Graduate Catalog

Addendum I
Effective February 22, 2016

Addendum II
Effective May 23, 2016

Vol. 1602USA2
Effective Date: February 22, 2016

Catalog Certification

American College of Education (ACE) certifies that all information contained in the 2016 Catalog is current and correct as of February 22, 2016 and does not constitute a binding agreement on the part of ACE or its parent company Higher Ed Holdings, LLC. ACE’s Catalog, student handbooks and related publications represent the College’s curricula, academic program offerings and governing policy as of the publication date. ACE reserves the right to modify or discontinue curricula, academic program offerings, published policies, and any other matters addressed in the Catalog and other publications in the College’s sole discretion and without prior notice to carry out its purposes and objectives. ACE also reserves the right to refuse to admit, re-admit or dismiss any student at any time, should it be deemed in the interest of the student or the College. 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] and student handbooks for updates and additional information.

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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 program and focus 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.

D. Lee Tincher, Ph.D.
Administration
Administrative Office

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

Enrollment Services: 800-280-0307 Option 2
Monday through Thursday 9:00a.m.–9:00p.m. (EST)
Friday 9:00a.m.– 8:00p.m. (EST)
Saturday: 10:00a.m.–2:00p.m. (EST)

Student Services: 800-280-0307 Option 1
Monday through Friday 8:00a.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 3
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 2014-2025. 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

The mission of American College of Education is to deliver high-quality, affordable and accessible online programs grounded in evidence-based content and relevant application, preparing graduates to serve, lead, and achieve personal and professional goals in diverse, evolving communities.

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:

**Accountable**
For our programs and for demonstrating their relevance and effectiveness through a multi-dimensional assessment system.

**Affordable**
Committed to establishing and maintaining low-cost, highly affordable degrees and programs through scalable and efficient operations.

**Accessible**
Committed to expanding access to higher education.

**Technological**
Committed to using emerging technologies to transform the presentation, delivery, and evaluation of education for 21st century adult learners.

**Innovative**
Committed to a culture and strategy centered around continuous innovation into the markets we serve, resulting in greater value for student learners.

**Ethical**
Committed to maintaining strong integrity and ethical principles in relationships with all stakeholders, including students, faculty, staff, and community partners.

**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, 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.

<table>
<thead>
<tr>
<th>Academic Outcome (I)</th>
<th>Academic Outcome (V)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Apply what is known through Evidence-based Learning and Assessment</strong></td>
<td><strong>Understand and interpret the impact of Civil and Global Learning</strong></td>
</tr>
<tr>
<td>• Mastery of content and specialized, field based knowledge</td>
<td>• Policy making/Create positions</td>
</tr>
<tr>
<td>• Develop, promote, and employ assessment methods</td>
<td>• Laws, guidelines, and regulations</td>
</tr>
<tr>
<td>• Measure personal and professional learning</td>
<td>• Advocacy</td>
</tr>
<tr>
<td>• Use field-appropriate evaluation and assessment techniques</td>
<td>• Responsibility/Accountability beyond organization</td>
</tr>
<tr>
<td>• Analyze research for the purpose of application</td>
<td>• Context (operating within a field of study)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Outcome (II)</th>
<th>Academic Outcome (VI)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Justify actions based upon Theory, Standards, and Frameworks</strong></td>
<td><strong>Build Professional Skills and Performance</strong></td>
</tr>
<tr>
<td>• Use theories, standards, and principles within a framework</td>
<td>• Create appropriate environments</td>
</tr>
<tr>
<td>• Analyze and evaluate programs</td>
<td>• Continue to develop personal and professional abilities</td>
</tr>
<tr>
<td>• Address improvement issues</td>
<td>• Professional development</td>
</tr>
<tr>
<td>• Gather and conduct research</td>
<td>• Appropriate use of APA style</td>
</tr>
<tr>
<td>• Remain current and relevant</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Outcome (III)</th>
<th>Academic Outcome (VII)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Differentiate the use of situation-appropriate Intellectual Processes</strong></td>
<td><strong>Enhance Leadership</strong></td>
</tr>
<tr>
<td>• Analytical inquiry</td>
<td>• Utilize resources</td>
</tr>
<tr>
<td>• Use informational resources (technology)</td>
<td>• Create and apply research to promote continuous improvement at the organizational or program level</td>
</tr>
<tr>
<td>• Engage diverse perspectives</td>
<td>• Data analysis</td>
</tr>
<tr>
<td>• Ethical reasoning</td>
<td>• Establish a collaborative vision, mission, and goals</td>
</tr>
<tr>
<td>• Quantitative fluency</td>
<td>• Active role in continuous progress towards goal</td>
</tr>
<tr>
<td>• Critical and creative endeavors</td>
<td>• Data-driven decision-making</td>
</tr>
<tr>
<td>• Innovation</td>
<td>• Remain current and relevant</td>
</tr>
<tr>
<td>• Self-efficacy</td>
<td>• Establish a cohesive culture</td>
</tr>
<tr>
<td>• Lifelong learning</td>
<td>• Know and utilize established priorities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Outcome (IV)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Establish comprehensive Communication and Collaboration</strong></td>
<td><strong>Create appropriate environments</strong></td>
</tr>
<tr>
<td>• Build relationships</td>
<td>• Professional development</td>
</tr>
<tr>
<td>• Community relationships</td>
<td>• Appropriate use of APA style</td>
</tr>
<tr>
<td>• Partnerships and stakeholders</td>
<td>• Data-driven decision-making</td>
</tr>
<tr>
<td>• Technology</td>
<td>• Establish a cohesive culture</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Outcome (V)</th>
<th><strong>Enhance Leadership</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Policy making/Create positions</td>
<td>• Utilize resources</td>
</tr>
<tr>
<td>• Laws, guidelines, and regulations</td>
<td>• Create and apply research to promote continuous improvement at the organizational or program level</td>
</tr>
<tr>
<td>• Advocacy</td>
<td>• Data analysis</td>
</tr>
<tr>
<td>• Responsibility/Accountability beyond organization</td>
<td>• Establish a collaborative vision, mission, and goals</td>
</tr>
<tr>
<td>• Context (operating within a field of study)</td>
<td>• Active role in continuous progress towards goal</td>
</tr>
<tr>
<td>• Local community and beyond</td>
<td>• Data-driven decision-making</td>
</tr>
<tr>
<td>• Diversity and unity</td>
<td>• Remain current and relevant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Outcome (VII)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enhance Leadership</strong></td>
<td><strong>Create appropriate environments</strong></td>
</tr>
<tr>
<td>• Utilize resources</td>
<td>• Professional development</td>
</tr>
<tr>
<td>• Create and apply research to promote continuous improvement at the organizational or program level</td>
<td>• Appropriate use of APA style</td>
</tr>
<tr>
<td>• Data analysis</td>
<td>• Data-driven decision-making</td>
</tr>
<tr>
<td>• Establish a collaborative vision, mission, and goals</td>
<td>• Establish a cohesive culture</td>
</tr>
<tr>
<td>• Active role in continuous progress towards goal</td>
<td>• Know and utilize established priorities</td>
</tr>
<tr>
<td>• Data-driven decision-making</td>
<td>• Create criteria for decision-making</td>
</tr>
<tr>
<td>• Remain current and relevant</td>
<td>• Evaluate overall performance, program, and institution</td>
</tr>
<tr>
<td>• Establish a cohesive culture</td>
<td>• Capacity building</td>
</tr>
<tr>
<td>• Know and utilize established priorities</td>
<td>• Shared governance</td>
</tr>
<tr>
<td>• Create criteria for decision-making</td>
<td></td>
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</tbody>
</table>
College Accreditation

