management
  - M.Ed. in Curriculum and Instruction with Concentration in Differentiated Instruction
  - M.Ed. in Curriculum and Instruction with Concentration in Elementary Literacy
  - M.Ed. in Curriculum and Instruction with Concentration in Secondary Literacy
- M.Ed. in Bilingual Education
- M.Ed. in English as a Second Language
- M.Ed. in Educational Technology
  - M.Ed. in Educational Technology with a Concentration in Digital Learning and Teaching
- M.Ed. in Elementary Education
- M.Ed. in Health and Wellness Education
- M.Ed. in Instructional Design and Technology
- M.Ed. in Teaching English Learners
- M.Ed. in Literacy
- M.Ed. in Early Childhood Education
- M.Ed. in Teacher Leadership
- M.Ed. in Advanced Studies
  - M.Ed. in Advanced Studies: Online Learning and Teaching
  - M.E. in Advanced Studies: Adult and Continuing Education
  - M.Ed. in Advanced Studies: International Education
- M.Ed. in Integrated Curriculum: Mathematics and Sciences
- M.Ed. in Integrated Curriculum: Instructional Leadership
• M.Ed. in Integrated Curriculum: Special Education
• M.A. in Elementary Teaching
• M.A. in Secondary Teaching
• Ed.S. in Leadership
• Ed.D. in Leadership
  • Ed.D. in Leadership: Educational and Community Organizations
  • Ed.D. in Leadership: Online Education
  • Ed.D. in Leadership: Higher Education
  • Ed.D. in Leadership: Curriculum and Instruction
  • Ed.D. in Leadership: International Education
  • Ed.D. in Leadership: Adult and Continuing Education
  • Ed.D. in Leadership: Instructional Leadership

_The following programs are retired as of Summer 2015:_
  • M.Ed. in Curriculum and Instruction with a Concentration in Louisa Moats Literacy Instruction
  • M.Ed. in Curriculum and Instruction with a Concentration in Teaching Science (The Sally Ride Science Teaching Program)

**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 an M.Ed. in Curriculum and Instruction**
• Graduate with an M.Ed. in Curriculum and Instruction, then earn an 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 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 Registration Office.
Certificate Programs*

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

- Certificate in Digital Learning and Teaching
- Certificate in Mathematics K-6
- Certificate in Mathematics 6-8
- Certificate in Effective Classroom Management
- Certificate in English as a Second Language
- Certificate in Bilingual Education
- Certificate in English Language Arts K-6
- Certificate in English Language Arts 6-8
- Certificate in Differentiated Instruction
- Certificate in Elementary Literacy
- Certificate in Secondary Literacy

American College of Education offers the following master’s-level certificates that properly prepare students for initial teacher licensure:

- Certificate in Transition to Teaching in Elementary Education
- Certificate in Transition to Teaching in Secondary Education

American College of Education offers the following doctoral-level certificate:

- Certificate in Community Leadership

The following certificates are retired as of Summer 2015:

- Certificate in Louisa Moats Literacy Instruction
- Certificate in Teaching Science

*Not all programs are available in every state. 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.

Not all of the online programs offered by our institution have been approved in Kentucky. Please check the Council on Postsecondary Education’s website at http://dataportal.cpe.ky.gov/acadprog.aspx to view its listing of approved programs. For more information, please contact the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky 40601.

Please be advised that our educator preparation programs are NOT accredited in Kentucky by the Education Professional Standards Board and are NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board’s website at http://www.epsb.ky.gov/certification/outofstate.asp.

Stand-Alone Courses

ACE permits individuals to enroll as Students-at-Large. In this enrollment status, students can take courses meeting educational, personal, or career goals. It is the student’s responsibility to know his/her state’s requirements.
State Approvals of Programs and Coursework that Prepare Students for Licensure, Certification, or Endorsement

The programs listed below are designed to prepare students for either initial teacher or building-level administrator/principal licensure.

The requirements for professional licensure, certification, endorsement, salary increase, and related employment benefits vary from state to state and district to district. It may be necessary for candidates seeking such benefits to satisfy additional state or district specific requirements. The College neither implies nor guarantees that the completion of an American College of Education degree or certificate program will result in eligibility for licensure, certification, endorsement, salary increase, or related employment benefit. Prospective students are strongly advised to verify the benefit(s) for which they may be eligible upon completion with their state’s licensure agency prior to enrolling in an American College of Education degree or certificate program.

Master of Arts (MA) in Teaching and Transition to Teaching (T2T) Programs

The Master of Arts (MA) in Teaching and Transition to Teaching (T2T) programs are state-approved by the Indiana Department of Education as properly preparing graduates for initial teacher licensure in Indiana. Based on state requirements, graduates of these programs may be required to first obtain initial teacher license in Indiana. See: http://www.doe.in.gov/licensing/transition-teaching for Indiana licensure requirements. Graduates may then be able to transfer their licensure to the state in which they elect to teach.

Master of Education (M.Ed.) in Educational Leadership

The Master of Education (M.Ed.) in Educational Leadership program is state-approved by the Indiana Department of Education, the Florida Department of Education, the Ohio Department of Education, and the Texas Education Agency as properly preparing graduates for principal/building administrator licensure.

Bilingual Education and English as a Second Language (ESL) Program Coursework

The Bilingual Education (BL) and English as a Second Language (ESL) course sequences are approved by the Illinois State Board of Education only as meeting the coursework requirements for endorsement in these areas.
Master of Education (M.Ed.) Programs

Master of Education (M.Ed.) in Educational Leadership

The 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.

M.Ed. in Educational Leadership Program Outcomes

The American College of Education's 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.

Visionary Leadership
1. 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.
2. 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.
3. Develop plans and processes for implementing the vision.
4. Demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.
5. Monitor, through periodic evaluation, the effective operationalization of the vision and mission.

Instructional Leadership
6. Problem solve potential instructional deficiencies in staff to improve overall content delivery and enhance professional development.
7. 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.
8. Strategically plan effective lessons with teachers and engage in data-driven decision-making to enhance learning for all students.
9. Effectively assess instructional proficiencies through classroom observations to determine teacher needs and strengthen effectiveness.
10. Evaluate instructional models on an ongoing basis, used by teachers to determine suitability based on student assessment data.

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

School and Community Leadership
20. Build strong community relations by modeling and promoting equity, fairness, and respect among faculty, staff, students, parents, and community leaders.
21. 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.
22. 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.
23. Maintain a broad communication network throughout the school and community by using a wide variety of print and electronic media modes while establishing a high level of visibility and active involvement among stakeholders.

Social, Political and Legal Leadership
24. Establish partnerships with social, political, and community leaders to obtain and integrate the resources necessary to build a productive school environment.
25. 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.
26. Promote the success of all students by understanding causes for achievement gaps, while responding to and influencing educational equity with cultural context.

M.Ed. in Educational Leadership Program Course List (37 semester credits)
(all courses are 3 semester credits unless 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 or LIT5233 Prescriptive Intervention for Reading Difficulties (MI Students)

- Leadership/Business 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
  - EL5983 Internship Experience for Educational Leadership (3 semester credits; 10-wk format)
  - EL5091 Capstone Experience for Educational Leadership (1 semester credit; 5-wk format)

*EL5113 is scheduled after graduation if students need to earn additional internship hours above what was required (a minimum of 120) and earned in the EL5983 course.

Residents of Texas (37 Semester Credits)

- Education and Teaching Core Courses
  - EDX5103 Assessment Strategies for Improving Learner Outcomes (TX)
  - EDX5053 Community Engagement (TX)
  - EDX5123 Diverse Learners (TX)

- Leadership/Business 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)
  - ELX5983 Internship Experience for Educational Leadership (TX) (3 semester credits; 10-wk format)

- Literacy Courses
  - LIT5203 Strengthening Literacy
• Research Courses
  ○ EDX5153 Research Methods (TX)
Internship Experience

The internship is intentionally designed to allow students opportunities to complete internship experiences after the successful completion of all academic coursework in the program of study. The Educational Leadership internship experience will be fully documented in a 10-week pass/fail course designed to allow students the opportunity to engage in a variety of field experiences to enrich their professional growth, skills, knowledge, and attributes as school leaders. Students will apply academic learning to practice in the field and display competency through a series of projects. Details and requirements related to the experiences may be found in the Internship and Capstone Handbook within Student Commons and the institution’s website. Students will receive a failing grade if the requirements of the internship are not completed by the end of the course. Those students will be re-enrolled in the internship course and will be required to pay all associated tuition and fees.

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 EL5113 Educational Leadership Internship 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 field experience without being granted prior approval by the appropriate department through the process outlined in the applicable handbook and initiated during enrollment. Students are required to inform the College should their clinical experience location change at any point during the academic program.

Note:

- This program is designed to prepare students for eligibility for principal/building administrator licensure.
- This program has been approved as meeting the principal/building administrator licensure requirements in the states of Florida, Indiana, Ohio, and Texas.
- This program does not prepare residents of Georgia or Illinois for principal/building-level administrator licensure. Residents of these states will be required to sign an acknowledgment form to that effect upon application to the program.
- This program is not available to Kentucky residents.
Master of Education (M.Ed.) in Curriculum and Instruction

The M.Ed. in Curriculum and Instruction program provides P-12 educators with a thorough background of current scientific research and pedagogy. All courses are infused with instructional technology, address real-life instructional challenges in today's diverse P-12 classrooms, and are designed with a "learn; apply; assess" model to maximize effectiveness and lead to significant gains in student performance. The courses detail how to apply evidence-based instruction, assessments, national and state standards, and comprehensive accountability measures to help teachers transform their practice.

M.Ed. in Curriculum and Instruction Program Outcomes

Graduates develop and demonstrate the knowledge, skills, and dispositions to be instructional leaders. The outcomes for the M.Ed. in Curriculum and Instruction are:

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

M.Ed. in Curriculum and Instruction Program Course List (37 semester credits)

(all courses are 3 semester credits unless 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 or LIT5233 Prescriptive Intervention for Reading Difficulties (MI Students)
- **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)

Note:

- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
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 Digital Learning and Teaching Program Outcomes

1. Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic achievement for 21st century learners.
2. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
3. Design and implement research-supported assessment plans and strategies that lead to continuous improvement of student achievement.
4. Analyze student data and apply research to adapt instruction and to select appropriate materials to improve student performance.
5. Apply research-based principles to establish positive, safe, and secure student-centered learning environments.
6. Engage in leadership opportunities, research, and participate professionally in ongoing learning.
7. Apply research-based instructional strategies to develop literacy knowledge and skills in reading/language arts and all content areas.
8. Evaluate emerging technology for personal and professional productivity.
9. Utilize technology tools to design cost-effective learning objects.
10. Effectively integrate digital technology into curriculum to maximize student learning,
11. Identify and implement best practices in use of emerging technologies to support 21st century learning.
12. Design effective technology enhanced learning environments.

M.Ed. in Curriculum and Instruction with a Concentration in Digital Learning and Teaching Program Course List (37 semester credits)

(all courses are 3 semester credits unless noted otherwise)

- **Education and Teaching Core Courses**
  - ED5013 Assessment Strategies for Improving Learner Outcomes
- **Literacy Courses**
  - LIT5203 Strengthening Literacy or LIT5233 Prescriptive Intervention for Reading Difficulties (MI Students)
- **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
  - CI5091 Capstone Experience for Curriculum and Instruction (1 semester credit)
- **Digital Learning and Teaching/Technology Courses**
  - DL5013 The Digital Learner
  - DL5023 The Digital Educator
  - DL5103 Instructional Models for Digital Learning
  - DL5203 Digital Content for Learning

**Note:**
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
**M.Ed. in Curriculum and Instruction with a Concentration in Mathematics K-6**

The M.Ed. in Curriculum and Instruction with a Concentration in Mathematics K-6 prepares educators with the knowledge and skills to adapt teaching and curriculum to state standards and the Common Core State Standards for Mathematics in grades K-6. The research-based coursework engages educators in understanding the concepts of number sense, operations and algebraic thinking, geometry, measurement, data, probability, statistics, fractions, and decimals.

**M.Ed. in Curriculum and Instruction with a Concentration in Mathematics K-6 Program Outcomes**

1. Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic achievement for 21st century learners.
2. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
3. Design and implement research-supported assessment plans and strategies that lead to continuous improvement of student achievement.
4. Analyze student data and apply research to adapt instruction and to select appropriate materials to improve student performance.
5. Apply research-based principles to establish positive, safe, and secure student-centered learning environments.
6. Engage in leadership opportunities, research, and participate professionally in ongoing learning.
7. Apply research-based instructional strategies to develop literacy knowledge and skills in reading/language arts and all content areas.
8. Utilize data-driven decision-making and integrated, differentiated instruction using appropriate technologies and tools to improve the achievement for all students.
9. Apply in-depth knowledge of the Common Core State Standards—Mathematics to design and implement curriculum and instruction for K-6 grade levels.
10. Utilize Common Core State Standards—Mathematics to guide the selection of content and research-based instructional strategies to deliver mathematics content.

**M.Ed. in Curriculum and Instruction with a Concentration in Mathematics K-6 Program Course List (37 semester credits)**

*(all courses are 3 semester credits unless noted otherwise)*

- Education and Teaching Core Courses
  - ED5013 Assessment Strategies for Improving Learner Outcomes
- Literacy Courses
  - LIT5203 Strengthening Literacy or LIT5233 Prescriptive Intervention for Reading Difficulties (MI Students)
- 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
  - CI5453 Learning with Technology
  - CI5091 Capstone Experience for Curriculum and Instruction (1 semester credit)
- Mathematics Courses
  - MATH5813 Number Sense, Operations, and Algebraic Thinking
  - MATH5823 Measurement, Data and Geometry
  - MATH5833 Fractions and Decimals

**Note:**
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
M.Ed. in Curriculum and Instruction with a Concentration in Mathematics 6-8

The M.Ed. in Curriculum and Instruction with a Concentration in Mathematics 6-8 is intended to prepare educators to adapt teaching and curriculum to new and revised state standards, and the Common Core State Standards for Mathematics in grades 6-8. The research-based coursework engages educators in understanding the concepts of mathematical structure, mathematical reasoning, and mathematical models and tools essential to the implementation and application of foundational mathematical principles.

M.Ed. in Curriculum and Instruction with a Concentration in Mathematics 6-8 Program Outcomes

1. Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic achievement for 21st century learners.
2. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
3. Design and implement research-supported assessment plans and strategies that lead to continuous improvement of student achievement.
4. Analyze student data and apply research to adapt instruction and to select appropriate materials to improve student performance.
5. Apply research-based principles to establish positive, safe, and secure student-centered learning environments.
6. Engage in leadership opportunities, research, and participate professionally in ongoing learning.
7. Apply research-based instructional strategies to develop literacy knowledge and skills in reading/language arts and all content areas.
8. Utilize data-driven decision-making and integrated, differentiated instruction using appropriate technologies and tools to improve the achievement for all students.
9. Apply in-depth knowledge of the Common Core State Standards–Mathematics to design and implement curriculum and instruction for 6-8 grade levels.
10. Determine which Common Core State Standards–Mathematics best guide the selection of content and research-based instructional strategies to deliver mathematics content.

M.Ed. in Curriculum and Instruction with a Concentration in Mathematics 6-8 Program Course List (37 semester credits)
(all courses are 3 semester credits unless noted otherwise)

- Education and Teaching Core Courses
  - ED5013 Assessment Strategies for Improving Learner Outcomes
- Literacy Courses
  - LIT5203 Strengthening Literacy or LIT5233 Prescriptive Intervention for Reading Difficulties (MI Students)
- 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
  - CI5453 Learning with Technology
  - CI5091 Capstone Experience for Curriculum and Instruction (1 semester credit)
- Mathematics Courses
  - MATH5843 Mathematical Structure
  - MATH5853 Mathematical Reasoning
  - MATH5863 Mathematical Models and Tools

Note:
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
M.Ed. in Curriculum and Instruction with a Concentration in English Language Arts K-6

The M.Ed. in Curriculum and Instruction with a Concentration in English Language Arts K-6 provides educators with the knowledge and skills to adapt teaching and curriculum as they align to state standards and Common Core State Standards in English 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 English Language Arts K-6 Program Outcomes

1. Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic achievement for 21st century learners.
2. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
3. Design and implement research-supported assessment plans and strategies that lead to continuous improvement of student achievement.
4. Analyze student data and apply research to adapt instruction and to select appropriate materials to improve student performance.
5. Apply research-based principles to establish positive, safe, and secure student-centered learning environments.
6. Engage in leadership opportunities, research, and participate professionally in ongoing learning.
7. Apply research-based instructional strategies to develop literacy knowledge and skills in reading/language arts and all content areas.
8. Utilize data-driven decision-making and integrated, differentiated instruction using appropriate technologies and tools to improve the achievement for all students.
9. Apply in-depth knowledge of the ELA Common Core State Standards to design and implement curriculum and instruction for K-5 grade levels.
10. Determine which ELA Common Core State Standards best guide the selection of content and research-based instructional strategies to deliver English/Language Arts content.

M.Ed. in Curriculum and Instruction with a Concentration in English Language Arts K-6 Program Course List (37 semester credits)

(all courses are 3 semester credits unless noted otherwise)

- Education and Teaching Core Courses
  - ED5013 Assessment Strategies for Improving Learner Outcomes
- Literacy Courses
  - LIT5203 Strengthening Literacy or LIT5233 Prescriptive Intervention for Reading Difficulties (MI Students)
  - LIT5153 Exploring Foundations of ELA
  - LIT5163 Establishing Communication in ELA
  - LIT5173 Extending Connections beyond ELA
- 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
  - CI5453 Learning with Technology
  - CI5091 Capstone Experience for Curriculum and Instruction (1 semester credit)

Note:

- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
M.Ed. in Curriculum and Instruction with a Concentration in English Language Arts 6-8

The M.Ed. in Curriculum and Instruction with a Concentration in English Language Arts 6-8 provides educators with the knowledge and skills to adapt teaching and curriculum as they align to state standards and the Common Core 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 English Language Arts 6-8 Program Outcomes

1. Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic achievement for 21st century learners.
2. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
3. Design and implement research-supported assessment plans and strategies that lead to continuous improvement of student achievement.
4. Analyze student data and apply research to adapt instruction and to select appropriate materials to improve student performance.
5. Apply research-based principles to establish positive, safe, and secure student-centered learning environments.
6. Engage in leadership opportunities, research, and participate professionally in ongoing learning.
7. Apply research-based instructional strategies to develop literacy knowledge and skills in reading/language arts and all content areas.
8. Utilize data-driven decision-making and integrated, differentiated instruction using appropriate technologies and tools to improve the achievement for all students.
9. Apply in-depth knowledge of the ELA Common Core State Standards to design and implement curriculum and instruction for 6-8 grade levels.
10. Determine which ELA Common Core State Standards best guide the selection of content and research-based instructional strategies to deliver English/Language Arts content.

M.Ed. in Curriculum and Instruction with a Concentration in English Language Arts 6-8 Program Course List (37 semester credits)

(all courses are 3 semester credits unless noted otherwise)

- Education and Teaching Core Courses
  - ED5013 Assessment Strategies for Improving Learner Outcomes
- Literacy Courses
  - LIT5203 Strengthening Literacy or LIT5233 Prescriptive Intervention for Reading Difficulties (MI Students)
  - LIT5183 Investigating ELA Fundamentals
  - LIT5193 Integrating ELA Concepts
  - LIT5123 Implementing ELA in Context
- 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
  - CI5453 Learning with Technology
  - CI5091 Capstone Experience for Curriculum and Instruction (1 semester credit)

Note:
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
M.Ed. in Curriculum and Instruction with a Concentration in Louisa Moats Literacy Instruction

*Program Retired. Students will no longer be enrolled in this program after Summer 2015.

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 Louisa Moats Literacy Instruction Program Outcomes

1. Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic achievement for 21st century learners.
2. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
3. Design and implement research-supported assessment plans and strategies that lead to continuous improvement of student achievement.
4. Analyze student data and apply research to adapt instruction and to select appropriate materials to improve student performance.
5. Apply research-based principles to establish positive, safe, and secure student-centered learning environments.
6. Engage in leadership opportunities, research, and participate professionally in ongoing learning.
7. Apply research-based instructional strategies to develop literacy knowledge and skills in reading/language arts and all content areas.
8. Utilize data-driven decision-making and integrated, differentiated instruction using appropriate technologies and tools to improve the achievement for all students.
9. Apply in-depth knowledge of literacy development to design and implement curriculum and instruction to increase student reading levels.
10. Develop research-based instructional strategies to deliver instruction in the five major components of reading: phonemic awareness, phonics, spelling, teaching vocabulary, fluency, and comprehension.

M.Ed. in Curriculum and Instruction with a Concentration in Louisa Moats Literacy Instruction Program Course List (37 semester credits) (all courses are 3 semester credits unless noted otherwise)

- Education and Teaching Core Courses
  - ED5013 Assessment Strategies for Improving Learner Outcomes
- Literacy Courses
  - LIT5203 Strengthening Literacy or LIT5233 Prescriptive Intervention for Reading Difficulties (MI Students)
  - LIT5713 Foundations of Reading Instruction
  - LIT5723 Literacy Instruction: Phonology, Phonics, and Spelling
  - LIT5733 Vocabulary, Fluency and Comprehension in Reading Instruction
- 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
  - CI5453 Learning with Technology
  - CI5091 Capstone Experience for Curriculum and Instruction (1 semester credit)

Note:

- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
M.Ed. in Curriculum and Instruction with a Concentration in Teaching Science (The Sally Ride Science Teaching Program)

Program Retired. Students will no longer be enrolled in this program after Summer 2015.

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 Teaching Science (The Sally Ride Science Teaching Program) Program Outcomes

1. Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic achievement for 21st century learners.
2. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
3. Design and implement research-supported assessment plans and strategies that lead to continuous improvement of student achievement.
4. Analyze student data and apply research to adapt instruction and to select appropriate materials to improve student performance.
5. Apply research-based principles to establish positive, safe, and secure student-centered learning environments.
6. Engage in leadership opportunities, research, and participate professionally in ongoing learning.
7. Apply research-based instructional strategies to develop literacy knowledge and skills in reading/language arts and all content areas.
8. Utilize crosscutting concepts within science to create integrated, differentiated instruction using appropriate technologies and tools to improve the achievement for all students.
9. Engage the use of inquiry-based approaches to enhance student performance in the domains of science: the physical sciences, the life sciences, the earth and space sciences, and engineering, technology and applications of science.

M.Ed. in Curriculum and Instruction with a Concentration in Teaching Science (The Sally Ride Science Teaching Program) Course List (37 semester credits)

(all courses are 3 semester credits unless noted otherwise)

- Education and Teaching Core Courses
  - ED5013 Assessment Strategies for Improving Learner Outcomes
- Literacy Courses
  - LIT5203 Strengthening Literacy or LIT5233 Prescriptive Intervention for Reading Difficulties (MI Students)
- 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
  - CI5453 Learning with Technology
  - CI5091 Capstone Experience for Curriculum and Instruction (1 semester credit)
- Science Courses
  - SCI5613 Engaging Students in Science
  - SCI5623 Foundations of Science Learning
  - SCI5633 Inquiry-Based Science Teaching

Note:
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
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 cyber bullying are addressed in-depth.

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

1. Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic achievement for 21st century learners.
2. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
3. Design and implement research-supported assessment plans and strategies that lead to continuous improvement of student achievement.
4. Analyze student data and apply research to adapt instruction and to select appropriate materials to improve student performance.
5. Apply research-based principles to establish positive, safe, and secure student-centered learning environments.
6. Engage in leadership opportunities, research, and participate professionally in ongoing learning.
7. Apply research-based instructional strategies to develop literacy knowledge and skills in reading/language arts and all content areas.
8. Establish a framework that promotes intentional, positive expectations within a classroom environment.
9. Determine effective ways to evaluate classroom environments to facilitate learning, use effective management techniques, and employ instructional strategies to engage learners.

**M.Ed. in Curriculum and Instruction with a Concentration in Effective Classroom Management Program Course List (37 semester credits)**

*all courses are 3 semester credits unless noted otherwise*

- **Education and Teaching Core Courses**
  - ED5123 Diverse Learners
  - ED5013 Assessment Strategies for Improving Learner Outcomes
- **Literacy Courses**
  - LIT5203 Strengthening Literacy or LIT5233 Prescriptive Intervention for Reading Difficulties (MI Students)
- **Research Courses**
  - ED5153 Research Methods
- **Curriculum and Instruction Courses**
  - CI5313 Curriculum and Instructional Design for Multicultural Classrooms
  - CI5333 Student Engagement
  - CI5353 Standards-Driven Learning
  - CI5393 Teacher Leadership
  - CI5453 Learning with Technology
  - CI5091 Capstone Experience for Curriculum and Instruction (1 semester credit)
  - CI5503 Principles and Practices of Classroom Management
  - CI5513 Developing Student Self-Management Skills
  - CI5523 Interventions for Behaviorally Challenging Students

**Note:**

- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
M.Ed. in Curriculum and Instruction with a Concentration in Differentiated Instruction

Building on classic concepts, the Differentiated Instruction concentration recognizes how the mental landscape of current learners has been shaped by multimedia, changing how they think and reason when learning. Key components of differentiated instruction are revisited in relation to how new literacies have influenced changes in learner needs. Integrating theory and practice, students create professional learning communities, establish approaches for learner collaboration, and explore current frameworks to deliver content and concepts to meet the wide range of learning needs. Throughout the program, students shift perspectives to view differentiation as a scholarly practitioner and academic leaders, shaping instruction to create educational opportunities for 21st century learners.

M.Ed. in Curriculum and Instruction with a Concentration in Differentiated Instruction Program Outcomes

1. Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic achievement for 21st century learners.
2. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
3. Design and implement research-supported assessment plans and strategies that lead to continuous improvement of student achievement.
4. Analyze student data and apply research to adapt instruction and to select appropriate materials to improve student performance.
5. Apply research-based principles to establish positive, safe, and secure student-centered learning environments.
6. Engage in leadership opportunities, research, and participate professionally in ongoing learning.
7. Apply research-based instructional strategies to develop literacy knowledge and skills in reading/language arts and all content areas.
8. Utilize data-driven decision-making and integrated, differentiated instruction using appropriate technologies and tools to improve the achievement for all students.
9. Apply in-depth knowledge of differentiation concepts to design and implement curriculum and instruction for multiple grade levels.
10. Determine which specific strategies best guide the selection of content and research-based instructional approaches to create a differentiated learning environment supportive of student achievement.

M.Ed. in Curriculum and Instruction with a Concentration in Differentiated Instruction Program Course List

(31 semester credits)
(all courses are 3 semester credits unless noted otherwise)

- Education and Teaching Core Courses
  - ED5013 Assessment Strategies for Improving Learner Outcomes
- Literacy Courses
  - LIT5203 Strengthening Literacy or LIT5233 Prescriptive Intervention for Reading Difficulties (MI Students)
- Research Courses
  - ED5153 Research Methods
- Curriculum and Instruction Courses
  - CI5033 Creating Safe and Supportive Classrooms
  - CI5333 Student Engagement
  - CI5393 Teacher Leadership
  - CI5453 Learning with Technology
  - CI5091 Capstone Experience for Curriculum and Instruction (1 semester credit)
  - CI5203 Differentiated Instruction: Theory to Practice
  - CI5213 21st Century Literacies
  - CI5223 Differentiated Instruction: Principles in Action

Note:
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB); Kentucky residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.
M.Ed. in Curriculum and Instruction with a Concentration in Elementary Literacy

Designed to support educators in the primary grades, this program prepares teachers to utilize strategies and instructional approaches to engage students in foundational skills required for effective reading. These include phonology, phonics, and vocabulary development as they relate to comprehension and fluency. Directly related to increasing student performance, principles of learning are integrated with practical approaches to foster reading across disciplines and in a variety of settings.