Regional Accreditation
American College of Education is accredited by The Higher Learning Commission (230 South LaSalle Street, Suite 7500, Chicago, Illinois, 60604; 1-800-621-7440; www.hlcommission.org). 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 Programs, M.Ed. in English as a Second Language and Bilingual Education (formerly M.Ed. in English as a Second Language, M.Ed. in Bilingual Education), 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, are 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 programs have provided evidence that the programs adhere 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 practices a policy of anti-harassment and nondiscrimination in admission to, access to, treatment in, and employment in its programs and activities and is fully committed to complying with all federal, state, and local civil rights, anti-discrimination 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 or creed, national origin, ancestry, age, gender, gender identity, sexual orientation, disability, citizenship status, national or ethnic origin, marital status, military status, socioeconomic status, or other legally protected status. 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.

Commitment to Freedom of Expression

American College of Education (the “College”) is committed to free and open inquiry in all matters. It guarantees all members of the College community the broadest possible latitude to speak, write, listen, challenge, and learn. Except insofar as limitations on that freedom of expression are necessary to the functioning of the College, the College fully respects and supports the freedom of all members of the College community “to discuss,” in the words of former University of Chicago President Robert M. Hutchins, “any problem that presents itself.”

Of course, the ideas of different members of the College community will often and quite naturally conflict. But it is not the proper role of the College to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Although the College greatly values civility, and although all members of the College community share in the responsibility for maintaining a climate of mutual respect, concerns about civility and mutual respect can never be used as a justification for closing off discussion of ideas; however, offensive or disagreeable those ideas may be to some members of our community.

The freedom to debate and discuss the merits of competing ideas does not, of course, mean individuals may say whatever they wish, wherever they wish. For example, the College may restrict expression, for example, that violates the law that falsely defames a specific individual, that constitutes a genuine threat or harassment hat unjustifiably invades substantial privacy or confidentiality interests, or is otherwise directly incompatible with the functioning of the College. In addition, the College may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the College. But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner that is inconsistent with the College’s commitment to a completely free and open discussion of ideas.

The College’s fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the College community to be offensive, unwise, immoral, or wrong-headed. It is for the individual members of the College community, not for the College as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the College community to engage in such debate and deliberation in an effective and responsible manner is an essential part of the College’s educational mission.
As a corollary to the College’s commitment to protect and promote free expression, members of the College community must also act in conformity with the principle of free expression. Although members of the College community are free to criticize and contest the views expressed on campus, in our administrative offices and online, and to criticize and contest speakers who are invited to express their views on our virtual campus, at various functions of the College such as commencement, and in all online environs, they may not obstruct or otherwise interfere with the freedom of others to express views they reject or even loathe. To this end, the College has a solemn responsibility not only to promote a lively and fearless freedom of debate and deliberation, but also to protect that freedom when others attempt to restrict it.

-Adapted from “The Chicago Principles”, with permission from The University of Chicago
Student Right to Know and Required Public Information
Graduation Completion Rates by Gender and Ethnicity

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.

TOTAL MASTER’S DEGREES CONFERRED

<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>American Indian</th>
<th>Two or more race</th>
<th>Other: Not Reported</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
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<tr>
<td>2015</td>
<td>72</td>
<td>833</td>
<td>138</td>
<td>37</td>
<td>18</td>
<td>1</td>
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<td>31</td>
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<td>26</td>
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<td>539</td>
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<td>1844</td>
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<td>1</td>
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### M.A. DEGREES CONFERRED BY PROGRAM:
M.Ed. In Curriculum and Instruction / CIP CODE 13.0301

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### M.A. DEGREES CONFERRED BY PROGRAM:
M.Ed. In English as a Second Language and Bilingual Education / CIP CODE 13.0201

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MASTER’S DEGREES CONFERRED BY PROGRAM:
M.A. In Elementary Teaching / CIP CODE 13.1202

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M.A. In Secondary Teaching / CIP CODE 13.1205

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### MASTER’S DEGREES CONFERRED BY PROGRAM:
**M.ED. In Educational Technology / CIP CODE 13.0501**

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### MASTER’S DEGREES CONFERRED BY PROGRAM:
**M.ED. In Educational Leadership / CIP CODE 13.0401**

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TOTAL CERTIFICATES CONFERRED

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Licensure Pass Rates
(State Licensure / Certification)

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Educational Leadership
ACE Pass Rate Cumulative to Fall 2014

Pearson’s Testing Database
n = 545

State Pass Rate: 94%
Cumulative to Fall 2014

Texas

Educational Leadership
ACE Pass Rate 9/1/13 - 8/31/14

TEXES Database
N = 21

State Pass Rate: 76%
9/1/13 - 8/31/14

Indiana

Educational Leadership
ACE Pass Rate 2012/2013 - 12/15/14

Pearson’s Testing Database
n = 11

State Pass Rate: 84%
2012/2013 - 12/15/14

Transfer-Out Rates

American College of Education does not track transfer-out rates.

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.
2) NOTE:
Per IPEDS definitions, Degrees Conferred date range: July 1st to June 30th of the following year. The above table indicates, for example, that 1287 master's degrees were conferred between July 1, 2014 and June 30, 2015. Two students earned two degrees within this time period; the demographic statistics here are unduplicated (# of degrees conferred = 1287; # of unduplicated students = 1285).

3) NOTE:
Curriculum and 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.
Academic Calendars
The more you learn, the more your students learn.

**Students will have access to classes one week longer during terms with their student teaching.**


** **
Academic Degree Programs and Certificate Information
Degree Programs

The listed program launch dates are approximate and subject to change. Definitive information regarding program launch dates will be published on the American College of Education website [www.ace.edu].

Master of Education (M.Ed.)

M.Ed. in Educational Leadership
M.Ed. in Educational Technology
  Focus of Study Areas
    Educational Technology
    Digital Learning and Teaching
M.Ed. in Curriculum and Instruction
  Focus of Study Areas
    Curriculum and Instruction
    Differentiated Instruction
    Digital Learning and Teaching
    Effective Classroom Management
    Elementary Literacy
    English Language Arts K-6
    English Language Arts 6-8
    Mathematics K-6
    Mathematics 6-8
    Secondary Literacy
M.Ed. in English as a Second Language and Bilingual Education (Effective February 2016)
M.Ed. in Elementary Education
  Focus of Study Areas
    Content Areas
    Literacy
M.Ed. in Health and Wellness Education
M.Ed. in Instructional Design and Technology
M.Ed. in Teaching English Learners
M.Ed. in Literacy (Available beginning January 2016)
M.Ed. in Early Childhood Education
M.Ed. in Teacher Leadership (Available beginning May 2016)
M.Ed. in Advanced Studies (Available beginning May 2016)

  18 Hour Core Areas
    Cognitive Science
    English and Communication
    History and Government
    Integrated Biology
    Integrated Chemistry
    Integrated Physics
    Integrated Science
    Mathematics
    Social Science
  Focus of Study Areas
    Adult and Continuing Education
    Higher Education
Instructional Leadership
International Education
Online Learning and Teaching

M.Ed. in Integrated Curriculum
Focus of Study Areas
Integrated Curriculum
Instructional Leadership (Available beginning January 2016)
Mathematics and Sciences (Available beginning January 2016)
Special Education

M.Ed. in STEM Leadership (Available beginning May 2016)

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

Specialist (Ed.S.)
Education Specialist (Ed.S.) in Leadership
Focus of Study Areas
Leadership
Online Learning and Teaching
Cognitive Science
English and Communication
History and Government
Integrated Biology
Integrated Chemistry
Integrated Physics
Integrated Science
Mathematics
Social Science

Doctorate (Ed.D.)
Doctor of Education (Ed.D.) in Leadership
Focus of Study Areas
Adult and Continuing Education
Curriculum and Instruction
Educational and Community Organizations
Instructional Leadership
International Education
Higher Education
Online Education

Graduate Certificate Program*
Certificate in Transition to Teaching in Elementary Education
Certificate in Transition to Teaching in Secondary Education
Certificate in English as a Second Language and Bilingual Education
Certificate in Adult Education and Corporate Training (Available beginning in August 2016)
Certificate in Christian Education (Available beginning May 2016)
Certificate in Content Area Instruction (Available beginning May 2016)

Focus of Study Areas
- Cognitive Science
- English and Communication
- History and Government
- Integrated Biology
- Integrated Chemistry
- Integrated Physics
- Integrated Science
- Mathematics
- Social Science

Stand-Alone Courses/Students-at-Large

ACE permits individuals to enroll as students-at-large (SAL). In this enrollment status, students can take courses to satisfy educational, personal, or career goals. It is the student’s responsibility to know his/her state’s requirements for accepting these credits.