M.Ed. in Curriculum and Instruction with a Concentration in Elementary Literacy Program Outcomes

1. Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic achievement for 21st century learners.
2. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
3. Design and implement research-supported assessment plans and strategies that lead to continuous improvement of student achievement.
4. Analyze student data and apply research to adapt instruction and to select appropriate materials to improve student performance.
5. Apply research-based principles to establish positive, safe, and secure student-centered learning environments.
6. Engage in leadership opportunities, research, and participate professionally in ongoing learning.
7. Apply research-based instructional strategies to develop literacy knowledge and skills in reading/language arts and all content areas.
8. Utilize assessment, diagnostic, and intervention strategies to improve student performance in specific areas of literacy.
9. Apply in-depth knowledge of the skills required for reading acquisition to design and implement age-appropriate literacy instruction.
10. Identify key components required to effectively evaluate research-based instructional approaches to create appropriate learning environments which foster reading as a lifelong ability.

M.Ed. in Curriculum and Instruction with a Concentration in Elementary Literacy Program Course List

(37 semester credits)
(all courses are 3 semester credits unless noted otherwise)

- Education and Teaching Core Courses
  - ED5013 Assessment Strategies for Improving Learner Outcomes
- Literacy Courses
  - LIT5203 Strengthening Literacy or LIT5233 Prescriptive Intervention for Reading Difficulties (MI Students)
- Literacy Concentration Courses
  - LIT5053 Emerging Literacy for Elementary Teachers
  - LIT5073 Developing Literacy: Integrating Skills for Elementary Teachers
  - LIT5143 Social Studies and Reading/Language Arts for Elementary Teachers
- 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
  - CI5453 Learning with Technology
  - CI5091 Capstone Experience for Curriculum and Instruction (1 semester credit)

Note:
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
M.Ed. in Curriculum and Instruction with a Concentration in Secondary Literacy

Designed to support educators at the secondary level, this program prepares teachers to utilize foundational skills to influence the selection of strategies and instructional approaches, which engage students in developing comprehension and fluency. Consideration is given to the range of abilities found at the middle and high school levels which vary with background experience, prior instruction, and language barriers. Directly related to increasing student performance, practical approaches to foster reading across disciplines and in a variety of settings are integrated with skills required for content, real-life application, and readiness for future learning.

M.Ed. in Curriculum and Instruction with a Concentration in Secondary Literacy Program Outcomes

1. Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic achievement for 21st century learners.
2. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
3. Design and implement research-supported assessment plans and strategies that lead to continuous improvement of student achievement.
4. Analyze student data and apply research to adapt instruction and to select appropriate materials to improve student performance.
5. Apply research-based principles to establish positive, safe, and secure student-centered learning environments.
6. Engage in leadership opportunities, research, and participate professionally in ongoing learning.
7. Apply research-based instructional strategies to develop literacy knowledge and skills in reading/language arts and all content areas.
8. Utilize assessment, diagnostic, and intervention strategies to improve student performance at the secondary level in specific areas of literacy.
9. Apply in-depth knowledge of the skills required for reading acquisition to design and implement literacy instruction appropriate for a range of abilities found at the secondary level.
10. Identify key components required to effectively evaluate research-based instructional approaches to create appropriate learning environments for middle and high school students that foster reading as a lifelong ability.

M.Ed. in Curriculum and Instruction with a Concentration in Secondary Literacy Program Course List
(37 semester credits)
(all courses are 3 semester credits unless noted otherwise)

- **Education and Teaching Core Courses**
  - ED5013 Assessment Strategies for Improving Learner Outcomes
- **Literacy Courses**
  - LIT5203 Strengthening Literacy or LIT5233 Prescriptive Intervention for Reading Difficulties (MI Students)
- **Literacy Concentration Courses**
  - LIT5323 Investigating Literacy Fundamentals
  - LIT5333 Integrating Literacy Concepts
  - LIT5343 Implementing Literacy in Context
- **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
  - CI5453 Learning with Technology
  - CI5091 Capstone Experience for Curriculum and Instruction (1 semester credit)

**Note:**
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
Master of Education (M.Ed.) in English as a Second Language (ESL)

The coursework of the M.Ed. 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.

M.Ed. in English as a Second Language Program Outcomes

1. Apply in-depth knowledge of language development and acquisition and cultural and linguistic diversity to design and implement curriculum and instruction for English learners.
2. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
3. Develop assessment instruments, select materials, and monitor learning outcomes to enhance the academic development of English learners.
4. Establish a culturally relevant environment by incorporating evidenced-based instructional resources, materials and technology.
5. Demonstrate multiple ways to establish and maintain partnerships among school, family, and community, and advocate for the academic and social growth of English learners.
6. 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.

M.Ed. in English as a Second Language Program Course List (37 semester credits)
(all courses are 3 semester credits unless 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
- ESL/BL/TESOL 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)

Note:
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
- The 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.
- Internship
  - The completion of an internship is not a graduation requirement for M.Ed. in Curriculum and Instruction with BL/ESL specializations; however, American College of Education offers optional internship courses for students whose state of residence requires the same for endorsement or certification.
    - 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 Bilingual Education

The coursework of the M.Ed. 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.

M.Ed. in Bilingual Education Program Outcomes

1. Apply in-depth knowledge of language development and acquisition and cultural and linguistic diversity to design and implement curriculum and instruction for English learners.
2. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
3. Develop assessment instruments, select materials, and monitor learning outcomes to enhance the academic development of English learners.
4. Establish a culturally relevant environment by incorporating evidenced-based instructional resources, materials and technology.
5. Demonstrate multiple ways to establish and maintain partnerships among school, family, and community, and advocate for the academic and social growth of English learners.
6. 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.

M.Ed. in Bilingual Education Program Course List (37 semester credits)
(all courses are 3 semester credits unless 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
- ESL/BL/TESOL 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
  - BL5091 Capstone Experience for Bilingual Education (1 semester credit)

Note:

- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- 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.
- This program is not available to Kentucky residents.
- Internship
  - The completion of an internship is not a graduation requirement for M.Ed. in Curriculum and Instruction with BL/ESL specializations; however, American College of Education offers optional internship courses for students whose state of residence requires the same for endorsement or certification.
  - 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 Technology

The M.Ed. in Educational Technology program prepares educators and other professionals to serve as technology leaders. Specifically, students will explore and evaluate current digital tools, develop pedagogical skills, and devise strategies to support learning through technology, including blended learning techniques. Students will also explore how to provide professional development and technical assistance to their adult colleagues. Coursework applies to both the K-12 classroom and other educational environments. This program is not designed to meet licensure or endorsement requirements.

M.Ed. in Educational Technology Program Outcomes

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

M.Ed. in Educational Technology Program Course List (37 semester credits)
(all courses are 3 semester credits unless 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)

Note:

- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB); Kentucky residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.
Master of Education (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.

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

1. Practice the integration of technology in educational environments to facilitate experiences that address the diverse needs of all learners.
2. Choose experiences and assessments that apply technology to engage learners through the implementation of research-based instructional strategies.
3. Design, develop, and implement technology-rich programs that model best practices in teaching, learning, and assessment.
4. Analyze research data and use the results to modify instructional methods and content and to guide learners.
5. Model safe, healthy, legal, and ethical uses of digital information and technology to teach digital citizenship and global awareness.
6. Participate in ongoing professional learning, research, and leadership in the profession.
7. Effectively integrate digital technology into curriculum to maximize student learning.
8. Identify and implement best practices in use of emerging technologies to support 21st century learning.
9. Design effective technology enhanced learning environments.

M.Ed. in Educational Technology with a Concentration in Digital Learning and Teaching Program Course List (37 semester credits)
(all courses are 3 semester credits unless noted otherwise)

- **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**
  - ET5023 Information Access and Evaluation
  - ET5033 Technology for Learning and Assessment
  - ET5043 Technology Curriculum and Planning
  - ET5063 Technology for Staff Development
  - ET5073 Educational Technology Planning
  - ET5083 Educational Technology Systems Management
  - ET5091 Capstone Experience for Educational Technology (1 semester credit)
  - DL5013 The Digital Learner
  - DL5023 The Digital Educator
  - DL5103 Instructional Models for Digital Learning

**Note:**
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
Master of Education (M.Ed.) 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.

M.Ed. in Elementary Education Program Outcomes

1. Design curricula and deliver evidenced-based instruction that is responsive to student diversity and differences, and promotes high achievement for all students.
2. Apply standards-based, data-driven decision-making and integrated, differentiated instruction using appropriate technologies and tools to improve the achievement for all students.
3. Develop and implement evidence-based assessment strategies, and use assessment results to inform instructional decision-making.
4. Demonstrate the requirements for well organized, student-centered, positively managed, and safe learning environments, and analyze their impact on instructional effectiveness and student achievement.
5. Participate in continuous professional learning and inquiry, and collaborate with others in a community of learners to improve student achievement.
6. 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.
7. 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.

M.Ed. in Elementary Education Program Course List (37 semester credits)

(all courses are 3 semester credits unless noted otherwise)

Education and Teaching Core Courses
- ED5193 Foundations of Education
- ED5123 Diverse Learners
- ED5013 Assessment Strategies for Improving Learner Outcomes
- EE5091 Capstone Experience for 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 Reading/Language Arts for Elementary Teachers

**Note:**
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
Master of Education (M.Ed.) in Health and Wellness Education

This program is intended to prepare educators in a variety of health settings, including pre K-12 schools, and community institutions and organizations. A growing need exists for educators who know and engage others in considering health topics, who utilize effective ways to teach and train providers, and who can deliver content to an audience with a range of needs, either within the healthcare industry or school environments to promote healthy life choices. This requires the ability to assess community or organizational needs, determine program priorities, and create and deliver educational content in a manner that can be evaluated for effectiveness whether it is in the public or private sector. The program is designed to prepare interested students for the Certified Health Education Specialist (CHES).

M.Ed. in Health and Wellness Education Program Outcomes

1. Design, construct, and implement developmentally and culturally appropriate health education programs to promote and improve healthy life choices.
2. Utilize professional standards to analyze and evaluate program components to establish effective content delivery approaches, including technology to serve school and community needs.
3. Implement principles of program design, incorporating critical thinking to increase the integration of content within courses and publications to build knowledge of the ever-changing climate of health issues.
4. Analyze data to determine program priorities, framing assessment of program components to meet the content needs identified in school and community settings.
5. Coordinate and manage communication of school and community concerns to impact needed change in personal, situational, and community factors influencing health related behaviors.
6. Engage in leadership opportunities through building collaborative relationships, establishing research-based and theory-driven approaches, utilizing technical options, and serving as an expert resource.
7. Apply research-based strategies to develop health literacy and content knowledge in school and community based programs.

M.Ed. in Health and Wellness Education Program Course List (31 semester credits)
(all courses are 3 semester credits unless noted otherwise)

• Education and Teaching Core Courses
  o ED5303 Principles of Human Learning
  o ED5313 School and Community Issues
  o ED5343 Assessment and Evaluation
  o ED5353 Principles of Program Design & Implementation

• Research Courses
  o RES5303 Research Methods and Applied Statistics

• Health and Wellness Courses
  o HLTH5403 Behavioral Diversity in Health Education
  o HLTH5413 Principles and Practice in Health Education
  o HLTH5423 Human Development
  o HLTH5433 Leadership in Health Education
  o HLTH5443 Technology, Leadership, and Health Informatics
  o HLTH5091 Capstone Experience for Health Education

Note:
• This program is not designed to prepare students for licensure, certification, or endorsement in any state.
• This program has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB); Kentucky residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.
Master of Education (M.Ed.) in Instructional Design and Technology

This program is designed to prepare candidates to pursue professions in K-12 education, higher education, government and corporate settings. Candidates in this program will focus on developing the knowledge and skills necessary to develop, implement and evaluate effective instruction both online and face-to-face. The instructional designer pins their work on the question, “How should information be organized for learning?” (Petrina, 2013). The contribution of an instructional designer is to articulate principles that help focus on both details and the big picture, ensuring that delivery matches the content.

M.Ed. in Instructional Design and Technology Program Outcomes

1. Manage instructional design projects.
2. Develop interactive materials using the principles of instructional design.
3. Apply educational theories and principles in application of learning technologies.
4. Evaluate effectiveness of instructional design and recommend changes.
5. Integrate ethical and responsible standards in instructional design and technology.

M.Ed. in Instructional Design and Technology Program Course List (31 semester credits)
(all courses are 3 semester credits unless noted otherwise)

- Digital Learning and Teaching/Technology Courses
  - DL5703 Instructional Design Fundamentals
  - DL5713 Digital Age Learning Environments
  - DL5723 Applying Learning Theories in ID
  - DL5733 Design of Instructional Media
  - DL5743 Advanced Design of Instructional Media
  - DL5773 Online Course Design
  - DL5783 Engaging Learners in Online Instruction
  - DL5803 Evaluation and Assessment of Instructional Design
  - DL5763 Trends in Instructional Design
  - DL5091 Capstone Experience for Instructional Design

- Research Courses
  - ED5153 Research Methods

Note:

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Master of Education (M.Ed.) in Teaching English Learners

This program is intended to prepare educators to be successful in supporting English Language Learners (ELLs) in a variety of school settings. As the ELL population expands in schools across the nation, a growing need exists for educators who are knowledgeable and adept in designing and implementing instruction for students who do not speak English as their first language. In addition, teachers of ELLs need to be skillful advocates for their students and the programs their schools need to support these students. This requires educators to be prepared to take on leadership roles among their colleagues and to work collaboratively with all stakeholders, including students, staff, families and the outside community.

M.Ed. in Teaching English Learners Program Outcomes

1. Design and implement appropriate curriculum and instructional practices to enhance knowledge and awareness of language development and acquisition, cultural factors, and linguistic diversity issues.
2. Employ academic standards to direct the selection and integration of content and research-based instructional strategies to support learning English within a discipline.
3. Promote the development of language acquisition skills by utilizing assessment instruments, critically evaluated materials, and targeting specific learning outcomes.
4. Establish a culturally relevant environment by incorporating evidenced-based instructional practices and resources, materials and technology and through the influence of social interaction.
5. Construct a framework for establishing and maintaining partnerships between the school, family, and community by advocating for academic and social growth for English learners.
6. Conduct research to heighten understanding of issues facing new language learners, their academic and social needs, by collecting, analyzing, and evaluating instructional practices.
7. Support continuous learning while fostering leadership skills through intentionally designed opportunities to engage in professional development.

M.Ed. in Teaching English Learners Program Course List (31 semester credits)

(all courses are 3 semester credits unless noted otherwise)

- Research Courses
  - ED5153 Research Methods
- ESL/BL/TESOL 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
  - BL5063 Methods and Materials for Teaching Bilingual Education
  - BE5043 Cross-Cultural Studies for Teaching English Language Learners
  - ES5063 Linguistics for TESOL
  - ED5123 Diverse Learners
  - ES5073 Applied Linguistics
  - BE5053 Advocacy and Leadership
  - EB5091 Capstone Experience for Teaching English Language Learners

Note:
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
Master of Education (M.Ed.) in Literacy

Literacy is a foundational skill required for successful academic achievement. The focus for this program is to equip professionals working with students and teachers to meet reading milestones, develop supportive curriculum, and provide professional development at school and district levels. With a PK-12 focus, professionals can utilize this program to work with coordinators including those in special education, counseling, and supporting roles to bring systemic change to schools seeking to improve or enhance reading instruction.

M.Ed. in Literacy Program Outcomes

1. Demonstrate critical application of theoretical and operational processes essential for reading and writing instruction.
2. Design developmentally and culturally appropriate literacy curricula and instructional units to improve learner equity and academic achievement.
3. Utilize academic standards to guide the selection of content and application of literacy strategies to develop age-appropriate instructional options for emerging, struggling, and advanced readers.
4. Apply research-based strategies to cultivate an environment that enhances literacy knowledge and skills in reading/language arts across all content areas.
5. Design and implement research-supported assessment and intervention plans by creating programs leading to continuous improvement of student achievement.
6. Analyze student data and apply research to support program and instructional approaches in traditional classrooms, resource rooms, and individualized learning situations.
7. Engage in leadership opportunities and research, and participate professionally in ongoing learning.

M.Ed. in Literacy Program Course List (31 semester credits)
(all courses 3 semester credits unless noted otherwise)

- Literacy Courses
  - LIT5203 Strengthening Literacy
  - LIT5053 Emerging Literacy for Elementary Teachers
  - LIT5323 Investigating Literacy Fundamentals
  - LIT5333 Integrating Literacy Concepts
  - LIT5343 Implementing Literacy in Context
  - LIT5353 Linguistics and Literature
  - LIT5373 21st Century Literacies
  - LIT5363 Literacy for Exceptional Learners
  - LIT5233 Prescriptive Intervention for Reading Difficulties
  - LIT5091 Capstone Experience for Literacy (1 semester credit)
- Research Courses
  - RES5323 Research Design and Application

Note:

- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
Master of Education (M.Ed.) in Early Childhood Education

Early childhood is a critical development stage for human growth, physically, emotionally, and mentally. This program focuses on the knowledge and skills to be an effective provider for young children, engaging them in learning experiences that influence future educational opportunities. Research establishes the framework for creating viable environments, selecting age-appropriate strategies, and building relationships between school and families. Standards, influenced by development stages, provide a guide for understanding how assessment drives instruction for young children.

M.Ed. in Early Childhood Education Program Outcomes

1. Design and implement appropriate curriculum and instructional practices to promote growth and development across physical, cognitive, social, and emotional domains of development.
2. Employ program specific standards to develop curriculum to meet individual developmental needs of children in specific content areas.
3. Develop a working knowledge of developmental theory and concepts in relation to classroom practices.
4. Establish a developmentally appropriate learning environment by incorporating evidenced-based instructional practices and resources, materials, and technology and through the influence of social interaction.
5. Construct a framework for establishing and maintaining partnerships between the school, family, and community by advocating a consistent learning environment for young children.
6. Conduct research to heighten understanding of issues facing young children and early childhood programs and their academic and social needs by collecting, analyzing, and evaluating instructional practices and current data.
7. Support continuous learning while fostering leadership skills through intentionally designed opportunities to engage in professional development.

M.Ed. in Early Childhood Education Program Course List (31 semester credits)
(all courses are 3 semester credits unless noted otherwise)

- Early Childhood Courses
  - EC5403 Foundations of Child Development
  - EC5413 Child Growth and Development
  - EC5423 Curriculum Development: Methods and Strategies
  - EC5433 Curriculum Development: Content Specific
  - EC5443 Trends in Early Childhood
  - EC5091 Capstone Experience for Early Childhood (1 semester credit)
- Research Courses
  - RES5313 Research Methods for Early Childhood Education
- Education and Teaching Core Courses
  - ED5403 The Exceptional Child
  - ED5413 Observation and Assessment
  - ED5423 Family, School, and Community
  - ED5433 Child Guidance

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Master of Education (M.Ed.) in Teacher Leadership

The Master of Education in Teacher Leadership is designed for high-performing teachers whose goal is to support building principals by helping to create a system of shared leadership and by providing job-embedded, differentiated professional learning opportunities to teachers. Graduates are expected to develop a clear vision for educational transformation and work in a leadership role with principals and peers to align student experiences and school programs to support the vision. Graduates will be prepared to interpret research on leadership models and frameworks, learning theory, best practices, teacher evaluation, and motivation and use this evidence base to develop professional learning opportunities and curricula; identify and share student-centered instructional practices, and promote continuous improvement of learner motivation, engagement, and achievement. Course curriculum will address diverse perspectives and culture, personal and professional goal setting, reflective inquiry and practice, teacher leader modeling, and collaborative work with colleagues to achieve quality programming and teamwork among all stakeholders. Assessment and data interpretation, presented as tools for continuous improvement, will be integrated throughout the coursework.

M.Ed. in Teacher Leadership Program Outcomes

1. Apply knowledge of leadership models and frameworks to promote shared governance, capacity building, and collaboration to impact teaching and learning and school and student success.
2. Demonstrate the ability to assume leadership roles by working effectively with the principal and other adults in a school to improve student learning and achievement.
3. Model high performance in teaching by demonstrating expert knowledge of curriculum, instruction, assessment, intervention, culture/climate, reflective practice, lifelong learning, and teacher evaluation models and training.
4. Advocate for, design, implement, and evaluate job-embedded, differentiated professional learning and development for teachers, including mentoring, coaching, and group or individualized guidance, direction, support, and feedback.
5. Promote and influence school transformation to achieve school goals and improve learning and achievement for adults and students by fostering a collaborative culture to support educator development and student success.
6. Employ best practices in working with diverse learners, analyzing and interpreting data, and understanding the impact of instructional models to improve the culture, climate, and learning in a school.
7. Promote the understanding, development, assessment, and application of cognitive and psychological foundations to increase teacher performance and student achievement.
8. Employ and assist colleagues in the use of research-based strategies and resources, systematic inquiry, action research, and assessments and data to improve teacher practice and student learning.
9. Promote the utilization of technology-based learning applications and resources to enhance learning and foster higher levels of functionality.
10. Establish and maintain a climate of mutual respect, trust, collaboration, collegiality, and support to enhance parent, family, and community involvement throughout culturally diverse environments, organizations, and communities based upon ethical standards.
11. Build leadership capacity throughout the school by utilizing a collaborative, data-driven decision-making process to shape choices in a manner reflective of school needs, goals, vision, and mission.
12. Serve as an advocate for the development of teacher leadership, student learning, and the teaching profession by understanding laws, policies, and ethical standards influencing and impacting education.

M.Ed. in Teacher Leadership Program Course List (31 semester credits)
(all courses 3 semester credits unless otherwise noted)

- Education and Teaching Core Courses
  - ED5213 Designing Learning Environments
  - ED5053 Community Engagement, Outreach, and Collaboration
  - ED5223 Transforming Teaching and Learning
  - LEAD6313 The Art of Decision Making
  - ED5243 The Influence of Culture
- Research Courses
  - RES5323 Research Design and Application
• Curriculum and Instruction Courses
  o CI5393 Teacher Leadership

• ESL/BL/TESOL Courses
  o BE5053 Advocacy and Leadership

• Business/Leadership Courses
  o LEAD6293 Designing and Leading Professional Learning
  o EL5703 School Improvement
  o TL5091 Capstone Experience for Teacher Leadership (1 semester credit)

Note:
• This program is not designed to prepare students for licensure, certification, or endorsement in any state.
• This program is not available to Kentucky residents.
Master of Education (M.Ed.) in Advanced Studies

Access to information continues to expand each year, providing an unprecedented bank of shared knowledge. Designed to support an emerging awareness and understanding of intellectual processes, this practical program utilizes the growing knowledge related to how the brain influences the mind. The program pursues ways information is delivered, displayed, and designed to impact behavior from various perspectives, including learning, memory, and emotion as these influence instructional strategies for teachers, trainers, and those in leadership. Attention is given to strategies to support personal change in thinking, reasoning, and decision-making as they influence community and cultural aspects of society. Practical applications will be evaluated to determine how theory impacts real world environments. By evaluating how individuals engage in learning, principles can be established to support lifelong learning.

M.Ed. in Advanced Studies Program Outcomes

1. Promote the understanding, development, assessment, and application of cognitive and psychological foundations to increase personal and corporate productivity.
2. Employ research-based strategies and resources to target specific learning objectives, educational and/or organizational goals.
3. Demonstrate knowledge of organization or industry standards, ethics, and collaborative strategies for improving the development of curriculum and delivery of instruction based on data and needs of the within an organization or community.
4. Promote the utilization of technology-based learning applications and resources throughout the institution, organization, or community to enhance learning and foster higher levels of functionality.
5. Establish and maintain a climate of mutual respect, trust, collaboration, collegiality, and support to enhance stakeholder involvement throughout culturally diverse environments, organizations, and communities based upon ethical standards.
6. Construct a framework for interpreting and evaluating ideas that potentially impact change.
7. Build leadership capacity throughout organizations by utilizing a collaborative, data-driven decision-making process to shape choices in a manner reflective of educational and organizational needs and goals.

M.Ed. in Advanced Studies Program Course List (31 semester credits)

(all courses 3 semester credits unless otherwise noted)

- Education and Teaching Core Courses
  - ED5253 Cognition and Critical Thinking
  - ED5213 Designing Learning Environments
  - ED5273 Performance of the Intellect
  - ED5283 Theories and Constructs
  - ED5293 Principles of Knowing
  - ED5323 Perception and Conceptualization
  - ED5333 The Role of Neuropsychology
  - ED5243 The Influence of Culture
  - ED5091 Capstone Experience for Advanced Studies (1 semester credit)
- Research Courses
  - RES5323 Research Design and Application
- Business/Leadership Courses
  - LEAD6313 The Art of Decision Making

Note:

- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
M.Ed. in Advanced Studies: Online Learning and Teaching Program Description

Access to information continues to expand each year, providing an unprecedented bank of shared knowledge. Designed to support an emerging awareness and understanding of intellectual processes, this practical program utilizes the growing knowledge related to how the brain influences the mind. The program pursues ways information is delivered, displayed, and designed to impact behavior from various perspectives, including learning, memory, and emotion as these influence instructional strategies for teachers, trainers, and those in leadership. Attention is given to strategies to support personal change in thinking, reasoning, and decision-making as they influence community and cultural aspects of society. Practical applications will be evaluated to determine how theory impacts real world environments. By evaluating how individuals engage in learning, principles can be established to support lifelong learning. This concentration supports candidates who seek to serve as technology leaders and emphasizes new ways of thinking about technology and the integration of applications. Learning how to design environments which enhance and support organizational goals are considered to maximize learning for both individual and corporate purposes.

M.Ed. in Advanced Studies: Online Learning and Teaching Program Outcomes

1. Promote the understanding, development, assessment, and application of cognitive and psychological foundations to increase personal and corporate productivity.
2. Employ research-based strategies and resources to target specific learning objectives, educational and/or organizational goals.
3. Demonstrate knowledge of organization or industry standards, ethics, and collaborative strategies for improving the development of curriculum and delivery of instruction based on data and needs of the within an organization or community.
4. Promote the utilization of technology-based learning applications and resources throughout the institution, organization, or community to enhance learning and foster higher levels of functionality.
5. Establish and maintain a climate of mutual respect, trust, collaboration, collegiality, and support to enhance stakeholder involvement throughout culturally diverse environments, organizations, and communities based upon ethical standards.
6. Construct a framework for interpreting and evaluating ideas which potentially impact change.
7. Build leadership capacity throughout organizations by utilizing a collaborative, data-driven decision-making process to shape choices in a manner reflective of educational and organizational needs and goals.
8. Choose experiences and assessments that apply technology to engage learners through the implementation of research-based instructional strategies.
9. Effectively integrate digital technology into curriculum to maximize learning.
10. Design effective technology enhanced learning environments.

M.Ed. in Advanced Studies Course List (31 semester credits)

(all courses 3 semester credits unless otherwise noted)

- Education and Teaching Core Courses
  - ED5253 Cognition and Critical Thinking
  - ED5213 Designing Learning Environments
  - ED5273 Performance of the Intellect
  - ED5283 Theories and Constructs
  - ED5293 Principles of Knowing
- Research Courses
  - RES5323 Research Design and Application
- Technology Courses (Concentration Courses)
  - TECH6303 Online Learning and Teaching
  - TECH6313 Creating Online Collaboration and Communities
  - TECH6323 Designing Courses and Programs
  - TECH6333 Online Teaching and Assessment
o TECH5091 Capstone Experience for Online Learning and Teaching

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M.Ed. in Advanced Studies: Adult and Continuing Education Program

Description

Access to information continues to expand each year, providing an unprecedented bank of shared knowledge. Designed to support an emerging awareness and understanding of intellectual processes, this practical program utilizes the growing knowledge related to how the brain influences the mind. The program pursues ways information is delivered, displayed, and designed to impact behavior from various perspectives, including learning, memory, and emotion as these influence instructional strategies for teachers, trainers, and those in leadership. Attention is given to strategies to support personal change in thinking, reasoning, and decision-making as they influence community and cultural aspects of society. Practical applications will be evaluated to determine how theory impacts real world environments. By evaluating how individuals engage in learning, principles can be established to support lifelong learning. The concentration is designed to help professionals gain the necessary knowledge in the area of adult learning and continuing education. Enhancing the Master of Education in Advanced Studies, this concentration provides a framework focused on the major theories of adult education, instructional strategies for the adult learner, critical analysis of instructional programs, and assessment of the adult learner.

M.Ed. in Advanced Studies: Adult and Continuing Education Program Outcomes

1. Promote the understanding, development, assessment, and application of cognitive and psychological foundations to increase personal and corporate productivity.
2. Employ research-based strategies and resources to target specific learning objectives, educational and/or organizational goals.
3. Demonstrate knowledge of organization or industry standards, ethics, and collaborative strategies for improving the development of curriculum and delivery of instruction based on data and needs of the within an organization or community.
4. Promote the utilization of technology-based learning applications and resources throughout the institution, organization, or community to enhance learning and foster higher levels of functionality.
5. Establish and maintain a climate of mutual respect, trust, collaboration, collegiality, and support to enhance stakeholder involvement throughout culturally diverse environments, organizations, and communities based upon ethical standards.
6. Construct a framework for interpreting and evaluating ideas that potentially impact change.
7. Build leadership capacity throughout organizations by utilizing a collaborative, data-driven decision-making process to shape choices in a manner reflective of educational and organizational needs and goals.
8. Determine appropriate learning and teaching strategies to enhance adult learning.
10. Apply theories and processes to evaluate instructional programs using a variety of assessment methods.
11. Describe a variety of methods to assess learning outcomes effectively and to analyze assessment data to improve teaching and learning.

M.Ed. in Advanced Studies: Adult and Continuing Education Course List (31 semester credits)

(all courses 3 semester credits unless otherwise noted)

- Education and Teaching Core Courses
  - ED5253 Cognition and Critical Thinking
  - ED5213 Designing Learning Environments
  - ED5273 Performance of the Intellect
  - ED5283 Theories and Constructs
  - ED5293 Principles of Knowing
  - ADU5091 Capstone Experience for Adult and Continuing Education

- Education and Teaching Core Courses (Concentration Courses)
  - ED6013 Adult Learning
  - ED6023 Instructional Strategies for the Adult Learner
  - ED6033 Evaluating Instructional Programs
  - ED6043 Assessing Adult Learners

- Research Courses
• RES5323 Research Design and Application

Note:
  • This program is not designed to prepare students for licensure, certification, or endorsement in any state.
M.Ed. in Advanced Studies: International Education Program Description

Access to information continues to expand each year, providing an unprecedented bank of shared knowledge. Designed to support an emerging awareness and understanding of intellectual processes, this practical program utilizes the growing knowledge related to how the brain influences the mind. The program pursues ways information is delivered, displayed, and designed to impact behavior from various perspectives, including learning, memory, and emotion as these influence instructional strategies for teachers, trainers, and those in leadership. Attention is given to strategies to support personal change in thinking, reasoning, and decision-making as they influence community and cultural aspects of society. Practical applications will be evaluated to determine how theory impacts real world environments. By evaluating how individuals engage in learning, principles can be established to support lifelong learning. The concentration is designed to help professionals gain the necessary knowledge in the area of adult learning and continuing education. Enhancing the Master of Education in Advanced Studies, this concentration provides a framework focused on the major theories of adult education, instructional strategies for the adult learner, critical analysis of instructional programs, and assessment of the adult learner.

M.Ed. in Advanced Studies: International Education Program Outcomes

1. Promote the understanding, development, assessment, and application of cognitive and psychological foundations to increase personal and corporate productivity.
2. Employ research-based strategies and resources to target specific learning objectives, educational and/or organizational goals.
3. Demonstrate knowledge of organization or industry standards, ethics, and collaborative strategies for improving the development of curriculum and delivery of instruction based on data and needs of the within an organization or community.
4. Promote the utilization of technology-based learning applications and resources throughout the institution, organization, or community to enhance learning and foster higher levels of functionality.
5. Establish and maintain a climate of mutual respect, trust, collaboration, collegiality, and support to enhance stakeholder involvement throughout culturally diverse environments, organizations, and communities based upon ethical standards.
6. Construct a framework for interpreting and evaluating ideas that potentially impact change.
7. Build leadership capacity throughout organizations by utilizing a collaborative, data-driven decision-making process to shape choices in a manner reflective of educational and organizational needs and goals.
8. Contribute to professional knowledge bases through the dissemination of applied research.
9. Determine how policy impacts application by evaluating theoretical perspectives of international educational systems.
10. Examine international organizations that influence programs, decision-making levels, and leadership roles to identify best practices.

M.Ed. in Advanced Studies: International Education Course List (31 semester credits)

(all courses 3 semester credits unless otherwise noted)

- Education and Teaching Core Courses
  - ED5253 Cognition and Critical Thinking
  - ED5213 Designing Learning Environments
  - ED5273 Performance of the Intellect
  - ED5283 Theories and Constructs
  - ED5293 Principles of Knowing
- Research Courses
  - RES5323 Research Design and Application
- Leadership/Business Courses (Emphasis Track)
  - LEAD6243 International Development and Policy
  - LEAD6253 The Role of International Organizations and Global Foundations
  - LEAD6263 Education and International Migration
  - LEAD6273 International Programs, Curricula and Pedagogies
  - INED5091 Capstone Experience for International Education
Note:

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- This program has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB); Kentucky residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.
M.Ed. in Integrated Curriculum: Mathematics and Sciences Program Description

This program is intended to develop curriculum and instruction leaders by preparing them to effectively support diverse learners in a variety of K-12 and other educational and organizational settings. As accountability standards rise, schools and organizations are challenged with improving performance, closing achievement gaps, and preventing dropouts while also increasing graduation and post-secondary college/career readiness rates. The integrated science and mathematics emphasis prepares K-16 teachers in pedagogy, andragogy, multiple intelligence theory, social learning theory, exchange theory, and the utilization of digital resources to foster the innovative engagement of diverse learners associated with integrated science programs such as STEM. The courses offer a holistic overview of historical and current issues and trends impacting integrated science education while cultivating research-based strategies to improve student learning. The courses are sequenced to provide the educator of an integrated curriculum with the technological and didactic skill sets required for empowering 21st century learning in a global, digital society.

M.Ed. in Integrated Curriculum: Mathematics and Sciences Program Description
1. Promote the design, development, and implementation of differentiated instructional strategies, resources, and relevant professional development to accelerate progress, performance, and achievement while enhancing post-secondary college and career readiness.
2. Employ research-based strategies and resources to target specific learning objectives, educational and organizational goals.
3. Demonstrate knowledge of academic standards, ethics, and collaborative strategies for improving the development of curriculum and delivery of instruction based on data and needs of the learner, organization, or community.
4. Promote the utilization of technology-based learning applications and resources throughout the school, organization, or community to enhance learning and foster higher levels of achievement.
5. Establish and maintain a climate of mutual respect, trust, collaboration, collegiality, and support to enhance stakeholder involvement throughout culturally diverse schools, organizations, and communities.
6. Construct a framework and create networking opportunities for stakeholders including business and industry leaders to develop and promote a common vision for meeting needs as they apply to post-secondary college and career readiness.
7. Build leadership capacity throughout organizations by utilizing a collaborative, data-driven decision making process to shape curriculum and instruction in a manner reflective of educational and organizational needs and goals.
8. Support on-going progress monitoring of achievement by providing relevant, research-based professional development and implementation opportunities reflective of educational and organizational needs and goals.
9. Collaborate in diverse communities of learning to build partnerships with science/math educators and organizations.
10. Analyze research in the field of integrated science education to identify best practices for engaging learners.
11. Demonstrate evidence-based decision-making appropriate to the needs of a global society.
12. Demonstrate competence in the application of multiple intelligence theory, social learning theory, and exchange theory.
13. Demonstrate competence in the selection and utilization of digital resources to foster student learning.
14. Design effective integrated curriculum to engage diverse learners.

M.Ed. Integrated Curriculum: Mathematics and Sciences Course List
(all courses 3 semester credits unless otherwise noted)

- Education and Teaching Core Courses
  - ED5253 Cognition and Critical Thinking
  - ED5263 Fundamentals of Integrated Thinking
  - ED5023 Assessment Strategies
- Research Courses
  - RESS323 Research Design and Application
• Literacy Courses
  o LIT5083 New Literacies in Curriculum Integration

• Curriculum and Instruction Courses
  o CI5113 Design of Integrated Curriculum

• Science Courses
  o SCI5203 Foundations of Integrated Science Education
  o SCI5213 Engaging Diversity in the Science Classroom
  o SCI5223 Modern Learning and Integrated Science Education
  o SCI5233 Inventing and Reinventing Mathematics and Science Curriculum: Elementary, Secondary, & College Level
  o SCI5091 Capstone Experience for Mathematics and Sciences

Note:
• This program is not designed to prepare students for licensure, certification, or endorsement in any state.
• This program is not available to Kentucky residents.
M.Ed. in Integrated Curriculum: Instructional Leadership Program Description

This program is intended to develop curriculum and instruction leaders by preparing them to effectively support diverse learners in a variety of K-12 and other educational and organizational settings. As accountability standards rise, schools and organizations are challenged with improving performance, closing achievement gaps, and preventing dropouts while also increasing graduation and post-secondary college/career readiness rates. Instructional or organizational leaders must be able to assist their schools, organizations, and communities in moving away from less effective traditional views of teaching and learning by embracing a more proactive approach of using formative assessment data to build curriculum, design instructional delivery, and teach with the future in mind instead of solely relying on summative evaluations measuring only what has already been taught in the past. Educational and organizational leaders can then make informed decisions and learner-centered adjustments much earlier in the process, maximize all available resources, and ultimately, foster higher levels of achievement and performance within their schools or organizations.

M.Ed. in Integrated Curriculum: Instructional Leadership Program Description

1. Promote the design, development, and implementation of differentiated instructional strategies, resources, and relevant professional development to accelerate progress, performance, and achievement while enhancing post-secondary college and career readiness.
2. Employ research-based strategies and resources to target specific learning objectives, educational and organizational goals.
3. Demonstrate knowledge of academic standards, ethics, and collaborative strategies for improving the development of curriculum and delivery of instruction based on data and needs of the learner, organization, or community.
4. Promote the utilization of technology-based learning applications and resources throughout the school, organization, or community to enhance learning and foster higher levels of achievement.
5. Establish and maintain a climate of mutual respect, trust, collaboration, collegiality, and support to enhance stakeholder involvement throughout culturally diverse schools, organizations, and communities.
6. Construct a framework and create networking opportunities for stakeholders including business and industry leaders to develop and promote a common vision for meeting needs as they apply to post-secondary college and career readiness.
7. Build leadership capacity throughout organizations by utilizing a collaborative, data-driven decision making process to shape curriculum and instruction in a manner reflective of educational and organizational needs and goals.
8. Support on-going progress monitoring of achievement by providing relevant, research-based professional development and implementation opportunities reflective of educational and organizational needs and goals.
9. Collaboratively promote higher levels of instructional leadership development, professional development, student achievement, and accountability throughout diverse school communities and organizations.
10. Effectively use research-based best practices in designing and implementing professional development for staff as an extension of data-driven decision making with the goal of improving learner outcomes and achievement.
11. Effectively integrate leadership principles with ethics, equity, and consistency throughout diverse school and organizational communities.
12. Demonstrate knowledge of state, federal, and other accountability standards, varying financial and legal issues, and future planning for growth and dynamics of changing student populations.
13. Demonstrate competency in managing fast-paced communication capabilities with media and public relations in schools and organizations as they apply to instructional leadership, facility management, fiscal responsibility, curriculum management, and student achievement and accountability.

M.Ed. Integrated Curriculum: Instructional Leadership Course List (31 semester credits)
(all courses 3 semester credits unless otherwise noted)
• Education and Teaching Core Courses
  o ED5253 Cognition and Critical Thinking
  o ED5263 Fundamentals of Integrated Thinking
  o ED5023 Assessment Strategies
• Research Courses
  o RES5323 Research Design and Application
• Literacy Courses
  o LIT5083 New Literacies in Curriculum Integration
• Curriculum and Instruction Courses
  o CI5113 Design of Integrated Curriculum
  o IC5091 Capstone Experience for Integrated Curriculum
• Business/Leadership Courses
  o LEAD6283 Instructional Leadership
  o LEAD6293 Designing and Leading Professional Learning
  o LEAD6303 Achievement and Accountability
  o LEAD6313 The Art of Decision Making

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• This program has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB); Kentucky residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.
M.Ed. in Integrated Curriculum: Special Education Program Description

This program is intended to develop curriculum and instruction leaders by preparing them to effectively support diverse learners in a variety of K-12 and other educational and organizational settings. As accountability standards rise, schools and organizations are challenged with improving performance, closing achievement gaps, and preventing dropouts while also increasing graduation and post-secondary college/career readiness rates. The Special Education concentration prepares participants to enhance their knowledge and skills to work collaboratively with diverse and struggling learners. This concentration focuses on legal and ethical laws, policies, issues, and strategies to assist students’ access to the general curriculum. It also emphasizes accommodations and modification to meet the diverse needs of students with exceptionalities, gathering and analyzing ongoing data on which educational and instructional decisions are based, and developing collaborative environments designed to positively impact outcomes for students with exceptionalities. The courses are sequenced to provide foundational knowledge and skills, which will allow individuals to compete in the ever-changing and growing global, digital society.

M.Ed. in Integrated Curriculum: Special Education Program Description

1. Promote the design, development, and implementation of differentiated instructional strategies, resources, and relevant professional development to accelerate progress, performance, and achievement while enhancing post-secondary college and career readiness.
2. Employ research-based strategies and resources to target specific learning objectives, educational and organizational goals.
3. Demonstrate knowledge of academic standards, ethics, and collaborative strategies for improving the development of curriculum and delivery of instruction based on data and needs of the learner, organization, or community.
4. Promote the utilization of technology-based learning applications and resources throughout the school, organization, or community to enhance learning and foster higher levels of achievement.
5. Establish and maintain a climate of mutual respect, trust, collaboration, collegiality, and support to enhance stakeholder involvement throughout culturally diverse schools, organizations, and communities.
6. Construct a framework and create networking opportunities for stakeholders including business and industry leaders to develop and promote a common vision for meeting needs as they apply to post-secondary college and career readiness.
7. Build leadership capacity throughout organizations by utilizing a collaborative, data-driven decision making process to shape curriculum and instruction in a manner reflective of educational and organizational needs and goals.
8. Support on-going progress monitoring of achievement by providing relevant, research-based professional development and implementation opportunities reflective of educational and organizational needs and goals.
9. Collaborate in diverse communities of learning and build partnerships with educators, administrators, parents and families, community, and other resources providing support for students with exceptionalities and their needs.
10. Analyze research in the field of special education to identify best practices for educating students with exceptionalities.
11. Demonstrate evidence-based decision making integrating principles of ethics and law regarding students with exceptionalities.
12. Develop a personal philosophy of education and ethical principles for teaching diverse learners.
13. Demonstrate mastery of content knowledge through the utilization of critical and creative thinking and problem solving for working with students with exceptionalities, their families, and other support resources.
14. Contribute to professional knowledge bases through the dissemination of applied research.

M.Ed. Integrated Curriculum: Special Education Course List (31 semester credits)
(all courses 3 semester credits unless otherwise noted)

- Education and Teaching Core Courses
  - ED5253 Cognition and Critical Thinking
  - ED5263 Fundamentals of Integrated Thinking
- ED5023 Assessment Strategies
- Research Courses
  - RES5323 Research Design and Application
- Literacy Courses
  - LIT5083 New Literacies in Curriculum Integration
- Curriculum and Instruction Courses
  - CI5113 Design of Integrated Curriculum
- Special Education Courses
  - SPED5013 Strategies for Teaching Diverse Learners
  - SPED5023 Assessment and Evaluation in Special Education
  - SPED5033 Law and Policy in Special Education
  - SPED5043 Building Collaborative Relationships
  - SPED5091 Capstone Experience for Special Education

Note:
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
Master of Education (M.Ed.) Dual Degree Programs

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 an M.Ed. in Educational Leadership
- Graduate with a M.Ed. in Educational Leadership, then earn an 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. Conferment 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 Registration Office.

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

Graduates of the American College of Education M.Ed. in Curriculum and Instruction are eligible to earn a second degree, the M.Ed. in Educational Leadership, by completing a sequence of eight courses, which includes an internship and capstone experience. This option applies exclusively to graduates of American College of Education. (19 semester credits; all courses are 3 semester credits unless otherwise noted)

- Leadership/Business Courses
  - EL5753 Law and Policy
  - EL5703 School Improvement
  - EL5623 Developing Teachers
  - EL5723 Resource and Fiscal Management
  - EL5653 Professional Communities of Practice
  - EL5983 Internship Experience for Educational Leadership (3 semester credits; 10-wk format)
  - EL5091 Capstone Experience for Educational Leadership (1 semester credit)

EL5113 is scheduled after graduation if students need to earn additional internship hours above what was required (minimum 120 hours) and earned in the EL5983 course.

Note:

- This program is designed to prepare students for eligibility for principal/building administrator licensure.
- This program has been approved as meeting the principal/building administrator licensure requirements in the states of Florida, Indiana, and Ohio.
- This program does not prepare residents of Georgia or Illinois for principal/building level administrator licensure. Residents of these states will be required to sign an acknowledgment form to that effect upon application to the program.
- This program is not available to Kentucky residents.

*Completion of this program by Texas residents will not result in eligibility for principal/building administrator licensure.
Professional Licensure, Certification, or Endorsement

The requirements for professional licensure, certification, endorsement, salary increase, and related employment benefits vary from state to state and district to district. It may be necessary for candidates seeking such benefits to satisfy additional state or district specific requirements. The College neither implies nor guarantees that the completion of an American College of Education degree or certificate program will result in eligibility for licensure, certification, endorsement, salary increase, or related employment benefit. Prospective students are strongly advised to verify the benefit(s) for which they may be eligible upon completion with their state’s licensure agency prior to enrolling in an American College of Education degree or certificate program.

M.Ed. in Curriculum and Instruction for Graduates of 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. (19 semester credits; all courses are 3 semester credits)

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

Note:
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.

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

Graduates of the American College of Education M.Ed. in Elementary Education 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. (19 semester credits; all courses are 3 semester credits unless otherwise noted)

- 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 (1 semester credit)
- Education and Teaching Core Courses
  - ED5053 Community Engagement
- Literacy Courses
  - LIT5203 Strengthening Literacy or LIT5233 Prescriptive Intervention for Reading Difficulties (MI Students)

Note:
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
M.Ed. in Elementary Education for Graduates of M.Ed. in Curriculum and Instruction

Graduates of the American College of Education M.Ed. in Curriculum and Instruction 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. (19 semester credits; all courses are 3 semester credits unless otherwise noted)

- **Education and Teaching Core Courses**
  - ED5193 Foundations of Education
  - EE5091 Capstone Experience for 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 Reading/Language Arts for Elementary Teachers

**Note:**
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
Master of Arts (MA) Programs

Master of Arts (M.A.) in Elementary Teaching

The Master of Arts in Elementary Teaching (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.

M.A. in Elementary Teaching Program Outcomes

1. Design and deliver instruction that is responsive to student diversity and differences and promotes high achievement for all students.
2. Support the achievement of all students through standards-based, data-driven decision making and integrated, differentiated instruction that effectively uses appropriate technologies and tools.
3. Demonstrate in-depth understanding of assessment, and use assessment results to inform instructional decision-making.
4. Recognize the importance of well organized, positively managed, and safe learning environments and their impact on instructional effectiveness and student achievement.
5. 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.
6. 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.

M.A. in Elementary Teaching Program Course List (34 semester credits)

(all courses are 3 semester credits unless otherwise noted)

- **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)
  - EDTT5013 Assessment for Elementary Teachers
  - EDTT5053 Community Engagement for Elementary Teachers
  - EDTT5091 Capstone Experience for Elementary and Secondary Teachers (1 semester credit)

- **Research Courses**
  - EDTT5153 Research Methods for Elementary Teachers

- **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 Course**
  - DL5013 The Digital Learner

**Note:**

- This program is designed to prepare students for eligibility for initial teacher licensure.
- This program has been approved as meeting the initial teacher licensure requirements in the state of Indiana.
- This program is not available to Kentucky residents.

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 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 Masters of Arts in Elementary Teaching program is approved by the Indiana Department of Education as preparing students for initial teacher licensure. For Indiana teacher licensing requirements, see: http://www.doe.in.gov/student-services/licensing.

The requirements for professional licensure, certification, endorsement, salary increase, and related employment benefits vary from state to state and district to district. It may be necessary for candidates seeking such benefits to satisfy additional state or district specific requirements. The College neither implies nor guarantees that the completion of an American College of Education degree or certificate program will result in eligibility for licensure, certification, endorsement, salary increase or related employment benefit. Prospective students are strongly advised to verify the benefit(s) for which they may be eligible upon completion with their state’s licensure agency prior to enrolling in an American College of Education degree or certificate program.

Licensure Testing

It is the responsibility of the student to know the requirements of and to make appropriate arrangements to fulfill all licensure testing requirements for the state of Indiana and in some cases in 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.

Visit the Indiana State Suicide Prevention website (http://www.in.gov/ssp/2365.htm) for additional information on suicide prevention training programs. Please email licensinghelp@doe.in.gov with additional questions.
Master of Arts (M.A.) in Secondary Teaching

The Master of Arts in Secondary Teaching 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 MAT 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.

M.A. in Secondary Teaching Program Outcomes

1. Design and deliver instruction that is responsive to student diversity and differences and promotes high achievement for all students.
2. Apply standards-based, data-driven decision-making and integrated differentiated instruction using appropriate technologies and tools to improve the achievement of all students.
3. Demonstrate in-depth understanding of assessment, and use assessment results to inform instructional decision-making.
4. Establish well organized, positively managed, and safe learning environments, and analyze their impact on instructional effectiveness and student achievement.
5. 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.
6. 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.

M.A. in Secondary Teaching Program Course List (34 semester credits)

(all courses are 3 semester credits unless otherwise noted)

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

- Literacy Courses
  - LIT5313 Literacy in the Content Areas

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

- Curriculum and Instruction Courses
  - CI5033 Creating Safe and Supportive Classrooms

- Research Courses
  - ED5153 Research Methods

Note:

- This program is designed to prepare students for eligibility for initial teacher licensure.
- This program has been approved as meeting the initial teacher licensure requirements in the state of Indiana.
- This program is not available to Kentucky residents.

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
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 Master of Arts in Secondary Teaching program is approved by the Indiana Department of Education as preparing graduates for initial teacher licensure.

The requirements for professional licensure, certification, endorsement, salary increase, and related employment benefits vary from state to state and district to district. It may be necessary for candidates seeking such benefits to satisfy additional state or district specific requirements. The college neither implies nor guarantees that the completion of an American College of Education degree or certificate program will result in eligibility for licensure, certification, endorsement, salary increase or related employment benefit. Prospective students are strongly advised to verify the benefit(s) for which they may be eligible upon completion with their state’s licensure agency prior to enrolling in an American College of Education degree or certificate program.

Licensure Testing

It is the responsibility of the student to know the requirements of and to make appropriate arrangements to fulfill all licensure testing requirements for the state of Indiana and in some cases in 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.

Visit the Indiana State Suicide Prevention website (http://www.in.gov/issp/2365.htm) for additional information on suicide prevention training programs. Please email licensinghelp@doe.in.gov with additional questions.
Specialist and Doctoral Degree Programs

Educational 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.

Ed.S. in Leadership Program Outcomes

1. Collaborate in diverse communities of learning and build partnerships with states, school districts, or other organizations.
2. Contribute to solutions for complex problems of practice.
3. Analyze and promote best practices in leadership.
4. Demonstrate evidence-based decision-making, integrating principles of equity, ethics, and social justice.
5. Develop and implement personal and organization-level knowledge and skills including technology.
6. Demonstrate mastery of content knowledge through the utilization of critical and creative thinking.
7. Demonstrate competence in the application of multiple research methods.

Ed.S. in Leadership Course List (37 semester credits)
(all courses 3 semester credits unless otherwise noted)

- Leadership/Business 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)

Note:

- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
Doctor of Education (Ed.D.) in Leadership Program Description

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 area of emphasis. In addition to highly interactive, project-based coursework, students will pursue original research in leadership culminating with a dissertation under the direction of a doctoral committee.

Ed.D. in Leadership Program Outcomes

1. Collaborate in diverse communities of learning and build partnerships with states, school districts, or other organizations.
2. Contribute to solutions for complex problems of practice.
3. Analyze and promote best practices in leadership.
4. Demonstrate evidence-based decision-making, integrating principles of equity, ethics, and social justice.
5. Develop and implement personal and organization-level knowledge and skills including technology.
6. Demonstrate mastery of content knowledge through the utilization of critical and creative thinking.
7. Demonstrate competence in the application of multiple research methods.
8. Contribute to professional knowledge bases through the dissemination of applied research.

Ed.D. in Leadership Program Course List (64 semester credits)
(all courses are 3 semester credits unless otherwise noted)

• Leadership/Business Courses
  o LEAD6001 Introduction to Advanced Studies (1 semester credit)
  o LEAD6103 Evidence-Based Learning and Teaching
  o LEAD6113 Ethical Leadership and Social Justice
  o LEAD6123 Management of Financial Resources
  o LEAD6133 Models of Leadership and Coaching
  o LEAD6143 Strategic Operations Planning and Innovation
  o LEAD6153 Policy and Governance
  o LEAD6163 Management of Human Capital
  o LEAD6173 Global Perspectives
  o LEAD6183 Grants Writing for Leaders
• Research Courses
  o RES6003 Applied Statistics
  o RES6013 Research Methods
  o RES6023 Quantitative Research Designs
  o RES6033 Qualitative Research Designs
  o RES6011 Research Tool: APA & Bibliographic Software (1 semester credit)
  o RES6021 Research Tool: Creating and Analyzing Measures (1 semester credit)
  o RES6031 Research Tool: Information Display Strategies (1 semester credit)
  o RES6501 Crafting a Dissertation (1 semester credit; must be taken 4 times to earn a total of 4 semester credits)
  o RES6201 Dissertation I (1 semester credit)
  o RES6301 Dissertation II (1 semester credit)
• Seminar Courses
  o SEM6601 Doctoral Seminar I (1 semester credit)
  o SEM6611 Doctoral Seminar II (1 semester credit)
  o SEM6621 Doctoral Seminar III (1 semester credit)
• Electives (Choose 4 courses or transfer in 4 courses [12 semester credits])

Note:
• This program is not designed to prepare students for licensure, certification, or endorsement in any state.
• This program has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB); Kentucky residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.
Doctor of Education (Ed.D.) in Leadership: Educational and Community Organizations

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 area of emphasis. In addition to highly interactive, project-based coursework, students will pursue original research in leadership culminating with a dissertation under the direction of a doctoral committee. A focus on educational and community organizations prepares individuals to lead in diverse settings, to handle transition and change, and effectively communicate to stakeholders. These skills are essential for sustainable growth, enhanced functionality and use of emerging technologies. As an effective executive, approaches to motivate and ways to influence others are considered on a corporate and individual level. Knowledgeable leadership creates high-performing individuals who support the mission and goals of an organization.

Ed.D. in Leadership: Educational and Community Organizations Program Outcomes

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

Ed.D. in Leadership: Educational and Community Organizations Program Course List (64 semester credits)
(all courses are 3 semester credits unless otherwise noted)

- Leadership/Business 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)
  - RES6501 Crafting a Dissertation (1 semester credit; must be taken 4 times to earn a total of 4 semester credits)
  - RES6201 Dissertation I (1 semester credit)
  - RES6301 Dissertation II (1 semester credit)

- Seminar Courses
  - SEM6601 Doctoral Seminar I (1 semester credit)
  - SEM6611 Doctoral Seminar II (1 semester credit)
  - SEM6621 Doctoral Seminar III (1 semester credit)

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

Note:

- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB): Kentucky residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.
Doctor of Education (Ed.D.) in Leadership: Online Education

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 area of emphasis. In addition to highly interactive, project-based coursework, students will pursue original research in leadership culminating with a dissertation under the direction of a doctoral committee. Technology is a delivery approach for information and communication. This leadership focus is designed for those who seek to develop, create and administer digital learning initiatives requiring the ability to integrate various entities, including logistics, tools, and emerging trends. Consideration is given to the human influence including ways to build a collaborative team who understand the essential balance between evaluation and program deliverables in relation to courses and program design.

Ed.D. in Leadership: Online Education Program Outcomes

1. Collaborate in diverse communities of learning and build partnerships with states, school districts, or other organizations.
2. Contribute to solutions for complex problems of practice.
3. Analyze and promote best practices in leadership.
4. Demonstrate evidence-based decision-making, integrating principles of equity, ethics, and social justice.
5. Develop and implement personal and organization-level knowledge and skills including technology.
6. Demonstrate mastery of content knowledge through the utilization of critical and creative thinking.
7. Demonstrate competence in the application of multiple research methods.
8. Contribute to professional knowledge bases through the dissemination of applied research.