State Approvals of Program and Coursework that Prepare Students for Licensure, Certification, or Endorsement

The programs listed below are approved as satisfying the listed states’ requirements for either initial teacher or building level administrator/principal licensure.

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.

See: [http://www.doe.in.gov](http://www.doe.in.gov) for Indiana licensure requirements.

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

The Master of Education (M.Ed.) in Educational Leadership program is state-approved as properly preparing graduates for principal/building administrator licensure by:

- Indiana Department of Education (Building Level Administrator P-12)
- Florida Department of Education (Principal Licensure)
- Ohio Department of Education (Principal Licensure PK-6, 4-9, and 5-12)
- Texas Education Agency/State Board for Educator Certification (Principal Licensure)

English as a Second Language and Bilingual Education Program Coursework

The English as a Second Language and Bilingual Education courses are approved by the Illinois State Board of Education as meeting the coursework requirements for endorsement in these areas only.
A Note on Licensure, Certification, and Endorsements

The requirements for professional licensure, certification, endorsement, salary increase, and related employment benefits vary from state to state and district to district and change frequently and without notice. ACE program completers seeking such benefits may be required to satisfy additional state or district specific requirements. While ACE makes every reasonable effort to remain abreast of state licensure requirements, the College neither implies nor guarantees that the completion of an ACE degree or certificate program will result in eligibility for licensure, certification, endorsement, salary increase, or related employment benefit in any state. 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.

The National Association of State Directors of Teacher Education and Certification (NASDTEC) has negotiated licensure reciprocity agreements among states. This means if you earn teacher or administrator licensure in Indiana, you may be able to gain licensure in your home state based on proof of a valid Indiana license. The NASDTEC Interstate Agreement outlines which particular types of educator certificates (teachers, administrators, service personnel, or career/technical), and which particular styles of certifications (titles, fields, etc.) will be accepted. It is not a guarantee that all certificate titles will be accepted by a receiving state and it is not necessarily “full” reciprocity. You may have to complete additional requirements, such as coursework, assessments, or classroom experience, before receiving a full professional certificate in your home state. See the NASDTEC website for additional information: [http://nasdtec.net/?page=Interstate](http://nasdtec.net/?page=Interstate)

Field-Based Experience

The Indiana Department of Education (IDoE) establishes requirements for Indiana educator licensure. American College of Education programs approved by the IDoE for educator licensure may require practicums, internships, student teaching or clinical experiences. ACE complies with IDoE degree requirements. All ACE students in programs requiring successful completion of a supervised practicum, internship, student teaching or clinical experience, as defined by the Indiana Department of Education, must fulfill the requirements for degree completion. Students in the Educational Leadership program approved by the Texas Education Agency (TEA) are required to fulfill additional hours for degree completion.

Students seeking educator licensure in other states may require additional supervised practicums, internship, student teaching or clinical hours. Students may request additional supervised hours which ACE will try to accommodate.

Degree Completion Requirement

Practicum, internship, student teaching or clinical experiences are fully documented during specified, academic course/s of the student’s degree program.

- Educational Leadership students will be required to document a minimum of 120 internship clock hours congruent with Indiana Department of Education requirements.
- Students in the Educational Leadership program approved by the Texas Education Agency (TEA) are required to fulfill 160 internship clock hours for degree completion.
- MAT and T2T students are required to complete student teaching requirements congruent with Indiana Department of Education requirements.
- Students in other programs requiring field-based experiences are required to meet program and/or licensure requirements.
Unfulfilled Field-Based Requirements for ACE Degree Conferral

If a student has not completed the minimum clock hours or other field-based experience requirements within the ACE designated course/s for degree completion, the student will be required to repeat the course. Tuition and fees apply and are not refundable.

Other State Requirements

If a student needs to document practicum, internship, student teaching or clinical hours to meet state licensure requirements beyond those required for American College of Education degree completion, the College will provide optional academic procedures to accommodate the students’ needs by establishing an additional course, taken after graduation as a student-at-large. The course is evaluated on a pass/no pass basis. Additional enrollments are permitted until the requirement is met. All tuition and fees apply and are not refundable. The student is responsible for knowing and meeting their state’s licensure requirements.

On Site, Field-Based Requirements

Depending on the nature of the program, the ACE supervisor must approve the student’s mentor and field-based site location, and specific hours at an approved site relevant to the purposes of the program and the student’s intended outcome.

The experiences are documented in the student’s portfolio and include individualized written reflections and artifacts specific to the program, and the student’s knowledge and area of intended expertise.

The required capstone captures individualized, culminating experiences in the program for each student.

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.

Stand-Alone Course Credit 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) comprehensive session. Feedback is provided, and students will have an opportunity to ask questions from faculty members who have both taken and passed the exam or have written for the FELE in recent years. Fees apply.
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 (Texas) Principal Exam (068) administered by Educational Testing Service (ETS). This module contains readings, progress monitors, study materials, and suggested resources.

Testing eligibility is determined through a comprehensive review of academic factors to include GPA, academic progress, prior testing history, faculty input, and internship course performance at the conclusion of ELX5983: Internship Experience for Educational Leadership.

The following Texas Educational Leadership (EL) students are required to complete PDELTX:

- Those who intend to obtain principal certification but are not eligible to test at the conclusion of ELX5983, or
- Those who were eligible to test at the conclusion of ELX5983 but were not successful in his or her first attempt to pass the Texas Principal Exam (068).
- Those who were cleared at the conclusion of ELX5983 but did not test within a six-month window of eligibility.

Students enrolled in PDELTX will be cleared for test registration once they complete all components of the preparation course and have scored 80% or better on at least one of the two included Texas representative tests. Test clearance will expire six months from the date of issue. Fees apply.

Please note beginning September 1, 2015 candidates will be limited to four attempts to retake any educator certification examination. The Texas Education Agency (TEA) is implementing this change to Texas Education Code §21.048 in response to HB 2205, 84th Texas Legislature, 2015.

PDELOH Educational Leadership Test Preparation (for Ohio Residents Only)

This non-credit bearing professional development course covers requirements for Ohio Educational Leadership (EL) students anticipating completing the Ohio Assessments for Educators (OAE) Educational Leadership Exam (#015). The course includes modules on school law, school supervision, and teacher evaluation plus the critical knowledge Ohio requires of their principals: facilitating a vision, school culture and instructional programs, managing the school organization, collaboration and community engagement, ethics and integrity and understanding publics. Fees apply.

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).
None of the online programs offered by ACE have been approved in Kentucky. Please check the Kentucky Council on Postsecondary Education’s website at [http://dataportal.cpe.ky.gov/ocadprog.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].

1 Note:
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.1

2 Note:
Additional, detailed information can be found under State Authorization to Operate, State Authorization Reciprocity Agreement (SARA) and Program Approvals section following program descriptions.

3 Note:
Depending on state licensure requirements, graduates of the Master of Arts in Teaching and Transition to Teaching programs who do not reside in Indiana may be required to first obtain teacher licensure in Indiana. Students are advised to contact the licensing agency in their home states to confirm all licensure requirements.

4 Note:
Depending on state licensure requirements, graduates of the Master of Education in Educational Leadership program who do not reside in Indiana may be required to first obtain Building Level Administrator licensure in Indiana. Students are advised to contact the licensing agency in their home states to confirm all licensure requirements.

5 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.
Master of Education (M.Ed.) Programs
Master of Education (M.Ed.) in Educational Leadership

Program Description

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.

Program Outcomes

- Develop, implement, and monitor a shared vision of learning for a K-12 school, promoting the academic and social success of all students and effectively aligning the vision to the school’s mission.
- Employ evidence-based strategies, including observation and high-quality professional development, and intellectual processes to support teachers as they strengthen content delivery, instructional effectiveness, and assessment for all students.
- Engage faculty, staff, and other school stakeholders in team-building strategies, and facilitate the process of developing and maintaining professional learning communities to increase student engagement and achievement.
- Implement skills, concepts, and practices to structure an educationally enriched, technology-enhanced, positive and safe school environment.
- Manage human and fiscal resources effectively which includes prioritizing decisions based on the school’s academic achievement goals.
- Practice and model ethical decision making skills to include equitable considerations, valid data gathering, various reporting measures and consequence analyses concerning school personnel and other issues impacting school environments.
- Promote strong parent, family, and community relations by modeling equity, fairness, and respect among all school stakeholders.
- Demonstrate shared decision making and an effective communication network through various media modes and accessibility for the purpose of maintaining positive community/school relationships.
- Apply legal and social principles in an institutional framework to enrich the school’s climate, culture, and diverse learning infrastructure, including an emphasis on civic and global learning.
- Engage in professional learning activities, including research, to remain current in the field and to ensure relevant application of evidence-based practices in the school setting.

Course List (34 Semester Credits)¹

Research Courses (3 Semester Credits)
- RES5173 Research Methods for Educational Leaders

Literacy Courses (3 Semester Credits)
- LIT5203 Strengthening Literacy or
- LIT5233 Prescriptive Intervention for Reading Difficulties (MI Students)

Leadership Courses (28 Semester Credits)
- EL5033 Creating Safe and Supportive Learning Environments (Initial course)
- EL5023 Assessment Strategies
- EL5053 Community Engagement, Outreach, and Collaboration
- EL5123 Diverse Learners
Course List for Texas Residents (34 Semester Credits)

Research Courses (3 Semester Credits)
- RES5163 Research Methods for Educational Leaders (TX)

Literacy Courses (3 Semester Credits)
- LIT5203 Strengthening Literacy

Leadership Courses (28 Semester Credits)
- ELX5033 Creating Safe and Supportive Learning Environments (TX) (Initial course)
- ELX5013 Assessment Strategies for Improving Learner Outcomes (TX)
- ELX5053 Community Engagement, Outreach, and Collaboration (TX)
- ELX5123 Diverse Learners (TX)
- ELX5623 Developing Teachers (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)
- EL5091 Capstone Experience for Educational Leadership (1 semester credit; 5-wk format) (Final course)

Internship Requirements for State Licensure

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.

The Educational Leadership program’s internship requirement is a minimum of 120 clock hours, regardless of the requirements for the state in which the student intends to seek licensure. The Texas approved ACE M.Ed. in Educational Leadership version requires an internship of 160 clock hours. If candidates need to complete additional hours to meet requirements in states other than Indiana or Texas, 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 Completion course.
Location of School-Based Internships, Field Experiences, and/or Student Teaching

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

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

Clinical Experience Exception Approval Process

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

Students are required to inform the College should their clinical experience location change at any point during the academic program.
Master of Education (M.Ed.) in Educational Technology

Program Description

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.