Ed.D. in Leadership: Online Education Program Course List (64 semester credits)
(all courses are 3 semester credits unless otherwise noted)

- Leadership/Business 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)
  - RES6501 Crafting a Dissertation (1 semester credit; must be taken 4 times to earn a total of 4 semester credits)
  - RES6201 Dissertation I (1 semester credit)
  - RES6301 Dissertation II (1 semester credit)

- Seminar Courses
  - SEM6601 Doctoral Seminar I (1 semester credit)
  - SEM6611 Doctoral Seminar II (1 semester credit)
  - SEM6621 Doctoral Seminar III (1 semester credit)

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

Note:
• This program is not designed to prepare students for licensure, certification, or endorsement in any state.
• This program is not available to Kentucky residents.
Doctor of Education (Ed.D.) in Leadership: Higher Education

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 area of emphasis. In addition to highly interactive, project-based coursework, students will pursue original research in leadership culminating with a dissertation under the direction of a doctoral committee. This program specialization is intended to prepare administrators and leaders to acquire or enhance skills necessary to successfully lead in higher education institutions. The courses offer a broad perspective of critical issues facing higher education, emphasizing the complexity of student issues while balancing the demands of federal and state regulations. Designed to complement and support professional agendas, individual studies prepare leadership to understand the integrated aspects of complex systems influenced by modern societal issues.

Ed.D. in Leadership: Higher Education Program Outcomes

1. Collaborate in diverse communities of learning and build partnerships with states, school districts, or other organizations.
2. Contribute to solutions for complex problems of practice.
3. Analyze and promote best practices in leadership.
4. Demonstrate evidence-based decision-making, integrating principles of equity, ethics, and social justice.
5. Develop and implement personal and organization-level knowledge and skills including technology.
6. Demonstrate mastery of content knowledge through the utilization of critical and creative thinking.
7. Demonstrate competence in the application of multiple research methods.
8. Contribute to professional knowledge bases through the dissemination of applied research.

Ed.D. in Leadership: Higher Education Program Course List (64 semester credits)

(all courses are 3 semester credit unless otherwise noted)

- Leadership/Business 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

- Leadership/Business Courses (Emphasis Track)
  - LEAD6203 Law, Compliance, and Governance in Higher Education
  - LEAD6213 Resource Management in Higher Education
  - LEAD6223 Student Affairs
  - LEAD6233 Issues in Higher Education

- 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)
  - RES6501 Crafting a Dissertation (1 semester credit; must be taken 4 times to earn a total of 4 semester credits)
  - RES6201 Dissertation I (1 semester credit)
  - RES6301 Dissertation II (1 semester credit)

- Seminar Courses
  - SEM6601 Doctoral Seminar I (1 semester credit)
- SEM6611 Doctoral Seminar II (1 semester credit)
- SEM6621 Doctoral Seminar III (1 semester credit)

Emphasis Track - **Higher Education**
- LEAD6203 Law, Compliance, and Governance in Higher Education
- LEAD6213 Resource Management in Higher Education
- LEAD6223 Student Affairs
- LEAD6233 Issues in Higher Education

**Note:**
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
Doctor of Education (Ed.D.) in Leadership: Curriculum and Instruction

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 addition to highly interactive, project-based coursework, students will pursue original research in leadership culminating with a dissertation under the direction of a doctoral committee.

Ed.D. in Leadership: Curriculum and Instruction Program Outcomes

1. Collaborate in diverse communities of learning, and build partnerships with states, school districts, or other organizations.
2. Contribute to solutions for complex problems of practice.
3. Analyze and promote best practices in leadership.
4. Demonstrate evidence-based decision-making, integrating principles of equity, ethics, and social justice.
5. Develop and implement personal and organization-level knowledge and skills including technology.
6. Demonstrate mastery of content knowledge through the utilization of critical and creative thinking.
7. Demonstrate competence in the application of multiple research methods.
8. Contribute to professional knowledge bases through the dissemination of applied research.
9. Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic achievement for 21st century learners.
10. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver content.
11. Design and implement research-supported assessment plans and strategies that lead to continuous improvement of learning achievement.

Ed.D. in Leadership: Curriculum and Instruction Program Course List (64 semester credits)
(all courses are 3 semester credits each unless otherwise noted)

- Leadership/Business 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)
  - RES6501 Crafting a Dissertation (1 semester credit; must be taken 4 times to earn a total of 4 semester credits)
  - RES6201 Dissertation I (1 semester credit)
  - RES6301 Dissertation II (1 semester credit)

- Seminar Courses
  - SEM6601 Doctoral Seminar I (1 semester credit)
  - SEM6611 Doctoral Seminar II (1 semester credit)
  - SEM6621 Doctoral Seminar III (1 semester credit)

Emphasis Track - Curriculum and Instruction
- CI5103 Curriculum and Instructional Design
- CI5353 Standards-Driven Learning
- ED5023 Assessment Strategies
- LIT5203 Strengthening Literacy

Note:
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB): Kentucky residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.
Doctor of Education (Ed.D.) in Leadership: International Education

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 area of emphasis. In addition to highly interactive, project-based coursework, students will pursue original research in leadership culminating with a dissertation under the direction of a doctoral committee. This international education program specialization is intended to prepare and equip leaders with skills, knowledge and a theoretical foundation to address international education and transnational dimensions of learning. It is well suited to those aspiring to work in the field of international education, spanning international schools, institutions of higher education, international organizations, international aid agencies, global foundations, and non-profit organizations among others. Designed to complement and support professional agendas, the course provides a broad overview of international dimensions of education, introducing students to international development policy, international aid, refugee education, international organizations, global foundations, cross-national studies of education, international migration, and global pedagogy and curricula. Students will also learn strategies and gain experience in conducting comparative research and cross-national policy analysis.

Ed.D. in Leadership: International Education Program Outcomes

1. Collaborate in diverse communities of learning, and build partnerships with states, school districts, or other organizations.
2. Contribute to solutions for complex problems of practice.
3. Analyze and promote best practices in leadership.
4. Demonstrate evidence-based decision-making, integrating principles of equity, ethics, and social justice.
5. Develop and implement personal and organization-level knowledge and skills including technology.
6. Demonstrate mastery of content knowledge through the utilization of critical and creative thinking.
7. Demonstrate competence in the application of multiple research methods.
8. Contribute to professional knowledge bases through the dissemination of applied research.
9. Determine how policy impacts application by evaluating theoretical perspectives of international educational systems.
10. Examine international organizations that influence programs, decision-making levels, and leadership roles to identify best practices.

Ed.D. in Leadership: International Education Program Course List (64 semester credits)

(all courses are 3 semester credits unless otherwise noted)

- Leadership/Business 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)
  - RES6501 Crafting a Dissertation (1 semester credit; must be taken 4 times to earn a total of 4 semester credits)
  - RES6201 Dissertation I (1 semester credit)
- RES6301 Dissertation II (1 semester credit)
- Seminar Courses
  - SEM6601 Doctoral Seminar I (1 semester credit)
  - SEM6611 Doctoral Seminar II (1 semester credit)
  - SEM6621 Doctoral Seminar III (1 semester credit)

Emphasis Track - **International Education**
  - LEAD6243 International Development and Policy (*Must be taken first in sequence*)
  - LEAD6253 The Role of International Organizations and Global Foundations
  - LEAD6263 Education and International Migration
  - LEAD6273 International Programs, Curricula, and Pedagogies

**Note:**
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Doctor of Education (Ed.D.) in Leadership: Adult and Continuing Education

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 area of emphasis. In addition to highly interactive, project-based coursework, students will pursue original research in leadership culminating with a dissertation under the direction of a doctoral committee. This specialization is designed to support professionals by enhancing the necessary knowledge base and skills needed in the area of adult learning and continuing education. By providing a comprehensive framework, leaders focus on the major theories of adult education, instructional strategies for the adult learner, critical analysis of instructional programs, and assessment of the adult learn.

Ed.D. in Leadership: Adult and Continuing Education Program Outcomes

1. Collaborate in diverse communities of learning, and build partnerships with states, school districts, or other organizations.
2. Contribute to solutions for complex problems of practice.
3. Analyze and promote best practices in leadership.
4. Demonstrate evidence-based decision-making, integrating principles of equity, ethics, and social justice.
5. Develop and implement personal and organization-level knowledge and skills including technology.
6. Demonstrate mastery of content knowledge through the utilization of critical and creative thinking.
7. Demonstrate competence in the application of multiple research methods.
8. Contribute to professional knowledge bases through the dissemination of applied research.
10. Apply theories and processes to evaluate instructional programs using a variety of assessment methods.
11. Describe a variety of methods to assess learning outcomes effectively and to analyze assessment data to improve teaching and learning.

Ed.D. in Leadership: Adult and Continuing Education Program Course List (64 semester credits)

(all courses are 3 semester credits unless otherwise noted)

- Leadership/Business 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)
  - RES6501 Crafting a Dissertation (1 semester credit; must be taken 4 times to earn a total of 4 semester credits)
  - RES6201 Dissertation I (1 semester credit)
  - RES6301 Dissertation II (1 semester credit)
- Seminar Courses
- SEM6601 Doctoral Seminar I (1 semester credit)
- SEM6611 Doctoral Seminar II (1 semester credit)
- SEM6621 Doctoral Seminar III (1 semester credit)

**Emphasis Track – Adult and Continuing Education**
- ED6013 Adult Learning
- ED6023 Instructional Strategies for the Adult Learner
- ED6033 Evaluating Instructional Programs
- ED6043 Assessing Adult Learners

**NOTE:**
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
Doctor of Education (Ed.D.) in Leadership: Instructional 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 area of emphasis. In addition to highly interactive, project-based coursework, students will pursue original research in leadership culminating with a dissertation under the direction of a doctoral committee. The coursework will also provide insight, real-world experiences, and a true perspective necessary to foster high levels of human resource development, student-centered environments, student performance and critical thinking, technology integration in curriculum, and college and career readiness in the 21st century.

Ed.D. in Leadership: Instructional Leadership Program Outcomes

1. Collaborate in diverse communities of learning, and build partnerships with states, school districts, or other organizations.
2. Contribute to solutions for complex problems of practice.
3. Analyze and promote best practices in leadership.
4. Demonstrate evidence-based decision-making, integrating principles of equity, ethics, and social justice.
5. Develop and implement personal and organization-level knowledge and skills including technology.
6. Demonstrate mastery of content knowledge through the utilization of critical and creative thinking.
7. Demonstrate competence in the application of multiple research methods.
8. Contribute to professional knowledge bases through the dissemination of applied research.
9. Effectively integrate leadership principles with ethics, equity, and consistency throughout diverse school and organizational communities.
10. Demonstrate knowledge of state, federal, and other accountability standards, varying financial and legal issues, and future planning for growth and dynamics of changing student populations.
11. Demonstrate competency in managing fast-paced communication capabilities with media and public relations in schools and organizations as they apply to instructional leadership, facility management, fiscal responsibility, curriculum management, and student achievement and accountability.

Ed.D. in Leadership: Instructional Leadership Course Program List (64 semester credits)
(all courses are 3 semester credits unless otherwise noted)

- Leadership/Business 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)
  - RES6501 Crafting a Dissertation (1 semester credit; must be taken 4 times to earn a total of 4 semester credits)
  - RES6201 Dissertation I (1 semester credit)
  - RES6301 Dissertation II (1 semester credit)

- Seminar Courses
  - SEM6601 Doctoral Seminar I (1 semester credit)
o SEM6611 Doctoral Seminar II (1 semester credit)
o SEM6621 Doctoral Seminar III (1 semester credit)

Emphasis Track – **Instructional Leadership**
o LEAD6283  Instructional Leadership
o LEAD6293  Designing and Leading Professional Learning
o LEAD6303  Achievement and Accountability
o LEAD6313  The Art of Decision Making

**Note:**
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB): Kentucky residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.
Graduate Certificate Programs

Certificate vs. Certification

A difference exists between a "certificate" and "certification". Certification is granted from an external agency, such as a state professional licensing board that entitles the holder to a specific benefit, such as an increase in salary or a change in title. A certificate at ACE is a document indicating completion of a specific set of academic courses. Upon completion of a certificate program, the student may request an official transcript at www.iwantmytranscript.com/ace.

Certificate in Transition to Teaching (T2T) in Elementary Education

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 IN initial license for teacher licensure in their state of residence. All courses in this program can be applied to a Master of Arts in Elementary Teaching at American College of Education.

Certificate in Transition to Teaching in Elementary Education Outcomes

1. Design and deliver instruction that is responsive to student diversity and differences and promotes high achievement for all students.
2. Support the achievement of all students through standards-based, data-driven decision making and integrated, differentiated instruction that effectively uses appropriate technologies and tools.
3. Demonstrate in-depth understanding of assessment, and use assessment results to inform instructional decision-making.
4. Recognize the importance of well organized, positively managed, and safe learning environments and their impact on instructional effectiveness and student achievement.
5. 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.

Certificate in Transition to Teaching in Elementary Education Course List (24 semester credits)
(all courses are 3 semester credits unless otherwise noted)

- **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

**Note:**
- This program is designed to prepare students for eligibility for initial teacher licensure.
- This program has been approved as meeting the initial teacher licensure requirements in the state of Indiana.
- This program is not available to Kentucky residents.
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 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) in Elementary Education certificate program is approved by the Indiana Department of Education as preparing students for initial teacher licensure. For Indiana teacher licensing requirements, see: http://www.doe.in.gov/student-services/licensing.

The requirements for professional licensure, certification, endorsement, salary increase, and related employment benefits vary from state to state and district to district. It may be necessary for candidates seeking such benefits to satisfy additional state or district specific requirements. The College neither implies nor guarantees that the completion of an American College of Education degree or certificate program will result in eligibility for licensure, certification, endorsement, salary increase, or related employment benefit. Prospective students are strongly advised to verify the benefit(s) for which they may be eligible upon completion with their state’s licensure agency prior to enrolling in an American College of Education degree or certificate program.

Licensure Testing

It is the responsibility of the student to know the requirements of and to make appropriate arrangements to fulfill all licensure testing requirements for the state of Indiana and in some cases in 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.

Visit the Indiana State Suicide Prevention website (http://www.in.gov/ssp/2365.htm) for additional information on suicide prevention training programs. Please email licensinghelp@doe.in.gov with additional questions.
Certificate in Transition to Teaching in Secondary Education

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 IN initial license for teacher licensure in their state of residence. All courses in this program can be applied to a Master of Arts in Secondary Teaching at American College of Education.

Certificate in Transition to Teaching in Secondary Education Outcomes

1. Design and deliver instruction that is responsive to student diversity and differences and promotes high achievement for all students.
2. Apply standards-based, data-driven decision-making and integrated differentiated instruction using appropriate technologies and tools to improve the achievement of all students.
3. Demonstrate in-depth understanding of assessment, and use assessment results to inform instructional decision-making.
4. Establish well organized, positively managed, and safe learning environments, and analyze their impact on instructional effectiveness and student achievement.
5. 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.

Certificate in Transition to Teaching in Secondary Education Course List (18 Semester Credits)

(all courses are 3 semester credits unless otherwise noted)

- Education and Teaching Core Courses
  - EDTT5031 Orientation to Secondary Teaching (1 semester credit)
  - EDTT5353 Adolescent Development and the Learning Process
  - EDTT5333 Content Specific Methodology
  - 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

Note:
- This program is designed to prepare students for eligibility for initial teacher licensure.
- This program has been approved as meeting the initial teacher licensure requirements in the state of Indiana.
- This program is not available to Kentucky residents.

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 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) in Secondary Education certificate program is approved by the Indiana Department of Education as preparing students for initial teacher licensure. For Indiana teacher licensing requirements, see: http://www.doe.in.gov/student-services/licensing.

The requirements for professional licensure, certification, endorsement, salary increase, and related employment benefits vary from state to state and district to district. It may be necessary for candidates seeking such benefits to satisfy additional state or district specific requirements. The College neither implies nor guarantees that the completion of an American College of Education degree or certificate program will result in eligibility for licensure, certification, endorsement, salary increase or related employment benefit. Prospective students are strongly advised to verify the benefit(s) for which they may be eligible upon completion with their state’s licensure agency prior to enrolling in an American College of Education degree or certificate program.

Licensure Testing

It is the responsibility of the student to know the requirements of and to make appropriate arrangements to fulfill all licensure testing requirements for the state of Indiana and in some cases in 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.

Visit the Indiana State Suicide Prevention website (http://www.in.gov/issp/2365.htm) for additional information on suicide prevention training programs. Please email licensinghelp@doe.in.gov with additional questions.
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.

Certificate in Digital Learning and Teaching Outcomes

1. Effectively integrate digital technology into curriculum to maximize student learning,
2. Identify and implement best practices in use of emerging technologies to support 21st century learning.
3. Design effective technology enhanced learning environments.

Certificate in Digital Learning and Teaching Course List (9 semester credits)
(all courses are 3 semester credits)

- DL5013 The Digital Learner
- DL5023 The Digital Educator (Pre-requisite: DL5013)
- DL5103 Instructional Models for Digital Learning

Note:
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.

Certificate in Mathematics K-6

This research-based certificate provides educators with the knowledge and skills to adapt teaching and curriculum to any state standards, including 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.

Certificate in Mathematics K-6 Outcomes

1. Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic achievement for 21st century learners.
2. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
3. Engage in leadership opportunities, research, and participate professionally in ongoing learning.
4. Utilize data-driven decision-making and integrated, differentiated instruction using appropriate technologies and tools to improve the achievement for all students.
5. Apply in-depth knowledge of the Common Core State Standards–Mathematics to design and implement curriculum and instruction for K-6 grade levels.
6. Utilize Common Core State Standards–Mathematics to guide the selection of content and research-based instructional strategies to deliver mathematics content.

Certificate in Mathematics K-6 Course List (9 semester credits)
(all courses are 3 semester credits)

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

Note:
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
Certificate in Mathematics 6-8

This research-based certificate provides educators with the knowledge and skills to adapt teaching and curriculum to new and revised state standards, including the Common Core State Standards for 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 6-8 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.

Certificate in Mathematics 6-8 Outcomes

1. Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic achievement for 21st century learners.
2. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
3. Engage in leadership opportunities, research, and participate professionally in ongoing learning.
4. Utilize data-driven decision-making and integrated, differentiated instruction using appropriate technologies and tools to improve the achievement for all students.
5. Apply in-depth knowledge of the Common Core State Standards–Mathematics to design and implement curriculum and instruction for 6-8 grade levels.
6. Determine which Common Core State Standards–Mathematics best guide the selection of content and research-based instructional strategies to deliver mathematics content.

Certificate in Mathematics 6-8 Course List
(all courses are 3 semester credits)

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

Note:
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.

Certificate in English Language Arts K-6

This research-based certificate provides educators with the knowledge and skills to adapt teaching and curriculum to new and revised state standards, including the Common Core State Standards in English Language Arts for grades K-6. 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.

Certificate in English Language Arts K-6 Outcomes

1. Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic achievement for 21st century learners.
2. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
3. Engage in leadership opportunities, research, and participate professionally in ongoing learning.
4. Utilize data-driven decision-making and integrated, differentiated instruction using appropriate technologies and tools to improve the achievement for all students.
5. Apply in-depth knowledge of the ELA Common Core State Standards to design and implement curriculum and instruction for K-5 grade levels.
6. Determine which ELA Common Core State Standards best guide the selection of content and research-based instructional strategies to deliver English/Language Arts content.

Certificate in English Language Arts K-6 Course List (9 semester credits)
(all courses are 3 semester credits)
• LIT5153 Exploring Foundations of ELA
• LIT5163 Establishing Communication in ELA
• LIT5173 Extending Connections Beyond ELA

Note:
• This program is not designed to prepare students for licensure, certification, or endorsement in any state.
• This program is not available to Kentucky residents.

Certificate in English Language Arts 6-8

This research-based certificate provides educators with the knowledge and skills to adapt teaching and curriculum to new and revised state standards, including the Common Core 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.

Certificate in English Language Arts 6-8 Outcomes

1. Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic achievement for 21st century learners.
2. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
3. Engage in leadership opportunities, research, and participate professionally in ongoing learning.
4. Utilize data-driven decision-making and integrated, differentiated instruction using appropriate technologies and tools to improve the achievement for all students.
5. Apply in-depth knowledge of the ELA Common Core State Standards to design and implement curriculum and instruction for 6-8 grade levels.
6. Determine which ELA Common Core State Standards best guide the selection of content and research-based instructional strategies to deliver English/Language Arts content.

Certificate in English Language Arts 6-8 Course List (9 semester credits)
(all courses are 3 semester credits)

• LIT5183 Investigating ELA Fundamentals
• LIT5193 Integrating ELA Concepts
• LIT5123 Implementing ELA in Context

Note:
• This program is not designed to prepare students for licensure, certification, or endorsement in any state.
• This program is not available to Kentucky residents.

Certificate in Louisa Moats Literacy Instruction

*Certificate Retired. Students will no longer be enrolled in this program after Summer 2015.

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.

Certificate in Louisa Moats Literacy Instruction Outcomes

1. Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic achievement for 21st century learners.
2. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
3. Engage in leadership opportunities, research, and participate professionally in ongoing learning.
4. Utilize data-driven decision-making and integrated, differentiated instruction using appropriate technologies and tools to improve the achievement for all students.
5. Apply in-depth knowledge of literacy development to design and implement curriculum and instruction to increase student reading levels.
6. Develop research-based instructional strategies to deliver instruction in the five major components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Certificate in Louisa Moats Literacy Instruction Course List (9 semester credits)
(all courses are 3 semester credits)

- LIT5713 Foundations of Reading Instruction (taken 1st)
- LIT5723 Literacy Instruction: Phonology, Phonics, and Spelling (taken 2nd)
- LIT5733 Vocabulary, Fluency, and Comprehension in Reading Instruction (taken 3rd)

Note:
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.

Certificate in Teaching Science (The Sally Ride Science Teaching Program)
*Certificate Retired. Students will no longer be enrolled in this program after Summer 2015.

The graduate 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.

Certificate in Teaching Science (The Sally Ride Science Teaching Program) Outcomes

1. Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic achievement for 21st century learners.
2. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
3. Engage in leadership opportunities, research, and participate professionally in ongoing learning.
4. Utilize crosscutting concepts within science to create integrated, differentiated instruction using appropriate technologies and tools to improve the achievement for all students.
5. Engage the use of inquiry-based approaches to enhance student performance in the domains of science: the physical sciences, the life sciences, the earth and space sciences, and engineering, technology and applications of science.

Certificate in Teaching Science (The Sally Ride Science Teaching Program) Course List (9 semester credits)
(all courses are 3 semester credits)

- SCI5613 Engaging Students in Science (taken first)
- SCI5623 Foundations of Science Learning
- SCI5633 Inquiry-Based Science Teaching

Note:
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
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.

Certificate in Effective Classroom Management Outcomes

1. Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic achievement for 21st century learners.
2. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
3. Engage in leadership opportunities, research, and participate professionally in ongoing learning.
4. Establish a framework that promotes intentional, positive expectations within a classroom environment.
5. Determine effective ways to evaluate classroom environments to facilitate learning, use effective management techniques, and employ instructional strategies to engage learners.

Certificate in Effective Classroom Management Course List (9 semester credits)

(all courses are 3 semester credits)

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

Note:
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.

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 Bilingual Education at American College of Education.

Certificate in Bilingual Education Outcomes

1. Apply knowledge of language development and acquisition and cultural and linguistic diversity to implement curriculum and instruction for English learners.
2. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
3. Develop assessment instruments, select materials, and monitor learning outcomes to enhance the academic development of English learners.
4. Establish a culturally relevant environment by incorporating evidenced-based instructional resources, materials and technology.
5. 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.

Certificate in Bilingual Education Course List (18 semester credits) (courses taken in any order)

(all courses are 3 semester credits)

- BE5013 Foundations of ESL and Bilingual Education
Certificate in English as a Second Language (ESL)

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 English as a Second Language at American College of Education.

Certificate in English as a Second Language (ESL) Outcomes

1. Apply knowledge of language development and acquisition and cultural and linguistic diversity to implement curriculum and instruction for English learners.
2. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
3. Develop assessment instruments, select materials, and monitor learning outcomes to enhance the academic development of English learners.
4. Establish a culturally relevant environment by incorporating evidenced-based instructional resources, materials and technology.
5. 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.

Certificate in English as a Second Language (ESL) Course List (18 semester credits) (courses taken in any order)
(all courses are 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

Certificate in Differentiated Instruction

Building on classic concepts, the Differentiation Instruction certificate recognizes how the mental landscape of current learners has been shaped by multimedia, changing how they think and reason when learning. Key components of differentiated instruction are revisited in relation to how new literacies have influenced changes in learner needs. Integrating theory and practice, students create professional learning communities, establish approaches for learner collaboration, and explore current frameworks to deliver content and concepts to meet the wide range of learning needs found in the 21st century.
Certificate in Differentiated Instruction Outcomes

1. Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic achievement for 21st century learners.
2. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
3. Engage in leadership opportunities, research, and participate professionally in ongoing learning.
4. Utilize data-driven decision-making and integrated, differentiated instruction using appropriate technologies and tools to improve the achievement for all students.
5. Apply in-depth knowledge of differentiation concepts to design and implement curriculum and instruction for multiple grade levels.
6. Determine which specific strategies best guide the selection of content and research-based instructional approaches to create a differentiated learning environment supportive of student achievement.

Certificate in Differentiated Instruction Course List (9 semester credits)
(all courses are 3 semester credits)

- CI5203 Differentiated Instruction: Theory to Practice
- CI5213 21st Century Literacies
- CI5223 Differentiated Instruction: Principles in Action

Note:
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.

Certificate in Elementary Literacy

Designed to support educators in the primary grades, this certificate prepares teachers to utilize strategies and instructional approaches to engage students in foundational skills required for effective reading. Directly related to increasing student performance by utilizing phonology, phonics and vocabulary development, principles of learning are integrated with practical approaches to foster reading across disciplines and in a variety of settings.

Certificate in Elementary Literacy Outcomes

1. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
2. Design and implement research-supported assessment plans and strategies that lead to continuous improvement of student achievement.
3. Analyze student data and apply research to adapt instruction and to select appropriate materials to improve student performance.
4. Utilize assessment, diagnostic, and intervention strategies to improve student performance in specific areas of literacy.
5. Apply in-depth knowledge of the skills required for reading acquisition to design and implement age-appropriate literacy instruction.
6. Identify key components required to effectively evaluate research-based instructional approaches to create appropriate learning environments which foster reading as a lifelong ability.

Certificate in Elementary Literacy Course List (9 semester credits)
(all courses are 3 semester credits)

- LIT5053 Emerging Literacy for Elementary Teachers
- LIT5073 Developing Literacy: Integrating Skills for Elementary Teachers
- LIT5143 Social Studies and Reading/Language Arts for Elementary Teachers

Note:
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
Certificate in Secondary Literacy

Designed to support educators at the secondary level, this certificate prepares teachers to utilize foundational skills to influence the selection of strategies and instructional approaches that engage students in developing comprehension and fluency. Consideration is given to the range of abilities found in the secondary environment, including background experience, prior instruction, and language barriers. Directly related to increasing student performance, practical approaches to foster reading across disciplines and in a variety of settings are integrated with skills required for content, real-life application, and readiness for future learning.

Certificate in Secondary Literacy Outcomes

1. Utilize academic standards to guide the selection of content and research-based instructional strategies to deliver the content.
2. Design and implement research-supported assessment plans and strategies that lead to continuous improvement of student achievement.
3. Analyze student data and apply research to adapt instruction and to select appropriate materials to improve student performance.
4. Utilize assessment, diagnostic, and intervention strategies to improve student performance at the secondary level in specific areas of literacy.
5. Apply in-depth knowledge of the skills required for reading acquisition to design and implement literacy instruction appropriate for a range of abilities found at the secondary level.
6. Identify key components required to effectively evaluate research-based instructional approaches to create appropriate learning environments for middle and high school students that foster reading as a lifelong ability.