Program Outcomes

- Practice professional skills and abilities in integrating technology in educational environments to facilitate experiences addressing the diverse needs of all learners.
- Justify the selection of experiences and assessment options using theories, standards, and frameworks which engage learners through the implementation of research-based instructional strategies appropriate for digital delivery.
- Demonstrate mastery of evidenced-based concepts and principles by designing, developing, and implementing technology-rich programs which model best practices in teaching, learning, and assessment.
- Demonstrate leadership capacity, including the effective utilization of resources, to conduct and apply research, promoting continuous improvement at the organizational or program level to establish a culture of learning for diverse learners.
- Model safe and healthy, legal, and ethical uses of digital information while effectively demonstrating approaches to civic and global accountability.
- Investigate problems critical to the field which apply analytical inquiry, a range of resources, and diverse perspectives to assess elements of complexity to determine potential solutions.

Program Structure, Choose One Focus of Study

**Digital Learning and Teaching**

The Focus of Study 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.

**Educational Technology**

In this Focus of Study in Educational Technology attention is given to the broader elements needed for an effective technology program including strategies to assess components, ways to design the virtual environment, and how to lead and guide the process when program change is required.
Course List (34 Semester Credits)\(^4\)

**Research Courses (3 Semester Credits)**
- RES5153 Research Methods

**Education and Teaching Core Courses (3 Semester Credits)**
- ED5123 Diverse Learners

**Digital Learning and Teaching/Technology Courses (19 Semester Credits)**
- ET5023 Information Access and Evaluation (Initial course)
- 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) (Final course)

Choose a Three Course Focus of Study (9 Semester Credits)

- **Educational Technology**
  - ED5023 Assessment Strategies
  - ET5013 Responsible Technological Change
  - ET5053 Design of Learning Environments

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

- **General Track**
  - Any three courses selected from above
Master of Education (M.Ed.) in Curriculum and Instruction

Program Description

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.

Program Outcomes

- Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic achievement for 21st century learners.
- Utilize academic theory, standards, and frameworks to guide the selection of content, delivery of evidence based instruction, enhancement of critical thinking and inquiry, and the development of original research.
- Design and implement research-supported assessment plans and strategies leading to continuous improvement of student achievement.
- Analyze student data and apply research to adapt instruction and to select appropriate materials to improve student performance and enhance inquiry and critical thinking.
- Apply research-based principles to establish positive, safe, and secure student-centered learning environments which value effective communication and collaboration.
- Engage in leadership opportunities, research, and participate professionally in ongoing learning.
- Apply research-based instructional strategies to develop competency in multiple literacies and knowledge and skills in reading/language arts and all content areas.

Choose One Focus of Study

Curriculum and Instruction
After establishing an environment for diverse learners in the classroom, this Focus of Study provides ways to enhance the feel of community through collaboration and outreach within the school and beyond, into the surrounding neighborhood.

Differentiated Instruction
Building on classic concepts, the Differentiated Instruction Focus of Study 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 coursework, students shift perspectives to view differentiation as a scholarly practitioner and academic leaders, shaping instruction to create educational opportunities for 21st century learners.

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

Elementary Literacy
Designed to support educators in the primary grades, this Focus of Study 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.

English Language Arts K-6
The Focus of Study 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.

English Language Arts 6-8
The Focus of Study 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.

Mathematics K-6
The Focus of Study 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.

Mathematics 6-8
The Focus of Study 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.

Secondary Literacy
Designed to support educators at the secondary level, this Focus of Study 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.
Course List (34 Semester Credits) 

**Research Courses (3 Semester Credits)**
- RES5153 Research Methods

**Literacy Courses (3 Semester Credits)**
- LIT5203 Strengthening Literacy or
- LIT5233 Prescriptive Intervention for Reading Difficulties (MI Students)

**Education and Teaching Core Courses (3 Semester Credits)**
- ED5023 Assessment Strategies

**Leadership Courses (3 Semester Credits)**
- LEAD5393 Teacher Leadership

**Curriculum and Instruction Courses (13 Semester Credits)**
- CI5033 Creating Safe and Supportive Classrooms (Initial course)
- CI5103 Curriculum and Instructional Design for Diversity
- CI5333 Student Engagement
- CI5353 Standards-Driven Learning
- CI5091 Capstone Experience for Curriculum and Instruction (1 semester credit) (Final course)

**Choose a Three Course Focus of Study (9 Semester Credits)**

*Curriculum and Instruction*
- ED5123 Diverse Learners
- ED5053 Community Engagement, Outreach, and Collaboration
- CI5423 Community of Learners

*Differentiated Instruction*
- CI5203 Differentiated Instruction: Theory to Practice
- LIT5373 21st Century Literacies
- CI5223 Differentiated Instruction: Principles in Action

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

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

*Elementary Literacy*
- LIT5053 Emerging Literacy for Elementary Teachers
- LIT5073 Developing Literacy: Integrating Skills for Elementary Teachers
- LIT5143 Social Studies and Reading/Language Arts for Elementary Teachers
English Language Arts K-6
LIT5153 Exploring Foundations of ELA
LIT5163 Establishing Communication in ELA
LIT5173 Extending Connections beyond ELA

English Language Arts 6-8
LIT5183 Investigating ELA Fundamentals
LIT5193 Integrating ELA Concepts
LIT5123 Implementing ELA in Context

Mathematics K-6
MATH5203 Number Sense, Operations, Algebraic Thinking, and Problem Solving
MATH 5213 Measurement, Data, Geometry, and Problem Solving
MATH 5223 Fractions, Decimals, and Problem Solving

Mathematics 6-8
MATH5843 Mathematical Structure
MATH5853 Mathematical Reasoning
MATH5863 Mathematical Models and Tools

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

General Track
Any three courses selected from above
Master of Education (M.Ed.) in English as a Second Language and Bilingual Education

Program Description (Effective February 2016)

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

Program Outcomes

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

Course List (34 Semester Credits)

**Research Courses (3 Semester Credits)**
- RES5153 Research Methods

**Education and Teaching Core Courses (3 Semester Credits)**
- ED5123 Diverse Learners

**Curriculum and Instruction Courses (9 Semester Credits)**
- CI5353 Standard’s-Driven Learning
- CI5423 Community of Learners
- CI5103 Curriculum and Instructional Design for Diversity

**ESL/BL/TESOL Courses (19 Semester Credits)**
- BE5013 Foundations of ESL and Bilingual Education (Initial course)
- BE5043 Cross-Cultural Studies for Teaching ELLs
- BE5033 Methods and Materials for Teaching English as a Second Language
- BL5063 Methods and Materials for Teaching Bilingual Education
- BE5023 Assessment of ESL and Bilingual Students
- ES5063 Linguistics for TESOL
- EBL5091 Capstone Experience for ESL and Bilingual Education (Final course)
The completion of an internship is not a graduation requirement for M.Ed. in ESL/BL; 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 (BE5101 or BL5101) 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 ESL/BL degree, students will apply and enroll for the internship course as students-at-large.
- Students will be charged the current tuition rates.
- Internship courses:
  - BE5101 Internship Experience for ESL Education
  - BL5101 Internship Experience for Bilingual Education
Master of Education (M.Ed.) in Elementary Education

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

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

Choose One Focus of Study

**Literacy**
Literacy is critical for future endeavors. This Focus of Study establishes the foundational elements required for effective reading and explores skill development across the formal educational experience. Attention is given to strategies and approaches required for a range of student needs.

**Content**
Elementary teaching requires the ability to engage learners in content areas. This Focus of Study explores effective methods and strategies for teaching the sciences, mathematics, and integrated social studies and the language arts.

Course List (34 Semester Credits)

**Research Courses (3 Semester Credits)**
- RES5153 Research Methods

**Education and Teaching Core Courses (7 Semester Credits)**
- ED5193 Foundations of Education (Initial course)
- ED5023 Assessment Strategies
- EE5091 Capstone Experience for Elementary Education (1 semester credit) (Final course)
Digital Learning and Teaching/Technology Courses (6 Semester Credits)

- DL5013 The Digital Learner
- DL5023 The Digital Educator

Curriculum and Instruction Courses (9 Semester Credits)

- CI5103 Curriculum and Instructional Design for Diversity
- CI5353 Standards-Driven Learning
- CI5393 Teacher Leadership

Choose a Three Course Focus of Study (9 Semester Credits)

**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
Master of Education (M.Ed.) in Health and Wellness Education

Program Description

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 which 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).

Program Outcomes

• Design, construct, and implement evidence-based developmentally and culturally appropriate health education programs to promote and improve healthy life choices.
• Utilize theories, professional standards, and frameworks to conduct research and analyze and evaluate program components to establish effective content delivery approaches, including technology, to serve school and community needs.
• 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.
• Analyze data to determine program priorities, framing assessment of program components to meet the content needs identified in school and community settings locally, nationally, and internationally.
• Coordinate and manage communication of school and community concerns to impact needed change in personal, situational, and community factors influencing health-related behaviors.
• Engage in leadership opportunities through building collaborative relationships, establishing research-based and theory-driven approaches, utilizing technical options, and serving as an expert resource.
• Apply research-based strategies to develop health literacy and content knowledge in school and community based programs, through professional development and personal pursuit of learning.

Course List (31 Semester Credits)\(^6\)

**Research Courses (3 Semester Credits)**
- RES5303 Research Methods and Applied Statistics

**Education and Teaching Core Courses (12 Semester Credits)**
- ED5303 Principles of Human Learning (Initial course)
- ED5313 School and Community Issues
- ED5343 Assessment and Evaluation
- ED5353 Principles of Program Design and Implementation

**Health and Wellness Courses (16 Semester Credits)**
- HLTH5403 Behavioral Diversity in Health Education
- HLTH5413 Principles and Practice in Health Education
- HLTH5423 Human Development
- HLTH5433 Leadership in Health Education
- HLTH5443 Technology, Leadership, and Health Informatics
- HLTH5091 Capstone Experience for Health Education (Final course)
Master of Education (M.Ed.) in Instructional Design and Technology

Program Description

Designed to prepare practitioners to pursue professions in K-12 education, higher education, government and corporate settings, this program focuses on applying evidence-based learning and assessment approaches to develop, implement and evaluate effective instruction. Learners explore the way theories and principles provide a consistent structure to enhance critical and creative thinking, innovation, and problem solving within diverse professional and technical settings. By integrating technology, collaborative teams are able to accomplish projects through the establishment of priorities, identify pathways for decision making, and define specific parameters for evaluating the final product.