Certificate in Secondary Literacy Course List (9 semester credits)
(all courses are 3 semester credits)

- LIT5323 Investigating Literacy Fundamentals
- LIT5333 Integrating Literacy Concepts
- LIT5343 Implementing Literacy in Context

Note:
- This program is not designed to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.

Certificate in Community Leadership

The graduate-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.

Certificate in Community Leadership Outcomes

2. Analyze best practices in leadership.
3. Demonstrate evidence-based decision-making, integrating principles of equity, ethics, and social justice.
4. Develop personal- or organization-level technology knowledge and skills.

Certificate in Community Leadership Course List (9 semester credits)
(all courses are 3 semester credits)

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

Note:
• This program is not designed to prepare students for licensure, certification, or endorsement in any state.
• This program is not available to Kentucky residents.

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. No due dates for completion of the module components are expected, 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
• 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.
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, audio and video playback capabilities, and the following minimum technology features:

- PC Windows 2000, or Windows 7/8 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**

* While students may view course assignments and view and complete discussion board posts via tablets and smartphones, a desktop or laptop computer is necessary in order to fully access and complete course requirements.

**Canvas supports .doc/.docx, .ppt/.pptx, and .pdf Crocodoc file formats. (.xls/.xlsx is not available at this time)

Technology Platforms

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

- Canvas – ACE’s online learning management system (LMS) 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.
General Information

The Graduate Catalog documents the approach to interactions between the College and students, administration, staff, and faculty. It provides guidance on how policies and processes function within the framework of an academic environment and supports students and faculty in understanding the protocols established by governance and regulatory agencies. Given this established purpose, additional guidance maybe required for specific situations and events.

Exception Policy

The College permits a student to request an exception to policies and procedures due to extenuating circumstances by completing an appeal form available on Student or Doctoral Commons stating the reason the exception should be made which does not constitute disparate (unfair or unequal) treatment or violates the intent of the policy or procedure. Documentation is required. In the case of exceptions, the academic dean has the final decision.

Appeal Process

When decisions are made and a dispute arises, students have the opportunity of seeking an appeal. For additional information on specific steps, review the information in the Student Handbook.

Admissions Appeal. Potential students have the right to appeal a decision in regards to his/her admission to the College. An applicant appealing a decision should submit a written request with a full description of the rationale and supporting evidence as to why an admissions appeal should be granted. Complete the Admissions Appeal form provided by contacting Enrollment or Admissions.

General Appeal. When a student seeks further discussion about a policy or procedural decision, the student should complete an appeal form found in Student or Doctoral Commons. A written justification for the appeal is required. Depending upon the nature of the appeal, it may be reviewed by department leadership, Academic Appeals Committee or Academic Council. In all appeals, the academic dean’s decision is final.

Grade Appeal. Students at ACE have the right to appeal a final course grade that they allege to be the result of arbitrary or capricious grading. To do so, the student utilizes the appeal form available on Student or Doctoral Commons, providing a written rationale and documentation for the grade dispute after following prescribed steps outlined in the Student Handbook.

Complaints Process

Both informal and formal complaints exist which require appropriate attention. An informal complaint constitutes a difference of perspective or expectation, which can be resolved with additional communication through appropriate channels. More general concerns such as contacting a professor can be handled through Student Support while others may be appropriate for the Suggestion Box located on Student and Doctoral Commons.

Formal complaints are defined by regulatory agencies and require specific steps to ensure fair, consistent and equitable procedures are followed. These steps are addressed in the Student Complaint Policy in this catalog and the Student Handbook.
Admissions Information

Prospective students at American College of Education complete an admission process to either a specific program or to the College at-large. Each level of entry has requirements addressed in this catalog along with expectations for both professional and personal conduct.

Admissions Requirements

All applicants to American College of Education must:

- Complete the Admissions Application, Enrollment Agreement, and Payment Agreement
- Submit the application fee. The application fee is valid for one year from date of submission.
- Provide official transcripts from a regionally accredited institution indicating successful completion of the level of education required for entry to the program, and credits to be considered for transfer into a program. Coursework completed at American College of Education will also be reviewed from the applicant’s existing file.

International Transcript Requirements

Transcripts from international colleges or universities 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 the course-by-course evaluation. The evaluation report must show that the non-U.S. education is equivalent to the education/accreditation level required for the program.

English as Second Language Applicants

All applicants whose degrees were earned in countries where English is not the official language must demonstrate competence in the English language in one of the following ways:

1. Submission of an official transcript showing a degree from a United States secondary school or regionally accredited college/university.
2. Submission of an official minimum score on the paper or Internet-based TOEFL or IELTS
   a. The minimum TOEFL score required for paper-based version is 550, the internet based version is 80. Note: Texas EL applicants see requirements below.
   b. The minimum IELTS score required is 6.5. Note: IELTS is not acceptable for Texas programs leading to certification.
   c. The testing agency must send test scores directly to American College of Education.

Additional evidence may be required to fulfill state requirements, including but not limited to, verification of professional experience, test scores, or an interview.
The tables below set forth the specific admissions requirements by degree and certificate program:

### Master of Education in Curriculum and Instruction

<table>
<thead>
<tr>
<th>Minimum Level of Education Required</th>
<th>Minimum Grade Point Average on a 4.0 Scale for Full Admission</th>
<th>Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission</th>
<th>Other Requirements</th>
</tr>
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<tbody>
<tr>
<td>Bachelor’s or highest post-baccalaureate degree earned</td>
<td>2.75</td>
<td>2.50 Applicants whose overall GPA, or GPA in the last 60 hours is below 2.50 will not be admitted to the degree program.</td>
<td>• Applicants for the M.Ed. in Curriculum and Instruction programs must provide documentation of at least an initial teaching license, school service personnel license, or a school services certificate. If applicants to the Curriculum and Instruction programs do not have a teaching certificate, they may document their teaching status by providing evidence of full-time teaching assignment from the chief academic/department head or human resources official of the school at their current employment. • Additional evidence may be required to fulfill state requirements, including but not limited to verification of professional experience, test scores, or an interview.</td>
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### Master of Education in Educational Leadership

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<td>2.50 Applicants whose overall GPA, or GPA in the last 60 hours is below 2.50 will not be admitted to the degree program.</td>
<td>• Applicants for the M.Ed. in Educational Leadership program must provide documentation of at least an initial teaching license, school service personnel license, or a school services certificate. If applicants to the Educational Leadership programs do not have a teaching certificate, they may document their teaching status by providing evidence of full-time teaching assignment from the chief academic/department head or human resources official of the school at their current employment. • Additional evidence may be required to fulfill state requirements, including but not limited to verification of professional experience, test scores, or an interview.</td>
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**Ohio Applicants:**
In addition to the general requirements for the M.Ed. in Educational Leadership, the following are required:
• Submit an Education Leadership essay
• Submit two (2) letters of recommendation
Additional evidence may be required to fulfill state requirements, including but not limited to verification of professional experience, test scores, or an interview.
Texas Applicants:
In addition to the general requirements for the M.Ed. in Educational Leadership, the following are required:

- Complete an interview by the Department Chair or Designee.
- Submit an Education Leadership essay.
- Have their school district submit a sealed and signed Teacher Service Record.

Applicants to the Texas Educational Leadership program whose first language is not English must submit scores from the Internet-Based (IBT) TOEFL. An overall score of 80, and a score of 26 on the speaking section is required.

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

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<td>• Applicants for the M.Ed. in Elementary Education must provide documentation of at least an initial teaching license, school service personnel license, or a school services certificate. If applicants to the Curriculum and Instruction programs do not have a teaching certificate, they may document their teaching status by providing evidence of full-time teaching assignment from the chief academic/department head or human resources official of the school at their current employment.</td>
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### Master of Education in Educational Technology, Health and Wellness, Instructional Design and Technology and Teaching English Learners

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<tr>
<th>Minimum Level of Education Required</th>
<th>Minimum Grade Point Average on a 4.0 Scale for Full Admission</th>
<th>Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission</th>
<th>Other Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s or highest post-baccalaureate degree earned</td>
<td>2.75</td>
<td>2.50 Applicants whose overall GPA, or GPA in the last 60 hours is below 2.50 will not be admitted to the degree program.</td>
<td></td>
</tr>
</tbody>
</table>

### Master of Arts in Elementary Teaching

#### Master of Arts in Secondary Teaching

#### Transition to Teaching in Elementary Education Certification

#### Transition to Teaching in Secondary Education Certification

<table>
<thead>
<tr>
<th>Minimum Level of Education Required</th>
<th>Minimum Grade Point Average on a 4.0 Scale for Full Admission</th>
<th>Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission</th>
<th>Other Requirements</th>
</tr>
</thead>
</table>
| Bachelor’s or highest post-baccalaureate degree earned | Cumulative 3.0 or 2.5 and, at least, 5 years of documented professional experience related to the content area in which the applicants seek licensure | Provisional Admissions is not permitted | • Pass criminal background check from Safe Hiring Solutions.  
• Provide evidence of Indiana passing scores on Indiana Department of Education Required examinations. Information is available at the websites listed below.  
For M.A.T. - Elementary and T2T - Elementary Education applicants: submit evidence of passing scores on required Indiana examination for Elementary Education. Information is available at the websites listed below.  

*For additional information on testing requirements, see: [http://www.doe.in.gov/improvement/educator-effectiveness/teacher-testing](http://www.doe.in.gov/improvement/educator-effectiveness/teacher-testing) or visit ETS at [http://www.ets.org/praxis/in/requirements/](http://www.ets.org/praxis/in/requirements/)*
## Ed.D. and Ed.S. in Leadership

<table>
<thead>
<tr>
<th>Minimum Level of Education Required</th>
<th>Minimum Grade Point Average on a 4.0 Scale for Full Admission</th>
<th>Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission</th>
<th>Other Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's or doctoral level</td>
<td>3.0</td>
<td>Provisional admission is not permitted.</td>
<td>• Submit a current curriculum vitae (preferred) or resume.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Submit a goal statement, demonstrating a clear expression of purpose and anticipated personal and professional goals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Complete an Interview.</td>
</tr>
</tbody>
</table>

## Student-At-Large at the Master's Level

<table>
<thead>
<tr>
<th>Minimum Level of Education Required</th>
<th>Minimum Grade Point Average on a 4.0 Scale for Full Admission</th>
<th>Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission</th>
<th>Other Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 1: Student-at-large</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor's or highest post-baccalaureate degree earned</td>
<td>2.5</td>
<td></td>
<td>• For students taking courses on an at-large basis there is no limit to the number of graduate, credit-bearing courses that may be taken.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• For students taking courses in a degree program sequence, a maximum of three courses taken at ACE as a student-at-large are eligible for application to a degree program. Additional courses in the ACE specialization, certificate or concentration sequence may be eligible to be applied toward the related degree program upon approval of the Program Chair or designee.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• A grade of B or better must be earned in each course for consideration of application to the degree program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• All academic standards for academic achievement and conduct apply.</td>
</tr>
</tbody>
</table>

## Category 2: Provisional Student-at-Large

<table>
<thead>
<tr>
<th>Minimum Level of Education Required</th>
<th>Minimum Grade Point Average on a 4.0 Scale for Full Admission</th>
<th>Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission</th>
<th>Other Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's or highest post-secondary degree earned</td>
<td>2.0</td>
<td></td>
<td>• Applicants who were denied for not meeting the minimum GPA requirement of 2.5 for provisional admission into the master's degree program of interest or English language proficiency requirements, may apply as a Provisional Student-at-Large if all other program requirements are met.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Students taking courses as provisional</td>
</tr>
</tbody>
</table>
Student-at-Large must complete three designated graduate, credit-bearing courses.

- A grade of B or better must be earned in each course, or the provisional student will be dismissed from the College.
- Upon successful completion of the three course sequence, the student will be notified that the provisions have been met. At this time, the student’s program will be changed to the program of initial application.
- The three courses successfully completed can be transferred into the program of study at the time of admission.
- Applicants must submit acknowledgement form agreeing to terms of Provisional SAL admission

<table>
<thead>
<tr>
<th>Minimum Level of Education Required</th>
<th>Minimum Grade Point Average on a 4.0 Scale for Full admission</th>
<th>Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission</th>
<th>Other Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate level</td>
<td>3.0</td>
<td>Provisional admission is not permitted.</td>
<td></td>
</tr>
</tbody>
</table>

- Applicants are required to meet the general admission 3.0 GPA.
- Students-At-Large seeking enrollment into the Ed. D. or Ed. S programs must complete the full application process before being considered for the program.
- All academic standards for academic achievement and conduct apply.
- For students taking courses on an at-large basis, a limit of four credit-bearing courses may be taken.
- For students taking courses in a degree program sequence, a maximum of four courses taken at ACE as a student-at-large are eligible for application the doctoral degree program. A grade of B or better must be earned in each course for consideration of application to the degree program.

<table>
<thead>
<tr>
<th>Minimum Level of Education Required</th>
<th>Minimum Grade Point Average on a 4.0 Scale for Full admission</th>
<th>Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission</th>
<th>Other Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s or doctoral level</td>
<td>2.75 - Master’s 3.0 - Doctoral</td>
<td>Provisional admission is not permitted.</td>
<td></td>
</tr>
</tbody>
</table>

- Restricted to the number of courses per certificate.
- Master’s degree required for doctoral level certificate.
Notification of Admission Decision
Once all required admission documents are received, the 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 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.)

Students-at-Large
Students-at-Large (SAL) select the courses in which they desire enrollment; they are admitted to the College, but not to a specific program of study. Though rare exceptions apply, SALs are not permitted to take courses related to internships, field or clinical experience, or student teaching.

Provisional Student-at-Large: Students who do not meet the qualifications for provisional admissions to a desired degree program, can apply as a Student-at-Large. Applicants can be admitted, pending a minimum 2.0 GPA in a previous degree program and submission of all applicable admissions documents, as denoted above.

Students who are accepted as a Provisional Student-at-Large will be enrolled in the first three courses of their desired program. During these courses, Provisional SALs, are required to earn a “B” or better in each course. If this is not obtained, the student will be dismissed from the College. If this is obtained, the student will be eligible to transition to the original degree program of interest after his/her third course is completed. Students admitted to ACE in this manner are required to sign an acknowledgment form indicating they understand the terms of enrollment with ACE.

Change of Program or Course of Study
Students may select to change their program of study after admissions. When this occurs, the following applies:

Program Change within Level Study (Degree to Degree & Non-Degree to Non-Degree) Program Change: Students who have been fully admitted (without conditions) or have met the conditions of their admission can apply to change their program. This applies to students in a Degree Program seeking to change to another Degree program or to a higher level degree program. This also applies to individuals admitted in Non-Degree Course of Study wishing to change to another Non-Degree Course of Study. Students must meet all admissions requirements to the new program/course of study. The program change will be effective the next term and applicable courses to the new program with a C or better will apply. The student will follow the program requirements for the degree program in effect within the current catalog at the time the change is granted. The maximum time to complete the new degree begins with the first term of the new degree program.

Program change from Non-Degree Course of Study (Certificate or SAL) to Degree Program: Students wishing to change from a non-degree course of study to a degree program or to a higher level degree program must apply following the admissions requirements, for the new program. To be admitted to the new program of study, students must meet all the admissions requirements of the new program. If admitted, this will be effective the next term; a maximum of three courses to the new program with a C or better will apply. The student will follow the program requirements for the degree program in effect within the current catalog at the time the change is granted. The maximum time to complete the new degree begins with the first term of the new degree program.
Bridge Courses—Transition from Quarter to Semester Hours

In January 2013, ACE transitioned from quarter to semester hours as its unit of measurement. Due to this change, students may find themselves in need of additional credits in order to meet the total semester hours needed for the program. To help students meet the required credits, ACE developed Bridge Courses for each program worth 1, 2, or 3 semester credits. If a student is found to have a deficit in semester hours, they will be enrolled in the appropriate bridge course(s).

Re-Entry or Readmission After Withdrawal or Administrative Withdrawal

Individuals who have been withdrawn from the College may be eligible to return to the college. The process to re-enter depends on the time away from ACE. If the student’s last date of attendance is less than 365 days from the anticipated return date, the student may apply for re-entry. If this time period is greater than 365 days, they must re-apply to the College.

Re-Entry:

• If the student has been out of attendance less than 365 days, students return to their current program of study if the program version is active. If approved, the student will re-enter under the catalog and tuition in effect when they initially withdrew or were withdrawn. If the version is not active, the student will re-enter into the most current version, catalog, and tuition rates.
• If the program of study has been revised, the student will re-enter into the current version.
• Students who are administratively withdrawn for not meeting required Satisfactory Academic Progress (SAP) will be subject to the procedures in the SAP policy.

Re-Apply:

• If the student has been out of attendance more than 365 days, the student will apply and be accountable for all current charges and admissions requirements.
• Students will return to the current program version of study, catalog and tuition at time of re-application.
• If a student left ACE on a SAP status, they will return on that same status and be subject to all related procedures in the SAP policy.

Program Disclaimer

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 program version 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.
Student Services 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, please 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 additional assistance is needed, a request can be made to Student Services at support@ace.edu. A response usually follows within 24 hours.

Bursar’s Office

The Bursar’s Office assists students with managing finances, including processing tuition payments, providing receipts for tuition reimbursements, and other student billing needs. Please contact the Bursar's Office at 1-800-280-0307, Option 3 or bursar@ace.edu for assistance. The Bursar's Office is open from 9 am to 6 pm Eastern, Monday through Friday.

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 multimedia 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 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.
• 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.

The College subscribes to specialized fee-based databases allowing ACE students and faculty access to full-text books and journal articles. From the Library webpages (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.

Orientation is located in Student Commons/Doctoral Commons and can be accessed for review during the program.

Registration Office

The Registration Office is the official repository 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 Registration Office also completes degree audits for a potential graduate to ensure the student has met all requirements for graduation. Please contact the Registration Office at 800-280-0307 Option 1 or registrar@ace.edu.

Student Services & Office of Academic Excellence

From a Student Support perspective, the College has two teams dedicating to supporting the efforts of our students: Student Services and the Office of Academic Excellence (OAE). The Student Services team provides support in the following areas:

• Advising, directing, or coordinating efforts when a student's academic progress is identified as Warning, Probation, or at risk of Dismissal.
• Supporting students in the Orientation/Onboarding Process.
• Outreach efforts for students
• Complaint resolution and grade appeal process
• Technical Support: Course access, password reset, etc.

Student support services, beginning at the time a student is enrolled in the first course and continuing through post-graduation. For general concerns, please contact student support by telephone at 1-800-280-0307 option 1 or email support@ace.edu.

In addition, Student Services will periodically send out email communications to students in the College. Please be certain to check "junk mail" and/or ensure ACE is on your allowed list.
The Office of Academic Excellence (OAE) provides academic leadership and services to faculty and students in their pursuit of academic excellence. Services provided by OAE are as follows:

- 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 to promote or support academic excellence.
- Coordinating Disability Support Services (DSS) for faculty and students.

OAE can be contacted at oae@ace.edu.

**Student Commons/Doctoral Commons**

Student Commons and Doctoral Commons are virtual places for students to learn more about the College and a repository for additional resources to support learning at American College of Education. Accessed by logging into the LMS Canvas, through Student Commons or Doctoral Commons, students may find answers to commonly asked questions, updates and announcements from the College.

**Title IX Coordinator**

Title IX of the Education Amendments of 1972 prohibits gender-based harassment, discrimination and exclusion from participation in or the denial of benefits under any ACE educational program on the basis of sex. All claims originating under Title IX should be directed to Ms. Stephanie Hinshaw, ACE dedicated Title IX Coordinator, at Stephanie.Hinshaw@ace.edu.
Attendance Policies

Attendance Policy

An attendance policy is required by the Higher Learning Commission to fulfill a federal compliance mandate. American College of Education recognizes regular attendance and interaction in a course is required to optimize the student learning experience.

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.

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 five days of the term. To maintain registration in the course, students must complete the Mandatory Attendance Verification form by 5:00p.m. PST on Friday of the first week.

Students who do not complete the Attendance Verification form by 8:00p.m. EST/ 5:00p.m. PST on the Friday of the first week of the term are administratively withdrawn from the course.

Leave of Absence; Medical Leave of Absence

Students may encounter personal, professional or medical circumstances requiring a temporary interruption of their academic program. The appropriate form is available via ACE’s website and Student or Doctoral Commons. To accommodate these situations, students have two options. The Leave of Absence policy is available for personal and professional pre-planned reasons. The Medical Leave of Absence policy is available for unexpected medical or familial matters.

Requirements for any Leave of Absence:

- Student is a degree-seeking student
- Student is in good standing (Minimum GPA of 3.0 and no financial holds) at ACE
- Student has currently completed at least one course at ACE
- Student has not exceeded maximum time away from school:
  - Leave of Absence Limit: A maximum of 6 terms (defined by 5-weeks).
  - Maximum Time to Completion with Time Out Limit: A maximum of 2.5 times the length of the program.

Planned Leave of Absence: Student initiates request for Leave of Absence for an upcoming term using the appropriate form. Requests cannot be honored mid-term. The request is reviewed and approved/denied in accordance to requirements listed above.

Medical Leave of Absence: The MLOA can be requested at any time during a term or break period, but must be accompanied with appropriate documentation on official letterhead bearing the signature of the attending physician indicating the leave is warranted. If the student is incapacitated for either physical or mental health problems and unable to provide documentation, the MLOA may be granted retroactively. Medical Leave of Absences can be granted for any of the following reasons:
1) To care for a serious mental or physical condition;
2) To care for an immediate family member (spouse, child or parent) with a serious health condition; and
3) To accommodate the placement of a child with the student for adoption or foster care.

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. No limit exists to the number of LOAs granted, nor is there a maximum time limit for LOAs granted for documented military deployment.

General Information about an LOA/MLOA:

- Access to ACE Technology Platforms. Students will be able to access to the following: their e-portfolio of student work, MyACE Portal, and Student/Doctoral Commons. However, they will not have access any past or current coursework or course content.

- Return from Leave of Absence. In order to return from a leave of absence, a student must submit a Return from Leave of Absence form.
  1. Once received, the student will be registered in courses, if available. If no courses are available, the student will place in an “Active Waiting for Class status” - meaning they do not need to apply for an additional LOA.
  2. If a form is not received before term of return, the student will be administratively withdrawn from the College.

- If a student is denied a Leave of Absence, they may appeal the decision. Student must provide additional information to appeal, using the appropriate steps outlined in the appeal process.

Course Drop Policy

Whereas students can always request to drop a course, the outcome of the drop will be different depending on the time in the term the drop takes place. This is important to ensure the academic integrity of the grades received at ACE.

Week 1: Students will be allowed to unregister for a course until 11:59 Pacific Time the Friday of the first week of the term. The course will not appear on the student's transcript and tuition charges will be reversed.

Week 2-3: Students will be allowed to drop a course between during week 2 and 3 of the term. If received on or prior to Friday of week 3 of the term, the student will be dropped from the course and receive a “W” on his/her transcript.

After Week 3: Students requesting to drop a course after the drop period ends are not eligible to receive a “W” in the course. He/She will continue to be registered for the course and will receive the grade earned at the end of the term. The grade will be reflected on the transcript and be included in the GPA.

Withdrawal from the College

Withdrawal is a student-initiated separation from ACE. Students may withdraw from the College during the Unregister Period and the Drop Period.

1. A student who submits a Withdraw from Ace Request Form during the Unregister Period:
   • Will be unregistered from the course.
   • Tuition charges will be reversed.
   • The course will not be reflected on the transcript or in the GPA.
2. A student who submits a Withdraw from ACE Request Form during the Drop Period:
   • Will be dropped from the course.
   • Will receive a grade of “W” on the transcript, but it will not be calculated in the GPA.
   • Will receive a tuition refund according to the Tuition Refund Policy.

3. A student who submits a Withdraw from ACE Request Form after the drop deadline will not be withdrawn until the end of the term.
   • The student will receive the grade earned at the end of the term.
   • 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, exceeding maximum number of extensions, failure to submit official transcripts or failure to return from leave of absence.

Verification of Graduation for Professional License, Endorsement, or Certification

American College of Education has a dedicated staff member in the Registration 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 Registration Office that the degree has been conferred, they may request verification of program completion at http://www.ace.edu/student-affairs. It may take up to five (5) business days for ACE to complete and mail the state certification forms.

Verification of graduation will not be completed if a balance due is on the student’s account.
Student Contact, Protection and Privacy

Student Contact Information

The primary means of contact between American College of Education and its students is through email. Students are responsible for ensuring their contact information is accurate and current. Students can update their contact information via the MyACE portal. To guarantee receipt of important communications, students should make sure spam filters are set to receive email from the college. Due to FERPA regulations, ACE can only respond to a student’s email message if it is sent from the email account on record with the College.

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.

Title IX

As per Title IX of the Education Amendments of 1972, no ACE student shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under any academic, extracurricular, research occupational training or other education program or activity receiving federal financial assistance.

Title IX applies to gender-based discrimination, such as denying a student the ability to take specific action due to his gender, and gender-based harassment. Gender-based harassment occurs where a student is harassed either for exhibiting what is perceived as a stereotypical characteristic for their sex, or for failing to confirm to stereotypical notions of masculinity or femininity. Harassment constitutes a Title IX violation when it is sufficiently serious that it creates a hostile environment and such harassment is encouraged, tolerated, not adequately addressed, or is ignored by school employees.

Students who reasonably believe they have a claim under Title IX should contact ACE dedicated Title IX Coordinator (see page 115 above.) It should be noted that ACE prohibits intimidating, threatening, coercive or discriminatory behavior against any individual because that individual made a compliant or participated in any manner in any investigatory or hearing proceedings resulting from a Title IX complaint.

Student Privacy and FERPA

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; student account information is not shared with others.

Family Educational Rights and Privacy Act (FERPA)

All academic records of students who enroll at American College of Education are maintained in accordance with the provisions of the Family Educational Rights and Privacy Act (FERPA) (34 CFR Part 99), a federal law that protects student education records from disclosure by an school, college or university to a third party without the student’s consent. FERPA defines education records as those that are maintained by ACE, or a party acting on ACE’s behalf, and directly related and personally identifiable to a student. (See: http://www2.ed.gov/policy/gen/guid/fpco/pdf/ferparegs.pdf).

1 34 C.F.R. Part 106
Student Rights Under FERPA

FERPA afford eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student’s education records within 45 days after the day ACE receives a request for access. A student should submit to the Office of the Registrar a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Office of the Registrar, that Office shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by ACE in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of ACE who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for ACE.

Upon request, ACE also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. ACE will make a reasonable attempt to notify each student of these disclosures.

Information Permitted to be Disclosed without Prior Consent (Annual FERPA Disclosure Notice)

Directory Information

FERPA allows ACE to disclose directory information, which includes, as applicable to ACE:

- name
- address and telephone number
- email address
- photograph
- date and place of birth
- major field of study
- grade/class level
- enrollment status (undergraduate or graduate, full-time or part-time)
• dates of attendance
• degree(s) received and date awarded
• honors and awards received
• participation in recognized activities
• most recent educational agency or institution attended

Directory information does not include a student’s race, gender, social security number (or part of a social security number), grades, grade point average, country of citizenship, or religion. Directory information does include a student ID number, user ID, or other unique personal identifier used by the student for purposes of communicating in electronic systems, but only if the identifier cannot be used to access education records except when used in conjunction with one or more factors that authenticate the user’s identity, such as a personal identification number, password, or other factor known or possessed only by the authorized user.

Students wishing to prevent disclosure of the designated directory information must file written notification to this effect with the Registration Office within 30 days of enrollment. In the event such written notification is not filed, the ACE 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. FERPA specifically excludes a student’s right to object to the disclosure of his name, identifier and ACE email address in a class in which he is enrolled.

Other Exclusions

FERPA permits the disclosure of PII from students’ education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures.

ACE may disclose PII from the education records without obtaining prior written consent of the student –

- To other ACE school officials, including teachers, whom the college has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§§99.31(a)(7))
• To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))

• To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))

• To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))

• Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))

• To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))

• To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))

• To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Student Record Maintenance

The College maintains student records electronically through document imaging and in the student information system. Records are kept in perpetuity for all 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.

If a student needs to make a change in relation to their name, address, or contact information, they are able to do so. Contact information can be updated in the MyACE Portal. Changes in names or other identification forms are completed through the Registration Office. Students can access forms and instructions on ACE’s website.
Academic Policies

Standards of Student Behavior

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. 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. As such, it is mandatory students interact with other students and all college faculty, administrators, and staff with respect and in a professional manner.

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 and college and program dispositions, where applicable.
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 college-sanctioned events, or when meeting with college 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. 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).
12. Violation of the academic integrity policy, information technology policy, college regulations and policies, and any violation of federal, state, or local laws or regulations that impacts the college’s educational environment.

Disciplinary Action for Student Conduct Behavior: While an alleged violation of the Standards of Student Behavior is being investigated, a student may be removed from class, college-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.

A student has the right to appeal this decision in accordance to the Appeal Policy.


Academic Integrity

Students at the American College of Education are expected to maintain the values of the College in their academic work and dispositions. 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 department chair will be subject to academic and/or disciplinary actions.

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 not limited to suspension for a specified period of time, permanent separation from the institution, and/or filing of criminal charges.

Disciplinary actions will be based on the seriousness of the situation and may include, but not be limited to:

1. Documented counseling
2. Dismissal from the College

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*
- CR= Credit Received**
- PR= Progressing**

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

*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.

**Indicates a grade given in capstone and internship classes; will be retired with the program version associated with the course.

**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 and return it to the College when final letter grades are posted.

Students granted an "I" will have up until the final grade deadline for the next term to complete the class. If the student subsequently fails to complete all course requirements by the incomplete deadline, 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 are posted due to computational or technical errors. Grades may also be changed from an "I" to an earned grade.

**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 that they allege to be the result of arbitrary or capricious grading. To do so, the student would follow the Appeals Process as stated above. The deadline for appealing a final grade is Week 2 of the following term.

**Late Assignment**

Students may submit as assignment after the due date, but will receive an additional 10% deduction each day the assignment is late. No work will be accepted after the Wednesday immediately following the assignment due date with the exception of extenuating circumstances, as discussed below. Students are responsible for contacting the instructor regarding all late work and to establish the deadline for late submission. At their discretion, faculty may accept late work without a point deduction, dependent solely on extenuating student circumstances. Students with extenuating circumstances may be asked to provide documentation.
For Students Requesting Extensions Due to Extenuating Circumstances Only: Extenuating circumstances are limited to any emergency which can be clearly documented, including, but not limited to, a death in the family, medical emergency/illness requiring medical attention for the student or family member, or related emergent circumstances. The documentation must show the event resulting in the late submission occurred no more than two (2) days prior to the deadline. Students must submit all documentation within 48 hours after the original assignment deadline. Unless all documentation is submitted as stated, no assignments will be accepted after the Wednesday immediately following the assignment due date.

Satisfactory Academic Progress

Academic Achievement Standards

In order to graduate from American College of Education, each student must have a minimum 3.0 cumulative grade point average in coursework taken in his/her current program at ACE. 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.

Satisfactory Academic Progress (SAP): Students are required to maintain satisfactory progress toward degree completion. Students must maintain a GPA of 3.0 and complete their program in the maximum amount of time allowed, 1.5 times the length of the program (without stop outs) Refer to the Student Handbook for specific requirements.

Provisional Admission

If the applicant's overall GPA (grade-point average) does not meet the minimum requirements for full admission outlined in the admissions policy, the applicant will be allowed to enroll as a provisionally admitted student. 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 and be in good standing with the college.

Academic Warning

Academic Warning is assigned when a student's cumulative grade point average falls below a 3.0. A student who is withdrawn or dismissed from ACE while on Academic Warning will return under this same status if he or she is granted Re-Entry or Readmission.

Academic Probation

Academic Probation is assigned when a student on Academic Warning status is not successful in raising his or her cumulative GPA to a 3.0 within two terms. A Provisionally Admitted student (due to admission GPA below program requirements) will enter the college on Academic Probation. A student who is withdrawn or dismissed from ACE while on Academic Probation will return under this same status if he or she is granted Re-Entry or Readmission.

Dismissal

After consultation with the dean or designee, a student admitted as a provisional admit or any student on a SAP status, may be dismissed if they receive a grade of “C” or worse in their courses. This constitutes failure to make academic progress. Students who have been academically dismissed are restricted to one petition for Re-Entry or Readmission to the College. (See Re-Entry or Readmission procedures).
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.

Academic Course Load & Multiple Course Requests

To complete a degree or certificate program, students are enrolled in classes in the method associated with their degree level:

**Certificate/Master Level Students:** Students are enrolled in one academic course per term. This equates to a maximum of three credit hours in an academic course. This can be coupled with a non-academic course, capstone or independent study.

**Doctoral Level Students:** Students are enrolled in a maximum of seven credit hours per term.

ACE recognizes circumstances may exist when a student determines he or she would benefit from taking several courses during a single term. ACE will consider student requests to take multiple courses simultaneously, Students seeking to take a course load exceeding the amount listed above complete the Multiple Course Request Form for consideration. The request will be reviewed and decisions will be based on the following:

- GPA: Must be in good academic standing (3.0 GPA or above)
- Course Completion: Must have completed at least one course at ACE prior to approval

If a course is available for the term in which the student has been approved, they will be registered in the additional course(s) requested. Due to course availability, not all classes are available each term; meaning that requests may not be able to be honored.

Please realize taking more than one course at a time does not guarantee early graduation. Students taking multiple courses are no longer on the prescribed course map and future terms may not have required courses available.

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 Policy**

American College of Education acknowledges students may have earned credit at ACE in a different capacity or another regionally accredited institution that is equivalent and relevant to an ACE degree program. Acceptance of earned credits is based on standards established by ACE and specific to ACE degrees.

**General Criteria**

Credits are considered for transfer when they are from a regionally accredited institution using an equivalent credit hour length comparable to the College with a grade of B or better earned in the course. Courses must be taken within five years (Master's) or seven years (Doctoral) from the course end date to the “next term start” for current students or from “start term” for new students. The content and rigor of the courses requested must be sufficiently similar to the equivalent courses at ACE.

- 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 are not accepted unless designated in the ACE program.
- Transfer credit will not be approved to replace the required first course in any degree program.

**Credit Transfer from Internal Programs**

Credits earned in ACE programs are transferrable to other programs as established by the general guidelines. A student:

- Admitted as a Student-At-Large at a Master’s Level may receive up to nine (9) semester-hours credit.
- Admitted as a Student-At-Large at the Doctoral Level may receive up to twelve (12) semester-hours credit.
- Admitted into a program of study can transfer all classes to another program of study that are a part of the second program.
- Admitted into the doctoral program from the master’s level may transfer a four-course concentration equivalent to a specialization at the doctoral level.
Credit Transfer from External Programs

Credits earned from regionally accredited institutions are transferrable to ACE programs as established by the general guidelines. All degree-seeking students are eligible to transfer in up to 6 semester credits. In addition to this, specified programs allow more transfer credits. These are outlined below:

- Masters of Arts in Teaching: An MAT student may transfer 6 semester credits or a maximum of 24 credits earned in an Indiana approved Transition-to-Teaching program that meets the general requirements.

- Ed. D/ Ed. S: As noted above, may transfer the 6 semester credits into core/required/and research courses. In addition, if admitted into the doctoral program from a master’s level, may transfer a four-course concentration equivalent to a specialization at the doctoral level.

- With a completed Ed.S. seeking admission into the Ed.D. program all comparable courses completed within the last 7 years which meet the general requirements may transfer. All benchmarks must be completed at ACE.

- Completing all doctoral level coursework within the last 7 years with only the dissertation outstanding, may transfer all comparable courses which meet the general requirements. A minimum of 12 semester credits in addition to the dissertation sequence must be completed at ACE, including all the benchmarks.

Transferability of ACE Credits

American College of Education is regionally accredited, but it does not guarantee or allege 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.

Maximum Time to Completion – with Stop Outs

A stop out is defined as a break in enrollment with the College. These occur when a student takes a leave of absence or is withdrawn from the college.

American College of Education requires its students to complete all program requirements within a specific time limit in order to be eligible to graduate is known as maximum time to completion. Students who do not complete these requirements within this timeframe will be administratively withdrawn from the College. These time limits do not supersede those outlined in the Satisfactory Academic Progress Policy. The maximum time to completion are the outside limits for completion and take into consideration time spent away from coursework.

To ensure the certificates and degrees completed at American College of Education are representative of students’ current work, the College limits the length of time allowed to complete a program of study.

Time limits are as follows:

<table>
<thead>
<tr>
<th>Program Level</th>
<th>Times for completion (x number times length)</th>
<th>Years Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>2.5 terms</td>
<td>N/A</td>
</tr>
<tr>
<td>Masters</td>
<td>2.5 terms</td>
<td>N/A</td>
</tr>
<tr>
<td>Doctoral</td>
<td>N/A</td>
<td>10 years</td>
</tr>
</tbody>
</table>
Certificate and masters programs are calculated in relation to program length in terms as defined by 5-weeks. A student has 2.5 times the length of the program to complete the program. All calculations are figured in terms.

Doctoral programs are calculated in years. Students have a maximum time limit of 10 years to complete their degree.

**Extension Policy**

Due to unforeseen circumstances, times may exist when students cannot complete their internship or capstone prior to their intended graduation date/end of program. If either an internship or capstone is not completed, the students will have up to five (5) additional enrollments. If the capstone or internship is not completed by the end of this allotted time, the students will be administratively withdrawn from the College.

**Internship Waiver Policy**

Due to state requirements, some states grant a waiver for internships or other field experiences. These have specific processes aligned to state expectations and described in the Student Handbook. If you have questions contact Student Services.

- Illinois allows waivers for ESL/Bilingual Internships.

**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. Student will successfully complete an objective statistics exam (Benchmark 1), concept paper (Benchmark 2), and a minimum of 48 credit hours prior to submitting an application for candidacy.

**Graduation Requirements**

Students must be in good standing to graduate. Good standing is defined as achieving the required college academic standards and program requirements as outlined in the catalog while having no outstanding financial obligations to the College.

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, when applicable.
- Minimum cumulative grade point average of 3.0 GPA with no D’s or F’s.
- Take the required Indiana licensure exam (for T2T completers and MAT graduates, where applicable).

**Certificate Completion Requirements**

Certificates in general are granted to students who have satisfactorily completed a course of study as outlined in the catalog, maintaining a minimum of 2.50 GPA. Transcript documentation is available and a printable certificate.

The Transition-to-Teaching certificate requires the satisfactory completion of all coursework and student teaching experience with a minimum cumulative grade point average of 3.0 with no D’s or F’s. Transcript document is available. The College will also complete appropriate documentation for states, as needed.
Degree Conferral

Students transfer to graduate status from the College when all obligations have been met, including financial. Students are then eligible to receive appropriate documentation, including but not limited to a diploma, transcript, verification, and certificates.

Commencement

Commencement is the celebratory event for graduates. Students who are in good standing, either in graduate status or pending graduate status, may attend the ceremony by completing the appropriate forms available on Student and Doctoral Commons. “Pending” status implies all academic and financial obligations will be completed within a reasonable timeframe related to commencement.

Student Complaint Policy

American College of Education provides fair, consistent, and equitable procedures for addressing student complaints. 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

Students are expected and advised to first pursue resolution to problems informally by discussing the concern with a faculty or staff member within the department. If resolution is not accomplished, students may file a written complaint using the appropriate form available on the ACE website, Student Commons or Doctoral Commons, and/or follow the Appeal Process.

Complaints of a serious nature requiring mandatory reporting, include:

- Discrimination based on race, color, religion, national origin, ancestry, age, gender, gender identity, sexual orientation, disability, citizenship status, marital status, military status, or other any characteristic protected by law.
- Harassment/bullying/hazing
- Sexual harassment/sexual misconduct
- False or misleading statements made about the College or its programs (including, but not limited to, accreditation, authorization to operate, cost of attendance, transferability of credits, and the legitimacy of an awarded degree)
- Criminal misconduct
- Violations of federal, state, and local laws
- Violation of the Standards of Student Behavior including, but not limited to violation of College policies, plagiarism, cheating, and falsifying information

All formal complaints are recorded for reporting purposes. The Student and Faculty Handbooks have additional specific information.
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 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. For specifics, refer to the Student and Faculty Handbooks.

Circulation Policy

The American College of Education library staff provides circulation services of all general collection materials to current ACE employees, faculty and students, who may request specific services appropriate for a virtual environment.

Interlibrary Loan

The American College of Education Library provides interlibrary loan service so current ACE staff, faculty and students may obtain research materials the ACE library does not own or have access to. This service is governed by the American Library Association’s Interlibrary Loan Code and the US Copyright Revision Act of 1976 (17. United States Code. 101 et seq.) and its amendments.

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

The College complies with and abides by the Use of Copyrighted Works for Education and Research. As a for-profit institution, the College has certain limitations, but acts within good faith and fair use measures. For additional specifics, please refer to the Student and Faculty Handbooks.
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 that 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 that 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 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.

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. The IRB Handbook, available on Student and Doctoral Common, contains specific definitions and details expectations. Procedures for handling alleged misconduct and disciplinary action are addressed.

Research Conflict of Interest

American College of Education requires 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 that 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. For additional information, use the IRB Handbook.

Human Subjects Protection

American College of Education realizes 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 as they relate to the research. The Institutional Review Board (IRB) will review, approve, reject or require changes in research involving human subjects. For additional information, use the IRB Handbook.

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. (See Student Handbook and IRB Handbook).
# Total Cost of Attendance

Total cost of attendance includes all student costs, including tuition, fees, training, and incidentals.

## Degree Programs*

### M.Ed. in Curriculum and Instruction
- **M.E. in Curriculum and Instruction with a Concentration in:**
  - Digital Learning and Teaching
  - Effective Classroom Management
  - Mathematics K-6
  - Mathematics 6-8
  - English Language Arts K-6
  - English Language Arts 6-8
  - Elementary Literacy
  - Secondary Literacy

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Non-Refundable Application Fee</th>
<th>Non-Refundable Technology and Library Fee</th>
<th>Student Teaching Fee</th>
<th>Capstone or Dissertation Fee</th>
<th>Non-Refundable Program Conferral Fee</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>$7,955</td>
<td>$50</td>
<td>$370</td>
<td>N/A</td>
<td>N/A</td>
<td>$100</td>
<td>$8,475</td>
</tr>
</tbody>
</table>

### M.E. in Curriculum and Instruction with a Concentration in:
- Louisa Moats Literacy
- Teaching Science (The Sally Ride Science Teaching Program)
  - (Retired, Summer 2015)

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Non-Refundable Application Fee</th>
<th>Non-Refundable Technology and Library Fee</th>
<th>Student Teaching Fee</th>
<th>Capstone or Dissertation Fee</th>
<th>Non-Refundable Program Conferral Fee</th>
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</tr>
</thead>
<tbody>
<tr>
<td>$7,955</td>
<td>$50</td>
<td>$370</td>
<td>N/A</td>
<td>N/A</td>
<td>$100</td>
<td>$8,475</td>
</tr>
</tbody>
</table>

### M.Ed. in Bilingual Education
- M.E. in English as a Second Language
- M.Ed. in Educational Leadership
- M.E. in Educational Technology
- M.E. in Educational Technology with a Concentration in Digital Learning and Teaching
- M.E. in Elementary Education

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Non-Refundable Application Fee</th>
<th>Non-Refundable Technology and Library Fee</th>
<th>Student Teaching Fee</th>
<th>Capstone or Dissertation Fee</th>
<th>Non-Refundable Program Conferral Fee</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>$7,955</td>
<td>$50</td>
<td>$370</td>
<td>N/A</td>
<td>N/A</td>
<td>$100</td>
<td>$8,475</td>
</tr>
</tbody>
</table>

---

*Note: Costs are subject to change.*
<table>
<thead>
<tr>
<th>Program Description</th>
<th>Tuition</th>
<th>Non-Refundable Application Fee</th>
<th>Non-Refundable Technology and Library Fee</th>
<th>Student Teaching Fee</th>
<th>Capstone or Dissertation Fee</th>
<th>Non-Refundable Program Conferral Fee</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed. in Curriculum and Instruction with a Concentration in Differentiated Instruction</td>
<td>$6,665</td>
<td>$50</td>
<td>$310</td>
<td>N/A</td>
<td>N/A</td>
<td>$100</td>
<td>$7,125</td>
</tr>
</tbody>
</table>

| Dual Degrees                                                                                                                                  |          |                                |                                      |                     |                             |                                      |            |
| M.Ed. in Curriculum and Instruction for graduates of Elementary Education                 | $4085    | $50                            | $190                                    | N/A                 | N/A                         | $100                                 | $4,425     |

<table>
<thead>
<tr>
<th>Program Description</th>
<th>Tuition</th>
<th>Non-Refundable Application Fee</th>
<th>Non-Refundable Technology and Library Fee</th>
<th>Student Teaching Fee</th>
<th>Capstone or Dissertation Fee</th>
<th>Non-Refundable Program Conferral Fee</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A. in Elementary Teaching</td>
<td>$7,310</td>
<td>$50</td>
<td>$340</td>
<td>$1000</td>
<td>N/A</td>
<td>$100</td>
<td>$8,800</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Description</th>
<th>Tuition</th>
<th>Non-Refundable Application Fee</th>
<th>Non-Refundable Technology and Library Fee</th>
<th>Student Teaching Fee</th>
<th>Capstone or Dissertation Fee</th>
<th>Non-Refundable Program Conferral Fee</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed. S. in Leadership</td>
<td>$11,275.75</td>
<td>$100</td>
<td>$740</td>
<td>N/A</td>
<td>N/A</td>
<td>$150</td>
<td>$12,265.75</td>
</tr>
</tbody>
</table>
### Ed.D. in Leadership

<table>
<thead>
<tr>
<th>Program</th>
<th>Tuition</th>
<th>Non-Refundable Application Fee</th>
<th>Non-Refundable Technology and Library Fee</th>
<th>Student Teaching Fee</th>
<th>Capstone or Dissertation Fee</th>
<th>Non-Refundable Program Conferral Fee</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.D. in Leadership: Educational and Community Organization</td>
<td>$19,504</td>
<td>$100</td>
<td>$1,280</td>
<td>N/A</td>
<td>$200</td>
<td>$150</td>
<td>$21,234</td>
</tr>
<tr>
<td>Ed.D. in Leadership: Online Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ed.D. in Leadership: Higher Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ed.D. in Leadership: Curriculum and Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ed.D. in Leadership: International Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ed.D. in Leadership: Adult and Continuing Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ed.D. in Leadership: Instructional Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Capstone books may be required for particular programs. Please refer to the Capstone Guide.

### Certificate Programs

#### Community Leadership

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Non-Refundable Application Fee</th>
<th>Non-Refundable Technology and Library Fee</th>
<th>Student Teaching Fee</th>
<th>Capstone or Dissertation Fee</th>
<th>Non-Refundable Program Conferral Fee</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,742.75</td>
<td>$100</td>
<td>$180</td>
<td>N/A</td>
<td>N/A</td>
<td>$150</td>
<td>$3,172.75</td>
</tr>
</tbody>
</table>

#### Transition To Teaching - Elementary

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Non-Refundable Application Fee</th>
<th>Non-Refundable Technology and Library Fee</th>
<th>Student Teaching Fee</th>
<th>Capstone or Dissertation Fee</th>
<th>Non-Refundable Program Conferral Fee</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,160</td>
<td>$50</td>
<td>$240</td>
<td>$1000</td>
<td>N/A</td>
<td>$100</td>
<td>$6,550</td>
</tr>
</tbody>
</table>

#### Transition To Teaching - Secondary

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Non-Refundable Application Fee</th>
<th>Non-Refundable Technology and Library Fee</th>
<th>Student Teaching Fee</th>
<th>Capstone or Dissertation Fee</th>
<th>Non-Refundable Program Conferral Fee</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,870</td>
<td>$50</td>
<td>$180</td>
<td>$1000</td>
<td>N/A</td>
<td>$100</td>
<td>$5,200</td>
</tr>
</tbody>
</table>

### English as a Second Language

#### Bilingual Education

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Non-Refundable Application Fee</th>
<th>Non-Refundable Technology and Library Fee</th>
<th>Student Teaching Fee</th>
<th>Capstone or Dissertation Fee</th>
<th>Non-Refundable Program Conferral Fee</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,870</td>
<td>$50</td>
<td>$180</td>
<td>N/A</td>
<td>N/A</td>
<td>$100</td>
<td>$4,200</td>
</tr>
</tbody>
</table>
Bridge Course Tuition

To assist with the transition from quarter credits to semester credits, bridge courses were designed and free of charge for any student who changed their program prior to March 1, 2013.

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.

<table>
<thead>
<tr>
<th>Bridge Course</th>
<th>Tuition</th>
<th>Non-refundable Technology Fee</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 semester credit</td>
<td>$215</td>
<td>$7</td>
<td>$222</td>
</tr>
<tr>
<td>2 semester credits</td>
<td>$430</td>
<td>$14</td>
<td>$444</td>
</tr>
<tr>
<td>3 semester credits</td>
<td>$645</td>
<td>$21</td>
<td>$666</td>
</tr>
</tbody>
</table>

Other Tuition and Fees

- Capstone Extension or Internship Extension course: $215 per credit hour plus $10 technology fee per credit hour for each 5-week term/$20.00 technology fee per credit hour for each 10-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.
Payment Due Date
Payments are due on the Friday before each term start. If payment has not been received by 6:00p.m. EST Friday, Day 5, the student will be administratively withdrawn. If students are administratively withdrawn and wish to be reinstated, they will be subject to the $100 reinstatement fee as explained below.

Reinstatement Fee
For new and continuing students who have been Administratively Withdrawn for nonpayment or nonparticipation and wish to remain enrolled during the current term only, a $100.00 Reinstatement Fee will apply.

To remain enrolled for the current term, the student should contact the Bursar's Office at 1-800-280-0307, Option 3 on or before Monday of Week 1 9:00 a.m.—6:00 p.m. EST or on or before Tuesday of Week 2 9:00a.m.—1:00p.m. EST to satisfy any outstanding balances due and to pay the $100.00 Reinstatement Fee.

Payment of the Reinstatement Fee will only be accepted by credit card.

Important Dates
Here are important tuition payment dates to remember for the 2015 academic year:

<table>
<thead>
<tr>
<th>Course Start Date:</th>
<th>Course Start Date:</th>
<th>Drop Deadline:</th>
<th>Reinstatement Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday Prior to</td>
<td>Monday</td>
<td>Final Payment</td>
<td>Monday and Tuesday</td>
</tr>
<tr>
<td>Week 1 Payment</td>
<td>Week 1</td>
<td>Change Status</td>
<td>the week following</td>
</tr>
<tr>
<td>Due</td>
<td>First Day of Class</td>
<td>(Delay Start,</td>
<td>Term Start</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cancel,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Withdraw, Drop</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course, or</td>
<td>$100 Reinstatement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leave of Absence)</td>
<td>Fee Assessed if</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deadlines</td>
<td>Student Wishes to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Remain Enrolled After</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Being Dropped</td>
</tr>
<tr>
<td>February 27, 2015</td>
<td>March 2, 2015</td>
<td>March 6, 2015</td>
<td>March 9 and 10, 2015</td>
</tr>
<tr>
<td>April 17, 2015</td>
<td>April 20, 2015</td>
<td>April 24, 2015</td>
<td>April 27 and 28, 2015</td>
</tr>
<tr>
<td>May 29, 2015</td>
<td>June 1, 2015</td>
<td>June 5, 2015</td>
<td>June 8 and 9, 2015</td>
</tr>
<tr>
<td>August 21, 2015</td>
<td>August 24, 2015</td>
<td>August 28, 2015</td>
<td>August 31 and September 1, 2015</td>
</tr>
<tr>
<td>October 2, 2015</td>
<td>October 5, 2015</td>
<td>October 9, 2015</td>
<td>October 12 and 13, 2015</td>
</tr>
</tbody>
</table>

Tuition and Fee Payments
All tuition and fees are due the Friday prior to the first day of each course. Students from whom payment has not been received by Friday after the course has begun will be administratively withdrawn. This includes students whose payments are partially covered by military benefits, employers, or a third-party lender. 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 by course. 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, automatic payment deductions 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 in 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 their 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, North Dakota, 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 Application, 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 in which 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>Max % of Course Completed</th>
<th>% of Tuition Refund</th>
<th># Days in Term</th>
<th>Max % of Course Completed</th>
<th>% of Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>5%</td>
<td>95%</td>
<td>0-4</td>
<td>5%</td>
<td>95%</td>
</tr>
<tr>
<td>3-4</td>
<td>10%</td>
<td>90%</td>
<td>5-7</td>
<td>10%</td>
<td>90%</td>
</tr>
<tr>
<td>5-9</td>
<td>25%</td>
<td>75%</td>
<td>8-18</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>10-18</td>
<td>50%</td>
<td>50%</td>
<td>19-35</td>
<td>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 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>Max % of Course Completed</th>
<th>% of Tuition Refund</th>
<th># Days in Term</th>
<th>Max % of Course Completed</th>
<th>% of Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>10%</td>
<td>90%</td>
<td>0-10</td>
<td>10%</td>
<td>90%</td>
</tr>
<tr>
<td>6-9</td>
<td>25%</td>
<td>75%</td>
<td>11-18</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>10-18</td>
<td>50%</td>
<td>50%</td>
<td>19-36</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>19-27</td>
<td>60%</td>
<td>40%</td>
<td>37-54</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>28+</td>
<td>61%+</td>
<td>0%</td>
<td>55+</td>
<td>61%+</td>
<td>0%</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 fees.

<table>
<thead>
<tr>
<th># Days in Term</th>
<th>Max % of Course Completed</th>
<th>% of Tuition and Fees Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>1-10</td>
<td>29%</td>
<td>75%</td>
</tr>
<tr>
<td>11-24</td>
<td>69%</td>
<td>50%</td>
</tr>
<tr>
<td>25+</td>
<td>70%+</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># Days in Term</th>
<th>Max % of Course Completed</th>
<th>% of Tuition and Fees Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>1-20</td>
<td>29%</td>
<td>75%</td>
</tr>
<tr>
<td>21-48</td>
<td>69%</td>
<td>50%</td>
</tr>
<tr>
<td>49+</td>
<td>70%+</td>
<td>0</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>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>9%</td>
<td>90%</td>
</tr>
<tr>
<td>4-6</td>
<td>19%</td>
<td>80%</td>
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<tr>
<td>7-10</td>
<td>29%</td>
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<tr>
<td>11-13</td>
<td>39%</td>
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<tr>
<td>14-20</td>
<td>59%</td>
<td>20%</td>
</tr>
<tr>
<td>21+</td>
<td>60%+</td>
<td>0%</td>
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<table>
<thead>
<tr>
<th># Days in Term</th>
<th>% of Courses Completed</th>
<th>% of Tuition Refund</th>
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<tbody>
<tr>
<td>0-6</td>
<td>9%</td>
<td>90%</td>
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<tr>
<td>7-12</td>
<td>19%</td>
<td>80%</td>
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<tr>
<td>13-20</td>
<td>29%</td>
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<tr>
<td>21-26</td>
<td>39%</td>
<td>40%</td>
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<tr>
<td>27-40</td>
<td>59%</td>
<td>20%</td>
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<tr>
<td>21+</td>
<td>60%+</td>
<td>0%</td>
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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.

**North Dakota.** North Dakota residents receive the following:

<table>
<thead>
<tr>
<th># Days in Term</th>
<th>% of Courses Completed</th>
<th>% of Tuition and Fees Refund</th>
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<tbody>
<tr>
<td>0-7</td>
<td>20%</td>
<td>100%</td>
</tr>
<tr>
<td>8</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>9-17</td>
<td>50%</td>
<td>50%</td>
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<tr>
<td>18+</td>
<td>50%+</td>
<td>0%</td>
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</tbody>
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<table>
<thead>
<tr>
<th># Days in Term</th>
<th>% of Courses Completed</th>
<th>% of Tuition and Fees Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-14</td>
<td>20.00%</td>
<td>100%</td>
</tr>
<tr>
<td>15</td>
<td>25%</td>
<td>75%</td>
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<tr>
<td>16-34</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>35+</td>
<td>50%+</td>
<td>0%</td>
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</tbody>
</table>
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></th>
<th>5-week Course Policy</th>
<th>10-week Course Policy</th>
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<tbody>
<tr>
<td># Days in Term</td>
<td>Max % of Course Completed  % of Tuition Refund</td>
<td># Days in Term</td>
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<tr>
<td>0-7</td>
<td>20% 100%</td>
<td>0-14</td>
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<tr>
<td>8-10</td>
<td>29% 70%</td>
<td>15-20</td>
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<tr>
<td>11-14</td>
<td>40% 60%</td>
<td>21-28</td>
</tr>
<tr>
<td>15-17</td>
<td>49% 50%</td>
<td>29-34</td>
</tr>
<tr>
<td>18-21</td>
<td>60% 40%</td>
<td>35-42</td>
</tr>
<tr>
<td>22-35</td>
<td>100% 0%</td>
<td>43-70</td>
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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)**


For active duty members who enroll and pay $100 per month for 12 months and are then entitled to receive a monthly education benefit once they have completed a minimum service obligation.

**Chapter 1606: Montgomery GI Bill® - Selected Reserve (MGIB-SR)**

For Reservists with a six-year obligation in the Selected Reserve who are actively drilling.

**Chapter 33: Post 9/11 GI Bill®**

If you have at least 90 days of aggregate active duty service after Sept. 10, 2001, and are still on active duty, or if you are an honorably discharged Veteran or were discharged with a service-connected disability after 30 days, you may be eligible for this VA-administered program.

**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 Documents/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.
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.

Board of Trustees Scholarship

Each term, five (5) $500 scholarships may be awarded in honor of each American College of Education’s Board members. Both new and current ACE students are eligible for the Board of Trustees Scholarships. Prior scholarship recipients are ineligible for future awards.

Required Application Documents

To be considered for one (1) or more Board of Trustees Scholarships, applicants must:

1. Submit one (1) essay for each scholarship for which the applicant applies. Applicants are limited to applying for two (2) scholarships per term. The essay(s) must directly address the prompt(s) provided, giving detailed examples of how the applicant has or will accomplish the stated goal(s). The essay(s) must be submitted in PDF format and must not include spelling or grammatical errors.

   The essay(s) must include:
   
   • The applicant’s name;
   • The name of the scholarship(s) for which the applicant is applying; and
   • The date on which the essay is submitted.

   Essay(s) that do not include the above will not be considered.

2. Submit all requested documents.

   • Letters of recommendation must be submitted on the applicant’s supervisor’s official letterhead and must bear the signature of the preparer.
   • All documents must be submitted in PDF format.
   • Where the scholarship criteria requires a copy of the applicant’s tax return for evidence of financial need, for privacy purposes, the applicant is strongly encouraged to conceal his social security number.
   • Where the scholarship requires information regarding the demographic composition of the student attending the applicant’s school of employment, demographic data that is not self-explanatory must include a description of what the data depicts.

3. Scoring

   The application materials for the Board of Trustees Scholarships are assessed against a comprehensive scoring rubric. Each of the required documents is awarded a specific number of points, with the majority of the points being awarded for the essay component. The total possible number of points awarded is 15.

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.

The Admiral Thomas B. Hayward Scholarship requirements are the same as listed above.
Course Descriptions

Assessment and Support Courses

**ASMT5010 Reading Assessment (TX) (0 semester credits)**

This non-credit bearing pass/fail reading assessment is designed to assess levels of reading proficiency in relation to data and research for potential students in the Master of Education in Educational Leadership (Texas) program.

**ASMT6010 Benchmark: Research Competency Exam (0 semester credits)**

This course provides additional support, as needed, for students to successfully complete the Research Competency Exam at the conclusion of 28 semester credits of their doctoral or specialist program. The assessment, graded as pass/fail, is a multiple-choice examination measuring student understanding of research terms and practices.

**ASMT6110 Research and Statistics Assessment (0 semester credits)**

This Research and Statistics Assessment is provided for students or potential students requesting transfer credit for doctoral-level courses previously taken in research and/or statistics. For the Ed.D./Ed.S. programs, the acceptance of research and statistics-based transfer credit is contingent upon a score of 80% or above on this assessment. All other transfer credit approvals for the Ed.D. and Ed.S. are without contingencies.

**ASMT6210 Benchmark: Crafting a Concept Paper, Ed.D. (0 semester credits)**

This non-credit supportive course provides students additional guidance in order to develop a research concept paper as the first step toward the dissertation in the Ed.D. Pre-requisites: RES6201. Additional fees apply.

**ASMT6220 Benchmark: Crafting a Concept Paper, Ed.S. (0 semester credits)**

This non-credit supportive course provides students additional guidance in order to develop a concept paper as the first step toward the dissertation in the Ed.S. original research project. Pre-requisites: RES6013: Research methods, RES6003: Applied Statistics, and 28 semester credits. Additional fees apply.

Curriculum and Instruction Courses

*American College of Education courses are designed to be taken independently, 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.
**CI5103 Curriculum and Instructional Design. (3 semester credits)**

This course assists in the development of 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 to build successful learning environments for all learners.

**CI5113 Design of Integrated Curriculum. (3 semester credits)**

This course is designed to promote the use of differentiated curriculum, instructional, and assessment strategies in school and organizational settings. The course will also examine research-based integrated curriculum models, the fundamental theoretical basis for development, and qualitative/quantitative data in relation to the overall effectiveness of utilizing differentiated instructional strategies with higher level content and thinking processes for the purposes of development, implementation and organizational success.

**CI5203 Differentiated Instruction: Theory to Practice (3 semester credits)**

This course examines the major tenets of differentiated instruction in relation to the diverse needs of 21st century learners, establishing and authenticating the philosophy driving learning-centered teaching while exploring how neurological changes influence thinking. A range of instructional and assessment options are prospected to amplify the learning experience, exemplified by the Common Core State Standards (CCSS) and other state frameworks.

**CI5213 21st Century Literacies (3 semester credits)**

Exploring the impact of 21st century skills on traditional literacies, this course disseminates characteristics of the new literacies including visual, digital, critical, economic, and scientific as they influence sustainable learning in content areas while instruction shifts to accommodate these differences. By building connections and layering curriculum, this course probes effective frameworks to deliver a range of instructional options to brand the cognitive and affective domains.

**CI5223 Differentiated Instruction: Principles in Action (3 semester credits)**

Blending principles of thought with action, this course maximizes learning through integrated and inquiry-based experiences, enhanced creative expressions, and elements found in habits of the mind; applying brain-based research to augment instruction. Moving principles to form action, concepts of DI are infused into lesson plans by contrasting frameworks to deliver content, process and products, while influencing affective thought within the learning environment.

**CI5313 Curriculum and 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 prepares teachers to establish high expectations for all students and to effectively evaluate and implement theories of motivation and cognitive engagement in classroom learning. Emphasis will be placed on different theories of motivation and how classroom, school, work, and social environments shape and influence student motivation.
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 leadership models and frameworks required for teacher leaders to share governance and work collaboratively with principals and other adults to achieve school goals for student learning and achievement. Recognition is given to the critical roles teachers assume in decision-making through the perspective of multiple stakeholders and the need for teacher leaders to assist in harnessing this collective knowledge to make a difference in teaching and learning. Learners engage in leadership interactions to develop instructional leadership, critical thinking and problem-solving skills, and the ability to become advocates and change agents for continuous school improvement. Emphasis is placed on understanding teacher evaluation systems and communicating this information to colleagues.

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.

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 (3 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. 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 CI5933 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.

**Digital Learning and Teaching/Technology Courses**

*American College of Education courses are designed to be taken independently, 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.*

**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.

**DL5091 Capstone Experience for Instructional Design (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 Instructional Design and 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 International Board of Standards for Training, Performance and Instruction and (IBSTPI) standards. 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.

**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.

**DL5703 Instructional Design Fundamentals (3 semester credits)**

This course will cover the establishment and history of the field of instructional design, and trace the evolution to present day learning and development of recent models. The role of the instructional designer and various career options will be covered. A variety of Instruction design models will be explored and compared. Learners will develop an understanding of foundational frameworks of instructional design, including applicable field standards, principles and practices.

**DL5713 Digital Age Learning Environments (3 semester credits)**

This course will examine various methods of learning in new media environments. Virtual communication and collaboration systems will be explored. Models, media and methods such as synchronous and asynchronous learning, online learning, blended delivery, flipped classrooms, social media and other Web tools, technology use in institutions and delivery of instruction through various learning management systems will be explored. A key component of this class will be the opportunity for students to develop interactive learning materials utilizing basic principles of instructional design.

**DL5723 Applying Learning Theories in Instructional Design (3 semester credits)**

Students will examine how learning theories relate to instructional design, and integrate learning theories with ID theories. Professional organizational standards, as well as quality standards will be examined through the lens of how people learn. Integration of ethical and responsible practices will be discussed as well as educational theories and principles in application of learning technologies. Students will explore and evaluate multiple examples of designed learning to evaluate effectiveness and recommend changes.
**DL5733 Design of Instructional Media (3 semester credits)**

This course will address multiple design modes in creating instruction. Designing to support Universal Design principles as well as multiple means of learning will be applied as students develop instructional learning activities.

Students will analyze instructional design concepts in a hands-on environment and design instruction that considers effective online interaction methods, laws, and ethics related to technology-based delivery. *This course will serve as the pre-requisite to direct application in DL5743.*

**DL5743 Advanced Design of Instructional Media (3 semester credits)**

Students enrolled in this course will select an individual course of study to demonstrate competency in an area of their choice. Students will develop a professional product that demonstrates an instructional experience utilizing the required technological elements. Pre-requisite: DL5733.

**DL5763 Trends in Instructional Design (3 semester credits)**

This course considers how people interact with technology through the content of a digital environment including the use of games, augmented reality, simulations, and social and mobile platforms. By exploring effective instructional designs, factors influencing engagement and use, and ways to utilize them within an educational situation, students will generate optional learning approaches by relating theory to practice. Ethical and responsible use of technology is applied to designing and adapting varied experiences.

**DL5773 Online Course Design (3 semester credits)**

In this course, students learn about research, theories and principles underlying the effective design of online instruction. Various online learning experiences will be explored and evaluated. *This course will serve as a pre-requisite to continued application in DL5783.*

**DL5783 Engaging Learners in Online Instruction (3 semester credits)**

Students apply instructional design principles, learning, engagement and other theories to create online instructional projects. Students design instruction that will build communities through the use of tools, models, interaction, activities, peer collaboration and more to keep learners engaged and learning in a digital medium. *Pre-requisite: DL5773.*

**DL5803 Evaluation and Assessment of Instructional Design (3 semester credits)**

Assessment and evaluation of instructional activities will be explored within various experiences, including evaluation of course design as well as assessment of participant learning. Approaches to determining evaluation options for both levels are explored using evidence based assessment methods. Students will explore data gathering and analysis, as well as application of findings for continuous improvement of learning activities.

**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 trouble-shooting 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 (1 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 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 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 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 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.

**TECH5091 Capstone Experience for Online Learning and Teaching (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 studies related to the Advanced Studies program.

**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 that provide continuing development for online educators.

**Early Childhood Courses**

*American College of Education courses are designed to be taken independently, 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.*
EC5091 Capstone Experience for Early Childhood (3 semester credits)

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 Master of Education in Early Childhood Education.

EC5403 Foundations of Child Development (3 semester credits)

Focused on development, this course will explore classic theories of child development while investigating emerging theories in the field. This course establishes an understanding of current practices and concerns relating how they influence a child’s environment and future learning experiences.

EC5413 Child Growth and Development (3 semester credits)

This course will address the traditional stages of development from infancy through early childhood. Concepts will address developmental milestones, domains of thought, and related theories of growth.

EC5423 Curriculum Development: Methods and Strategies (3 semester credits)

This content will focus on curriculum design using learning expectations across different standards and the developmental needs of children. Curriculum design methods, developmentally appropriate practices, and application methods will be explored by relating distinctive age-appropriate ideas.

EC5433 Curriculum Development: Content Specific (3 semester credits)

Addressing content-specific curriculum development, strategies will be introduced to promote development across specific areas of learning. Selected activities will be investigated to promote literacy, social and emotional growth, logical reasoning, and physical development. Pre-Req: EC5423

EC5443 Trends in Early Childhood (3 semester credits)

This course explores current trends in early childhood education by examining public policy, research, professional development relevant to classroom practices, and program management. Creating a connection between theory and current information will help to maintain relevance for the profession.

Education and Community Organization Courses

American College of Education courses are designed to be taken independently, 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, 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.

AUD5091 Capstone Experience for Adult and Continuing 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 studies related to the Advanced Studies program.

ED5013 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.

ED5023 Assessment Strategies (3 semester credits)

Embracing the value of assessment and evaluation is the first step in improving learner outcomes through data-driven decision-making. This course develops relevant competencies and promotes a healthy balance of utilizing formative and summative assessments, evaluation practices, and data to inform and guide integrated curriculum development and instructional delivery. Assessments can provide facilitators with the knowledge and skills required to meet the needs of diverse learners in a variety of school and organizational settings.

ED5053 Community Engagement, Outreach, and Collaboration (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.

ED5091 Capstone Experience for Advanced Studies (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 studies related to the Advanced Studies program.

ED5123 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.
ED5193 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.

ED5213 Designing Learning Environments (3 semester credits)

Learning happens as a natural function of the brain. Regardless of the situation, the environment influences how the brain perceives and performs. This course considers how to customize elements within an environment to foster value and interest, success and productivity. Moving beyond the physical setting, consideration is given to accessibility, organizational structure, and compatibility in regards to ability and attitude. The role of technology integration in differentiating to meet learner needs will be discussed and applied.

ED5223 Transforming Teaching and Learning (3 semester credits)

This course assists students in understanding teaching and learning processes and how to use this knowledge to increase the professional skills of colleagues for the purpose of increasing student achievement. Emphasis is placed on ways to model continuous learning and reflective practices and strategies to promote collaboration with colleagues to align instructional practices with school goals, mission, and vision. Technology integration and online delivery are major threads in the coursework.

ED5243 The Influence of Culture (3 semester credits)

Culture is an aspect of human interaction. It is a collection of values, attitudes, behaviors, and social mores expressed by a collection of individuals within a society, organization, institution, or country. The underlying philosophy or principles held by a culture are examined in this course to understand how productivity and performance, personal and professional relationships are established and maintained. These include the influence of organization and power structures, and control systems that incorporate procedures and process along with routines and individual stories. Emphasis is placed on diverse learners, collaboration with stakeholders, data analysis and interpretation and its influence on culture, the impact of instructional models, and the role of social-emotional learning.

ED5253 Cognition and Critical Thinking (3 semester credits)

This course examines cognitive thinking, or the psychological processes of how individuals think and remember as they apply to developing judgment and reasoning throughout the learning process. This course will also explore critical thinking as a process reflective of Bloom’s Taxonomy incorporating active learning by formulating ideas, gaining knowledge and comprehension, making appropriate applications, and moving into higher levels of learning through synthesis and evaluation.

ED5263 Fundamentals of Integrated Thinking (3 semester credits)

Integrated thinkers view and often embrace variables within a problem to contain causal dynamics and connected relationships. This course analyzes the methodology for “big picture”, complex, and creative problem solving relying on imagination, intuition, and reasoning to develop strategies, courses of action, and evaluation in a variety of schools and organizations.

ED5273 Performance of the Intellect (3 semester credits)

Human thought is distinctively individual. Intelligence was once considered set from birth but emerging consideration is given to mental functioning across the lifespan including how emotional, social, and cultural literacy impose limitations on brain power and intellectual performance. This course probes ways to enhance achievement by understanding how the brain functions in optimal conditions.
ED5283 Theories and Constructs (3 semester credits)

Understanding comes from exploring possibilities; theories are untried ideas that need validation. This course explores the nature of theories and how these relate to real-world applications. By investigating theoretical constructs, learners determine how underlying and often unseen aspects of a situation or individual can influence choices on an individual and corporate level.

ED5293 Principles of Knowing (3 semester credits)

Principles create a framework for testing the value of information and ideas. “While values drive behaviors, principles govern consequences” (Covey, 1989). Knowing is an intellectual process which shapes daily actions and how individuals relate to the world. This course explores principles, evaluating their performance as an aid to selection of enduring guidelines for making personal and corporate decisions.

ED5303 Principles of Human Learning (3 semester credits)

Students explore theories and principles shaping the understanding of learning and motivation. Classic and current theories of cognition and motivation will be examined in relation to real world relevance. Students will gain an overview of neurology and its influence on human development, including cultural and individual perspectives about learning.

ED5313 School and Community Issues (3 semester credits)

This course examines the relationship between the educator and the community. Students will explore topics of substance abuse; obesity; mental health; nutrition; communicable diseases and economics issues faced by the community-at-large. The course will focus on methods to form partnerships between programs and communities, practicing ethical standards as determined by laws within the healthcare industry. In addition, students learn methods of outreach and dissemination of information to support the needs of the community.

ED5323 Perception and Conceptualization (3 semester credits)

Perception is the brain's ability to gather sensory information within a given setting utilizing levels of awareness and as a result, act within selected constraints. This course brings perception into daily practice to enhance awareness of how sensory knowledge shapes focus, attention, motivation, and engagement through the conscious and unconscious act of creating a concept from experiential learning.

ED5333 The Role of Neuropsychology (3 semester credits)

This course investigates the relationship between brain function and human behavior. As the chief organ of thought, the physical brain is influenced by environmental conditions and as a result, cognitive and emotional function is enhanced or inhibited. By understanding fundamental aspects of the brain, creativity, critical thinking, and other mental functions, such as laterality, can be applied to daily responses.

ED5343 Assessment and Evaluation (3 semester credits)

This course explores methods to analyze data to define needs and establish a program focus for delivering health education. The course will utilize research to evaluate policies and protocols relevant to the field. Learners will examine how to identify evaluation procedures on several levels, i.e. individual, personnel, program planning, and how to prepare a professional interpretation of the information.

ED5353 Principles of Program Design & Implementation (3 semester credits)

Surveying various program models related to health education, this course identifies specific components of program design and examines methods to determine strategies for implementing a program into a specific setting. Relevant application of the material will relate principles of fundamental care to guide informed choice and formative research.
to assess needs. In addition, the course will address how to monitor and evaluate programs, including elements of operations scale-up and funding.

**ED5403 The Exceptional Child (3 semester credits)**

Exploring developmental and learning needs of children with exceptional learning abilities, the content will address the diverse needs of the gifted, students with exceptional needs, and children with learning disabilities. Strategies will be established to support a variety of learning needs while working with families to foster a consistent learning environment.

**ED5413 Observation and Assessment (3 semester credits)**

Content in this course will include observation strategies and assessment tools used to design curriculum and identify developmental needs of children in the classroom. Methods utilizing assessment and providing guidance for classroom curriculum designed to support the identification of individual learning needs will be considered. Strategies will be aligned to the ongoing development of student portfolios as a form of observation.

**ED5423 Family, School, and Community (3 semester credits)**

This course will address how to establish and support partnerships with families and the community around the school. Content will address how to meet the needs of families, establish connections in the community, and serve as an advocate for early childhood.

**ED5433 Child Guidance (3 semester credits)**

Research-based guidance strategies for classroom management are considered. The identification, selection, and support for a variety of methods will be acquired to guide the development of an individualized plan dependent upon the assessed needs of a child.

**ED6013 Adult Learning (3 semester credits)**

This course examines the theory and research of andragogy, with an emphasis on the historical influences, practical applications, and critical analysis. Topics include fields of practice, schools of thought, clarification of concepts, and emerging issues and challenges.

**ED6023 Instructional Strategies for the Adult Learner (3 semester credits)**

This course examines a variety of learning and teaching strategies to enhance adult learning. Students analyze methods suited for adult learning in different settings, apply knowledge of adult learning theories, and explore ways in which adults learn critical thinking.

**ED6033 Evaluating Instructional Programs (3 semester credits)**

This course focuses on theories and processes of measuring student learning in post-secondary educational settings to evaluate the effectiveness of academic programs. Students explore accreditation procedures and standards, instructional approaches, engagement strategies, and management of instructional environments.

**ED6043 Assessing Adult Learners (3 semester credits)**

This course provides an introduction to the historical developments, theoretical perspectives, fundamental approaches, and real-world practices of evaluating adult learners. Students learn to apply a variety of methods to assess learning outcomes effectively and to analyze assessment data to improve teaching and learning.
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.

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.

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.

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. Pre-requisite: 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. Pre-requisite: 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. Pre-requisite: 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. Pre-requisite: Completion of all T2T courses; maintenance of 3.0 grade point average across all T2T courses.

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.

EE5091 Capstone Experience for 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.

English as a Second Language and Bilingual Education Courses

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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 Advocacy and Leadership (3 semester credits)**

This course addresses growth opportunities for teacher leaders as they increase their awareness of educational policy and laws at the local, state, and national level and the roles of school leaders, boards of education, legislators, and other stakeholders in establishing these policies. Emphasis is placed on building the knowledge and skills required to share information on policies and trends with colleagues; to work collaboratively with colleagues to advocate for student and teacher rights, needs, and resources, and to represent and advocate for the teaching profession outside the classroom.

**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.

**BE5101 Internship Experience for ESL Education (1 semester credit)**

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.

**BL5101 Internship Experience for Bilingual Education (1 semester credit)**

The Bilingual Internship is designed to guide aspiring bilingual teachers through structured and semi-structured, supervised experiences focused on teaching bilingual students.
EB5091 Capstone Experience for Teaching English Learners (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 Master of Education in Teaching English Learners program.

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.
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.

ES5073 Applied Linguistics (3 semester credits)

An in-depth study of theories and terminology, students create specific classroom applications utilizing linguistics in the major five areas impacting language acquisition: phonology, morphology, syntax, vocabulary, and discourse. Targeting specific strategies, students utilize theories to create dynamic interactive lessons appropriate for particular ELL student populations. Pre-requisite: ES5063

Health and Wellness Courses

HLTH5091 Capstone Experience for Health Education (1 semester credit)

The graduate capstone demonstrates the application of knowledge acquired through prior coursework, providing a direct relationship between the program outcomes, core dispositions, and student performance as evidenced by selected artifacts.

HLTH5403 Behavioral Diversity in Health Education (3 semester credits)

Seeking to explore diversity issues, this course examines culture, social norms, beliefs and values, ideology, and practices related to health choices and how these influence other areas of life. Surveying how choices are made regarding health and health related behaviors such as perception and attitudes, awareness, prejudice, discrimination or aggression, social cognition and relationships provides a forum for determining action.

HLTH5413 Principles and Practice in Health Education (3 semester credits)

Derived from theoretical concepts, practices and principles, this course explores interactions between health factors (social, political, economic, and/or personal) as they influence life-style choices. Potential interventions and strategies for overcoming barriers and the ethical implications for professionals practicing in health education are examined in relation to practical application.

HLTH5423 Human Development (3 semester credits)

Addressing lifespan development from birth to death, this course of study focuses on ways physical health controls affective and cognitive changes. Consideration is given to factors influencing development and lifespan changes related to decisions in healthcare. The course also addresses the impact of aging on family relationships, sexuality and socialization, altering how individuals relate and respond to life choices.

HLTH5433 Leadership in Health Education (3 semester credits)

Foundational approaches to guiding and educating individuals within school and community settings about issues and services are considered in this course. Using data for decision-making, relational skills are evaluated as an example of how specific settings impact options, and how a professional stance is established through ethical application of the laws governing healthcare practices.

HLTH5443 Technology, Leadership, and Health Informatics (3 semester credits)

Technology continues to drive ways to deliver, analyze, and interpret data, including informatics/bioinformatics, clinical research, consumer and public health statistics. By teaching and training staff in the use of technology,
protocols within an organization can be established as they relate to compliance issues and how stakeholders need to understand its use. Guidance is provided in the appropriate selection of technology to benefit targeted populations.

Leadership and Business Courses

American College of Education courses are designed to be taken independently, 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.

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. Pre-requisite: Completion of 27 hours at the 6000 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.

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 ACE Internship faculty 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)

This course prepares students to promote and influence change in their schools with a goal of improving instruction and school and student outcomes. Students explore research on school improvement strategies, structures, and processes, analyze leadership decisions and behaviors, and examine the implications of research, technology, 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.

EL5983  Internship Experience for Educational Leadership (3 semester credits)
This course is designed to allow students the opportunity to engage in a variety of field experiences to enrich their professional growth, skills, knowledge, and attributes as school leaders. In the course, students will apply academic learning to practice in the field and display occurrences through a series of projects.

ELVE5091  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.

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.

ELX510  Internship Experience for Educational Leadership (TX) (0 semester credits)
The Educational Leadership Internship (TX) is designed to guide aspiring leaders through structured and semi-structured, supervised leadership experiences focused on improving student performance. Aligned to the Texas Principal Standards and Competencies, this 160-hour documented leadership experience is required for licensure and complements the more than 100 hours of embedded field-based applications integrated throughout the program.

ELX5100  Internship Experience for Educational Leadership (TX) (0 semester credits)
The Educational Leadership Internship (TX) is designed to guide aspiring leaders through structured and semi-structured, supervised leadership experiences focused on improving student performance. Aligned to the Texas Principal Standards and Competencies, this 160-hour documented leadership experience is required for licensure and complements the more than 100 hours of embedded field-based applications integrated throughout the program.

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.

ELX5983 Internship Experience for Educational Leadership (Texas) (3 semester credits)

This course is designed to allow students the opportunity to engage in a variety of field experiences to enrich their professional growth, skills, knowledge, and attributes as school leaders. In the course, students will apply academic learning to practice in the field and display occurrences through a series of projects.

IC5091 Capstone Experience for Instructional 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 studies related to the Instructional Leadership program.

INED5091 Capstone Experience for International 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 studies related to the Advanced Studies program.

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 credit)

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 appropriate-ness 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.

LEAD6203 Law, Compliance, and Governance in Higher Education (3 semester credits)

Focused on examining statutory and regulatory compliance issues impacting institutions, this course is designed to heighten analytical skills to ensure an understanding of the intricacies influencing higher education in today’s climate of globalization. The interrelationship between law and policy is explored through the use of case studies, partnerships, and community relationship serving to establish a context for practice with the governance of an organization.
LEAD6213 Resource Management in Higher Education (3 semester credits)

This course considers how to strategically manage human, financial, and data resources. Strategic thinking, planning, and development establish effective ways to 1) strengthen working relationships, 2) engage in financial practices which contain costs and advance the mission of an institution and 3) utilize data for continuous improvement. By comparing and evaluating institutional advancement strategies, activities are assessed to determine how they complement strategic priorities and goals, build and enhance program relevance, and add practical value.

LEAD6223 Student Affairs (3 semester credits)

Dependent upon function and service, student affairs influences the relationship between adult learning and instructional outcomes. Leadership practices, as seen through theoretical lens, explore personnel issues, student support, success, and retention, and assessment options which guide decision-making. Consideration is given to ways student perspectives shape the college experience and how these can be leveraged for change.

LEAD6233 Issues in Higher Education (3 semester credits)

This course investigates critical issues and concerns, emerging roles and functions, and influencing factors helping to redefine the nature of higher education. Societal shifts are probed to determine relevancy. Trends in technology and instructional delivery become the frame for forecasting the possible future of higher education.

LEAD6243 International Development and Policy (3 semester credits)

This course provides an overview of education from a global perspective, including international development theory, as well as key international development policies and frameworks impacting education, including Education for All, the Millennium Development Goals, Post-2015 Agenda as well as key protocols developed by the UN and international organizations. Leaders will also explore the complexities of international aid, refugee education and post-conflict environments. Professionals will have the opportunity to apply what they learn in the course by developing policy briefs, and conducting qualitative and quantitative analyses.

LEAD6253 The Role of International Organizations and Global Foundations (3 semester credits)

This course explores the role of international organizations, international aid agencies, non-governmental organizations, and global foundations in the provision of education internationally, with a focus on developing countries. After looking at guiding frameworks and financing issues in the LEAD6243 course, students will move on to look at programs, initiatives, and implementation of education programs in a wide variety of contexts (formal, informal and non-formal). Pre-requisite: LEAD6243 International Development and Policy.

LEAD6263 Education and International Migration (3 semester credits)

This course explores international migration—at the international, transnational, and local levels—and its impact on education systems. Challenges for teaching, learning and administration will all be explored. Leaders will have the opportunity to examine different cases and conduct comparative research to explore the impact of migration on education, as well as strategies to deliver high quality education in diverse learning environments.

LEAD6273 International Programs, Curricula and Pedagogies (3 semester credits)

Leaders will examine in this course some of the major international programs and initiatives in education, such as study abroad, the International Baccalaureate in K-12 education and the Bologna Accord in the area of higher education. With an emphasis on applied learning, students will explore pedagogies, theories, curricula and strategies that are applied to meet the needs of intercultural and multicultural learning environments. Significant attention will be given to the application of technology, including mobile technology; students will have the opportunity explore the use of educational technology in both developing and developed country contexts.
LEAD6283 Instructional Leadership (3 semester credits)

This course focuses on the improvement of curriculum, instruction, and student achievement throughout diverse school and organizational settings. To make these improvements, leaders must first develop the skill set and knowledge base necessary to build leadership capacity among staff members. Instructional leaders can then collaboratively set learner-centered goals to promote higher levels of student progress, achievement, and post-secondary and college and career readiness.

LEAD6293 Designing and Leading Professional Learning (3 semester credits)

This course promotes the concept of leaders serving as role models of professional development for their staffs to achieve higher levels of performance within the organization. To do so, leaders must utilize effective strategies, programs, and services based on data-driven decisions and the needs of stakeholders in the organizational community. Emphasis is placed on the impact of relevant, high-quality, job-embedded, differentiated, technology-integrated professional learning opportunities aligned to organizational goals. The course also prepares leaders to serve as advocates for sufficient preparation, time, and support for colleagues to work collaboratively in job-embedded professional learning.

LEAD6303 Achievement and Accountability (3 semester credits)

This course emphasizes the importance of understanding state, federal, and other accountability standards in relation to the needs of learners within schools, school districts, and organizational communities. The focus of the course remains on identifying learners’ academic strengths and areas in need of improvement to eliminate achievement gaps, improve achievement levels, ensure progress, increase graduation rates, and promote post-secondary and college/career readiness.

LEAD6313 The Art of Decision Making (3 semester credits)

Success is attributed to effective decision-making, a skill required for professional and personal reasons. An essential ability required by leaders, decision-making is a process that identifies critical elements of a choice to determine a course of action. The focus for this course considers ways decisions are made and how these techniques can be evaluated to improve outcomes. Specifically, the course addresses the development of skills to efficiently and consistently make informed decisions using data to maintain awareness of organizational needs, demographics, and performance levels. The role of collaboration in decision-making is also a major focus.

TL5091 Capstone Experience for Teacher 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 studies related to the Teacher Leadership program.

Literacy Courses

American College of Education courses are designed to be taken independently, 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.

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.
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.

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.

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.

LIT5083 New Literacies in Curriculum Integration (3 semester credits)

New global curriculum standards support students becoming functionally literate not only with text, but also with graphics and images provided through multimedia. This course examines the value of balancing traditional and emerging instructional strategies for moving literacy past printed text and into the multimedia age. Online resources, mobile devices, instant communication, and state/federal accountability pressures require schools and organizations to realize the importance of affective learning as it relates to culturally and socially influencing emotions or feelings to enhance achievement.

LIT5091 Capstone Experience for Literacy (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 Master of Education in Literacy.

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.

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.

LIT5143 Social Studies and Reading/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 reading/language arts and social
studies through the use of differentiated instruction.

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.

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.

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.

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.

LIT5313 Literacy in the Content 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.

LIT5323 Investigating Literacy Fundamentals (3 semester credits)

This course integrates literature and literacy applications for developing communications skills across disciplines. Specific examples from secondary classrooms 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.

**LIT5333 Integrating Literacy 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 content areas. Utilizing core concepts, reading 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.

**LIT5343 Implementing Literacy in Context (3 semester credits)**

This course examines the use of language and modes of communications through content specific examples of literacy 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 effective reading 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.

**LIT5353 Linguistics and Literature (3 semester credits)**

This course focuses on ways to integrate linguistic understanding into the genres of literature by blending skills and content to deliver an enhanced learning experience based upon relevancy. Skills are scaffold to support comprehension through application of theoretical models in practice. By integrating linguistics in literature, teachers learn to build lessons with depth of thought.

**LIT5363 Literacy for Exceptional Learners (3 semester credits)**

Supporting the needs of all students requires understanding the range of unique issues facing those with identified exceptionalities. This course investigates the causes and their impact on student learning in relation to effective research-based strategies.

**LIT5373 21st Century Literacies (3 semester credits)**

Exploring the impact of 21st century skills on traditional literacies, this course disseminates characteristics of the new literacies including visual, digital, critical, economic, and scientific as they influence sustainable learning in content areas while instruction shifts to accommodate these differences. By building connections and layering curriculum, this course probes effective frameworks to deliver a range of instructional options to brand the cognitive and affective domains.

**Mathematics Courses**

*American College of Education courses are designed to be taken independently, 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.*

**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.

**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.

**MATH5813 Number Sense, Operations, and Algebraic Thinking (3 semester credits)**

During this course, educators will explore the philosophy guiding state standards and the Common Core State Standards for Mathematics (CCSSM) for grades K-6 and ways to balance instruction between procedures, concepts, and problem solving. Educators will investigate and implement strategies to improve student performance in development of basic number and counting skills, number magnitude and estimation, number combinations and math facts, conceptual understanding of operations on whole numbers, and word problem solving.

**MATH5823 Measurement, Data, and Geometry (3 semester credits)**

During this course, educators will focus on ways state standards and 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.

**MATH5833 Fractions and Decimals (3 semester credits)**

During this course, educators will focus on ways the state standards and 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.

**MATH5843 Mathematical Structure (3 semester credits)**

This course provides students an opportunity to become familiar with, reflect on, and develop practical ways to implement state standards and 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 Mathematical Reasoning (3 semester credits)**

This course provides students an opportunity to become familiar with, reflect on, and develop practical ways to implement state standards and 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 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 state standards and 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.

Professional Development Courses

PDELFL Educational Leadership Test Preparation – Florida (0 semester credits)

This 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.

PDELTX Educational Leadership Test Preparation – Texas (0 semester credits)

This course provides an examination of the domains of educational leadership in Texas – School Community Leadership, Instructional Leadership, and Administrative Leadership – and the nine Texas Principal Competencies as preparation for the TExES Principal Exam (068).

Research Courses

American College of Education courses are designed to be taken independently, 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.

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.

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.

RES5303 Research Methods and Applied Statistics (3 semester credits)

This course will address how to collect, analyze and utilize data for decision-making purposes. Learners will explore a range of research approaches, including formative and summative research, to examine how to determine the best fit for their program needs. Students will be expected to demonstrate a working knowledge of research methods and analyze service statistics to make informed choices regarding quality improvement for health related programs.

RES5313 Research Methods for Early Childhood Education (3 semester credits)

This methods course takes an action research approach, providing a systematic framework for early childhood professionals to apply data-based decision making for the improvement of their practice. The course differentiates quantitative, qualitative, and mixed methods action research with a focus on application of results in the workplace. Emphasis is placed on development of a literature review featuring evidence-based strategies as a part of a research proposal.

RES5323 Research Design and Application (3 semester credits)

This course enables students to become informed consumers of research and to develop skills to prepare them to carry out action research in their schools and organizations. An emphasis is placed on providing students with knowledge 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 of basic concepts and various purposes, methods, data, and paradigms. Emphasis is placed on how research can become a vital and relevant tool for educational and organizational leaders.

RES6003 Applied Statistics (3 semester credits)

Students will examine basic principles in applied statistics. Topics include data types, organizing data, graphing techniques, probability concepts, measures of central tendency, measures of dispersion, normal and skewed distributions, and understanding the area that covers normal distributions. Understanding, applying, and interpreting the principles to simple hypothesis testing methods through a seven-step process is also covered. The course is designed to provide an introduction to statistical applications that can be applied in real-world settings along with providing an excellent foundation for entering into the more advanced statistical applications and analyses 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 education 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)

This course provides students with an introduction to different types of quantitative research methods and statistical techniques for collecting and analyzing quantitative data. Topics include the nature of research, sampling, hypothesis testing, variance (F-test), two samples t-test (independent and dependent), multiple samples test (ANOVA and repeated measures), assessment reliability and validity, threats to validity, and components of a concept paper (prospectus), proposal, and dissertation. The course concludes with a comprehensive overview, including answers students need to know and be able to explain in a proposal or dissertation defense.

RES6031 Research Tool: Information Display Strategies (1 semester credit)

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.

RES6201 Dissertation I (1 semester credit)

Students will develop the following components under supervision of the course faculty advisor: benchmark concept paper, doctoral candidacy application, proposal preparation and IRB approval. Pre-requisite: Completion of 52 credit hours.

RES6301 Dissertation II (1 semester credit)

Students will prepare, defend and deliver the final presentation of their dissertation. Final completion of their doctoral portfolio is also expected. Pre-requisite: Completion of RES6201 and RES6501.

RES6501 Crafting a Dissertation (1 semester credit)

This one-credit course is created as an online working space for a doctoral committee to interact with a doctoral candidate throughout the dissertation sequence. Students must earn at least 4 semester credits in this course; repeat the course as needed to complete the dissertation.

Science Courses

American College of Education courses are designed to be taken independently, 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.

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.
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.

SCI5091 Capstone Experience for Mathematics and Sciences (3 semester credits)

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 studies related to the Integrated Curriculum: Mathematics and Sciences program.

SCI5203 Foundations of Integrated Science Education (3 semester credits)

This course provides a holistic overview of historical and current issues and trends impacting science education in today's global society. Emphasis is placed on the examination of diverse viewpoints and approaches to integrated science education to examine research-based integrative models and strategies for the improvement of student learning. Participants will examine current STEM education initiatives relating to policy, method, and engagement.

SCI5213 Engaging Diversity in the Science Classroom (3 semester credits)

The course will examine didactic strategies of pedagogy, andragogy, multiple intelligence theory, social learning theory and exchange theory to foster the innovative engagement of diverse learners. Emphasis will be placed on strategies related to the differentiation of instruction.

SCI5223 Modern Learning and Integrated Science Education (3 semester credits)

This course will examine the integration of digital resources into the integrated science learning environment. Participants will explore digital resources and develop strategies for effectively integrating technology with didactic strategies to address the needs of diverse learners and enhance learning.

SCI5233 Inventing and Reinventing Mathematics and Science (3 semester credits)

This course examines best practice in developing curriculum to foster student learning in the field of mathematics and science. Emphasis is placed on curriculum theory, curriculum design, development of instructional manipulatives, and the implementation and evaluation of curriculum for didactic improvement.

Seminar Courses

American College of Education courses are designed to be taken independently, 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)

This first-year seminar addresses basic issues related to the research process, focusing on individual concerns regarding methodology and the alignment of research components. Students will specifically consider how to think about the research elements in relation to successfully completing their final original research project for Ed.S. or the dissertation for Ed.D. Pre-requisite: RES6013 Research Methods.
SEM6611 Doctoral Seminar II (1 semester credit)

This second-year seminar for Ed.D. students supports the development of the literature review in relationship to data analysis, addressing both qualitative and quantitative approaches in direct correlation to selected methodology. Concept paper and a mock IRB experience are included. Pre-requisites: SEM6601, RES6013, RES6033.

SEM6621 Doctoral Seminar III (1 semester credit)

Focused on the final stages of the dissertation process for Ed.D. students, this seminar provides guidance on how to present the findings of a research project to a dissertation committee and how to complete the steps required to publish and present the material in “conference” format/setting. Pre-requisites: SEM6611.

Special Education Courses

American College of Education courses are designed to be taken independently, 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.

SPED5011 Students with Exceptional Needs (1 semester credit)

This course will focus on methods and strategies to support learners with exceptional needs. Students will gain insight into resources and terminology to provide a supportive learning environment matched to the individual needs of the learner. The course will cover legal issues, ethics, guidance, and developmental stages relevant to classroom teachers working with a range of unique needs.

SPED5013 Strategies for Teaching Diverse Learners (3 semester credits)

Student diversity impacts learning, the environment, and classroom behavior. This course examines the legal definitions, characteristics, prevalence, and educational adaptations for each primary category of exceptionality. Emphasis is placed on the accommodation and selective modification of curricula, materials, and procedures to meet the needs of diverse learners.

SPED 5023 Assessment and Evaluation in Special Education (3 semester credits)

Data-driven instructional decision-making is critical to improve student outcomes for diverse learners across the continuum of disability in special and general education settings. This course focuses on conducting and analyzing ongoing student assessment and utilization of current research and theory as the foundation for driving instructional decisions and professional practices.

SPED5033 Law and Policy in Special Education (3 semester credits)

Basic knowledge of statutory requirements, policy, and values are prerequisite to successful teaching in special education. This course focuses on federal legislation regarding identification, service provision, and current issues. Legal rights of students with exceptionalities and their parents, and the responsibilities of educators in addressing those rights are emphasized. Organizational policies and values associated with serving diverse learners also are emphasized.

SPED5043 Building Collaborative Relationships (3 semester credits)

Collaboration between or among instructional personnel, student’s home/family and the community is increasing in importance in meeting the diverse learning needs of students. This course addresses strategies and tools to build collaborative relationships between general and special education instructors, families, the community, advocacy, and other outside organizations to positively impact student outcomes.
SPED5091 Capstone Experience for Special Education (3 semester credits)

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 studies related to the Integrated Curriculum: Special Education program.

Courses Retired as of Summer 2015

Due to the retirement of the M.Ed. in Curriculum and Instruction with a Specialization in Louisa Moats and Teaching Science and related certificate programs, the courses listed below will be retired as of Summer 2015.

LIT5713 Foundations of Reading Instruction (3 semester credits) [Retired as of Summer 2015.]

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.

LIT5723 Literacy Instruction: Phonology, Phonics, and Spelling (3 semester credits) [Retired as of Summer 2015.]

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. Pre-requisite: LIT5713.

LIT5733 Vocabulary, Fluency, and Comprehension in Reading Instruction (3 semester credits) [Retired as of Summer 2015.]

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. Pre-requisite: LIT5713 and LIT5723.

SCI5613 Engaging Students in Science (3 semester credits) [Retired as of Summer 2015.]

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.

SCI5623 Foundations of Science Learning (3 semester credits) [Retired as of Summer 2015.]

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.

**SCI5633 Inquiry-Based Science Teaching (3 semester credits) [Retired as of Summer 2015.]**

Educators will explore planning, implementing, and evaluating science curriculum. Educators will design lessons and practice teaching strategies that 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.

**Teach-Out Courses**

Because of the modification to the M.Ed. in Educational Leadership program, the courses listed below are being offered for a limited time and only to those students who are completing the previous program version. Upon completion, these courses will no longer be offered by the College.

**EL5100 Internship Experience for Educational Leadership (0 semester credits)**

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.

**ELVE5091 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.

**ELX510 Internship Experience for Educational Leadership (TX) (0 semester credits)**

The Educational Leadership Internship (TX) is designed to guide aspiring leaders through structured and semi-structured, supervised leadership experiences focused on improving student performance. Aligned to the Texas Principal Standards and Competencies, this 160-hour documented leadership experience is required for licensure and complements the more than 100 hours of embedded field-based applications integrated throughout the program.

**ELX5100 Internship Experience for Educational Leadership (TX) (0 semester credits)**

The Educational Leadership Internship (TX) is designed to guide aspiring leaders through structured and semi-structured, supervised leadership experiences focused on improving student performance. Aligned to the Texas Principal Standards and Competencies, this 160-hour documented leadership experience is required for licensure and complements the more than 100 hours of embedded field-based applications integrated throughout the program.
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Linetta Durand, Ed.D., Department Chair, Educational Leadership
Tiffany Hamlett, Ph.D., Department Chair, Curriculum and Instruction
Lana Sloan, Ed.D., Vice President, Curriculum and Development
Crystal Neumann, DBA, Program Coordinator, Doctoral Program
Anissa Anderson, BBA, Manager, Student Services
Nicky Wiley, BS, Manager, Enrollment Services

Faculty

Administrative and Staff Faculty

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).

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.D., 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).

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; Provost, 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).

Quiatkowski 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).
Sloan, Lana; Ed.D., Vice President, Curriculum and Development, Curriculum and Instruction, 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. Academic Dean and Director of Graduate Programs, Curriculum and Instruction, Teaching and Learning, 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).

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; Ed.D., University of Phoenix (Degree Conferred 2013); 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).

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).

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, Francisca 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. 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 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).

Ottmer, Erin; Ph.D. in Educational Psychology, University of Virginia (Degree Conferred 2011); B.A. in Psychology and Elementary Education, University of Richmond (Degree Conferred 2005).
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).
State Authorization to Operate and Program Approvals

State authorization to operate is the process of determining that a postsecondary educational institution has met the standards for offering academic programs in a particular state. Operating requirements vary among the states. Some state regulations require all institutions to provide proof of meeting these standards. Other state regulations exempt institutions that do not have a physical presence in the state, such as a physical location where instruction is offered, or those that are regionally accredited, from applying for such authorization.

As of the publication date of this Catalog, American College of Education was:

- authorized to operate in 18 states;
- exempt from needing operating authority in 6 states and 1 district; and
- did not need operating authority by state regulation in 22 states.

This enables the college to operate in 46 states and 1 district.

As of December 8, 2014, the college received notice of its full participation in the State Authorization Reciprocity Agreement (SARA) from the National Council for State Authorization Reciprocity Agreements (NC-SARA). Participation in SARA will no longer require the college to seek either authorization to operate or exemption from such requirements from the individual states as denoted with an asterisk (*) below.

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
Tallahassee, Florida 32399
888-254-3200
License #3872
www.fldoe.org/cie/

**Georgia Nonpublic Postsecondary Education Commission**
2082 East Exchange Place, Suite 220
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
Indianapolis, Indiana 46204-1984
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.
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.wsac.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 53708-8696
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
State Program Approvals Leading to Licensure or Certification

An institution’s academic program is granted approval upon application by proving that it meets the state’s requirements for adequately preparing students for licensure or certification.

As of the publication date of this Catalog, American College of Education had obtained state program approvals for its M.Ed. in Educational Leadership, Master of Arts in Teaching and Transition to Teaching programs by the state agencies listed below.

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/ideoe
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

American College of Education’s complaint policy, found on page 131 of this catalog and published on the College’s website, aligns with state regulatory requirements and requires students to first attempt to resolve any complaint with the College. If resolution is not achieved through this procedure, the student may contact his or her state regulatory agency, as listed below, for assistance.

**Alabama**

Alabama Department of Postsecondary Education  
PO Box 302130  
Montgomery, Alabama 36130-2130  
331-242-1198  
http://www.accs.cc/newlicense/Complaints.aspx

**Alaska**

Alaska Commission on Postsecondary Education  
PO Box 110505  
Juneau, Alaska 99811-0505  
800-441-2962  
http://acpe.alaska.gov/

**Arizona**

Arizona State Board for Private Postsecondary Education  
1400 West Washington Street, Room 260  
Phoenix, Arizona 85007  
602-542-5709  
https://ppse.az.gov/complaint

**Arkansas**

Arkansas Higher Education Coordinating Board  
Arkansas Department of Higher Education  
114 East Capitol Avenue  
Little Rock, Arkansas 72201  
501-371-2000  
http://www.adhe.edu/SiteCollectionDocuments/AcademicAffairsDivision/Delores/APPENDIX%20J%20Student%20Grievance%20complaint%20process%20new.pdf

**California**

California Bureau for Private Postsecondary Education  
PO Box 980818  
West Sacramento, California 95798-0818  
916-445-9555  
http://oag.ca.gov/contact/general-comment-question-or-complaint-form
Colorado

Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, Colorado 80202
303-866-2723
http://highered.colorado.gov/Academics/Complaints/default.html

Connecticut

Connecticut Department of Higher Education
Office of Higher Education
61 Woodland Street
Hartford, Connecticut 06105
860-947-1800
http://www.ctohe.org/StudentComplaints.shtml

Connecticut Department of Consumer Protection
165 Capitol Avenue, Room 110
Hartford, Connecticut 06105-2326

Delaware

Delaware Higher Education Office
John G. Townsend Building, Suite 2
Dover, Delaware 19901
302-735-4000

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

District of Columbia Office of the State Superintendent
Higher Education Licensure Commission
810 First Street, NE, 2nd Floor
Washington, DC 20002
202-727-6436

Florida

Florida Commission for Independent Education
325 West Gaines Street, Suite 1414
Tallahassee, Florida 32399-0400
850-245-0505
http://www.fldoe.org/cie/complaint.asp
Georgia

Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place #220
Tucker, Georgia 30084
770-414-3300
http://gnpec.org/consumer-resources/

Hawaii

Hawaii Postsecondary Education Authorization Program
PO Box 541
Honolulu, Hawaii 96809
808-586-3230
http://cca.hawaii.gov/hpeap/student-complaint-process/

Idaho

Idaho State Board of Education
Attention: State Coordinator for Private Colleges and Proprietary Schools
650 West State Street
PO Box 83720
Boise, Idaho 83720-0037
208-334-2270

Illinois

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

Indiana Commission for Higher Education
Attention: Director of Regulatory Compliance
302 West Washington Street, Room E201
Indianapolis, Indiana 46204
317-464-4400
http://www.in.gov/che/2744.htm

Iowa

Iowa Student Aid Commission
430 East Grand Avenue, Floor 3
Des Moines, Iowa 50309
515-725-3400
https://www.iowacollegeaid.gov/content/constituent-request-review
Kansas

Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612
785-296-4917
https://kansasregents.org/form.cfm?formID=1

Kentucky

Kentucky Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, Kentucky 40601
502-696-5389
http://cpe.ky.gov/forstudents/consumercomplaints/

Not all of the online programs offered by our institution have been approved in Kentucky. Please check the Council on Postsecondary Education’s website at http://dataportal.cpe.ky.gov/acadprog.aspx to view its listing of approved programs. For more information, please contact the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky 40601.

Please be advised that our educator preparation programs are NOT accredited in Kentucky by the Education Professional Standards Board and are NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board’s website at http://www.epsb.ky.gov/certification/outofstate.asp.

Louisiana

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

Louisiana Attorney General
Consumer Protection Section
PO Box 94005
Baton Rouge, Louisiana 70804
1-800-351-4889
http://www.ag.state.la.us/Complaint.aspx?articleID=16&catID=15

Maine

Maine Department of Education
Attention: Anita Bernhardt – Complaints
23 State House Station
Augusta, Maine 04333 -0023
207-624-6600

Maine Attorney General
Consumer Protection Division
6 State House State
Augusta, Maine 04333

Maryland

Maryland Higher Education Commission
6 North Liberty Street, 10th Floor
Baltimore, Maryland 21201
410-767-3388
http://www.mhec.state.md.us/higherEd/acadAff/MHECStudentComplaintProcess.pdf

Maryland Office of the Attorney General
200 St. Paul Place
Baltimore, Maryland 21202
http://www.oag.state.md.us/Consumer/complaint.htm

Massachusetts

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

Michigan Department of Licensing 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

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, Minnesota 55108-5227
651-259-3975
http://www.ohe.state.mn.us/MPg.cfm?pageID=1078

Mississippi

Mississippi Commission on College Accreditation
3825 Ridgewood Road
Jackson, Mississippi 39211-6453
601-432-6372

Consumer Protection Division
Office of the Attorney General
PO Box 22947
Missouri

Missouri Department of Higher Education
205 Jefferson Street
PO Box 1469
Jefferson City, Missouri 65102
573-526-1577

Montana

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

Montana Office of Consumer Protection
2225 11th Avenue
PO Box 200151
Helena, Montana 59620-0151

Nebraska

Nebraska Department of Education
Investigations Office
301 Centennial Mall South
PO Box 98987
Lincoln, Nebraska 68509-4987
http://www.education.ne.gov/PPCS/PDF%20Folders/PDF%20Documents/PPCS%20Forms/Complaint-form.pdf

Nevada

Nevada Commission on Postsecondary Education
8778 South Maryland Parkway, Suite 115
Las Vegas, Nevada 89123

New Hampshire

New Hampshire Department of Education
Attention: Patricia Edes
101 Pleasant Street
Concord, New Hampshire 03301
603-271-0256
New Jersey
New Jersey Office of the Secretary of Higher Education
PO Box 542
Trenton, New Jersey 08625
609-292-4310

New Mexico
New Mexico Higher Education Department
2048 Galisteo
Santa Fe, New Mexico 87505
505-476-8400
http://www.hed.state.nm.us/uploads/files/PPS/Overview/Complaint%20Form%20FY2014.doc

New York
New York Office of College and University Evaluation
New York State Education Department
5 North Mezzanine
Albany, New York 12234
http://www.highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html

North Carolina
North Carolina Board of Governors for the University of North Carolina
Postsecondary Education Commission
c/o Assistant Director of Licensure and Workforce
910 Raleigh Road
Chapel Hill, North Carolina 27515
919-962-4558

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
North Dakota Department of Career and Technical Education
State Capital – 15th Floor
600 East Boulevard Avenue, Department 270
Bismark, North Dakota 58505-0610
http://www.ndus.edu/makers/procedures/ndus/default.asp?PID=465&SID=57

Ohio
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.

Ohio Attorney General  
Consumer Protection Section  
30 East Broad Street, 14th Floor  
Columbus, Ohio 43215-3400  

Oklahoma  
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

Oklahoma Office of the Attorney General  
Consumer Protection Unit  
Attention: Investigative Analyst  
313 NE 21st Street  
Oklahoma City, Oklahoma 73105

Oregon  
Oregon Higher Education Coordinating Commission  
Office of Degree Authorization  
775 Court Street NE  
Salem, Oregon 97301

Oregon Attorney General  
Financial Fraud/Consumer Protection Section  
1162 Court Street NE  
Salem, Oregon 97301-4096  
http://www.doj.state.or.us/consumer/pdf/consumer_complaint.pdf

Pennsylvania  
Pennsylvania Department of Education  
333 Market Street  
Harrisburg, Pennsylvania 17126  
717-783-8228  
http://www.education.state.pa.us/portal/server.pt/community/higher_education/8711/complaint_procedure/1004474

Rhode Island  
Rhode Island Board of Governors for Higher Education  
Shepard Building  
80 Washington Street  
Providence, Rhode Island 02903
South Carolina

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

South Dakota Secretary of State Jason M. Gant
State Capitol
500 East Capitol Avenue
Pierre, South Dakota 57501-5070
http://atg.sd.gov/Consumers/HandlingComplaints/ConsumerComplaintForm.aspx

South Dakota Office of Attorney General
Division of Consumer Protection
1302 East Highway, Suite 3
Pierre, South Dakota 57501-8059
http://atg.sd.gov/Consumers/HandlingComplaints/ConsumerComplaintForm.aspx

Tennessee

Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, Tennessee 37243
615-741-5293
http://www.tn.gov/thec/Divisions/LRA/PostsecondaryAuth/Complaint%20Form.rtf

Texas

Texas Higher Education Coordinating Board
1200 E. Anderson Lane
Austin, Texas 78752
512-427-6101
http://www.thecb.state.tx.us/index.cfm?objectid=051F93F5-03D4-9CCE-40FA9F46F2CD3C9D

Office of the Attorney General
Consumer Protection Division
PO Box 12548
Austin, Texas 78711-2548

Utah

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
Vermont Agency of Education
State Board of Education
120 State Street
Montpelier, Vermont 05620-2501
802-826-5402

Vermont Attorney General's Office
109 State Street
Montpelier, Vermont 05609-1001
800-649-2424

Virginia
State Council of Higher Education for Virginia
101 North 14th Street
James Monroe Building
Richmond, Virginia 23219
804-371-2258
http://www.schev.edu/forms/StudentComplaintInformation.pdf

Washington
Washington Student Achievement Council
917 Lakeridge Way
PO Box 43430
Olympia, Washington 98504
360-753-7800

West Virginia
West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard East Suite 700
Charleston, West Virginia 25301
304-558-2101
http://wvhepcnew.wvnet.edu/index.php?option=com_content&task=view&id=224

Wisconsin
Wisconsin Educational Approval Board
201 West Washington Avenue, 3rd Floor
PO Box 8696
Madison, Wisconsin 53708
608-266-1996
http://eab.state.wi.us/resources/complaint.asp

Wyoming
Wyoming Attorney General’s Office
123 Capitol Building
200 West 24th Street
Cheyenne, Wyoming 82002