Program Outcomes

• Apply evidence-based learning and assessment by demonstrating mastery of content and specialized field-based knowledge while developing, promoting, and employing appropriate methods through the analysis of research for instructional design and technology applications.
• Ensure actions are justifiable based upon theory, standards, and frameworks by analyzing and evaluating programs using principles of instructional design to address improvement issues and relevance in the field.
• Apply situational-appropriate intellectual processes and ethical reasoning within endeavors requiring critical and creative thinking, innovation, and problem solving to meet the needs of diverse professional and technical settings.
• Employ and evaluate instructional and technical design solutions to enhance communication and foster collaborative relationships.
• Assess the impact of civic and global positions and policies upon ethical practices employed by an organization utilizing technology as a means to deliver instruction.
• Expand and enhance personal and professional performance by evaluating the contributions of individuals’ influential in the field who explored the limits of technology and design.
• Demonstrate a capacity to lead collaborative teams to accomplish projects, establish priorities, develop criteria for decision making based upon data and research, and evaluate final products using specific parameters.

Course List (31 Semester Credits)

Research Courses (3 Semester Credits)

• ED5153 Research Methods

Digital Learning and Teaching/Technology Courses (28 Semester Credits)

• D5703 Instructional Design Fundamentals (Initial course)
• DL5713 Digital Age Learning Environments
• DL5723 Applying Learning Theories in ID
• DL5733 Design of Instructional Media
• DL5743 Advanced Design of Instructional Media (Pre-req: DL5733)
• DL5773 Online Course Design
• DL5783 Engaging Learners in Online Instruction (Pre-req: DL5773)
• DL5803 Evaluation and Assessment of Instructional Design
• DL5763 Trends in Instructional Design
• DL5091 Capstone Experience for Instructional Design (Final course)
Master of Education (M.Ed.) in Teaching English Learners

Program Description

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.

Program Outcomes

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

Course List (31 Semester Credits)

Research Courses (3 Semester Credits)
- RES5153 Research Methods

Education and Teaching Core Courses (3 Semester Credits)
- ED5123 Diverse Learners

ESL/BL/TESOL Courses (25 Semester Credits)
- BE5013 Foundations of ESL and Bilingual Education (Initial course)
- 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
- BE5053 Advocacy and Leadership
- ES5073 Applied Linguistics (Pre-req: ES5063)
- BE5073 Applied Linguistics
- TEL5091 Capstone Experience for Teaching English Language Learners (Final course)
Master of Education (M.Ed.) in Literacy

Program Description

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.

Program Outcomes

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

Course List (31 Semester Credits)

Research Courses (3 Semester Credits)
- RES5323 Research Design and Application

Literacy Courses (28 Semester Credits)
- LIT5203 Strengthening Literacy (Initial course)
- 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 (Final course)
Master of Education (M.Ed.) in Early Childhood Education

Program Description

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 which 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.

Program Outcomes

• Design and implement appropriate curriculum and instructional practices to promote growth and development across physical, cognitive, social, and emotional domains of development.
• Employ program specific standards to develop curriculum to meet individual developmental needs of children in specific content areas.
• Develop a working knowledge of developmental theory, standards, frameworks, and concepts in relation to classroom practices.
• Establish a developmentally appropriate learning environment by incorporating evidenced-based instructional practices and resources, materials, and technology and through the influence of intellectual processes and social interaction to meet diverse learning needs of young children.
• Construct a framework for establishing and maintaining communicative, collaborative partnerships between the school, family, and community by advocating a consistent learning environment for young children.
• 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 within local communities, national, and international settings.
• Support continuous learning while fostering leadership skills through intentionally designed opportunities to engage in professional development.

Course List (31 Semester Credits)\(^6\)

**Research Courses (3 Semester Credits)**
- RES5313 Research Methods for Early Childhood Education

**Education and Teaching Core Courses (12 Semester Credits)**
- ED5403 The Exceptional Child
- ED5413 Observation and Assessment
- ED5423 Family, School, and Community
- ED5433 Child Guidance

**Early Childhood Courses (16 Semester Credits)**
- EC5403 Foundations of Child Development (Initial course)
- EC5413 Child Growth and Development
- EC5423 Curriculum Development: Methods and Strategies
- EC5433 Curriculum Development: Content Specific (Pre-req: EC5423)
- EC5443 Trends in Early Childhood
- EC5091 Capstone Experience for Early Childhood (Final course)
Master of Education (M.Ed.) in Teacher Leadership

Program Description (Effective May 2016)

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.

Program Outcomes

• 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.
• 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.
• Model high performance in teaching by demonstrating expert knowledge of curriculum, instruction, assessment, intervention, culture/climate, reflective practice, lifelong learning, original research, intellectual processes, and teacher evaluation models and training.
• 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.
• 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.
• 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.
• Promote the understanding, development, assessment, and application of cognitive and psychological foundations to increase teacher performance and student achievement.
• 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.
• Promote the utilization of technology-based learning applications and resources to enhance learning and foster higher levels of functionality.
• 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.
• 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.
• 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 locally, nationally, and internationally.
Course List (31 Semester Credits)

Research Courses (3 Semester Credits)
- RES5323 Research Design and Application

Education and Teaching Core Courses (12 Semester Credits)
- ED5213 Designing Learning Environments
- ED5053 Community Engagement, Outreach, and Collaboration
- ED5223 Transforming Teaching and Learning (Initial course)
- ED5243 The Influence of Culture

Leadership Courses (13 Semester Credits)
- LEAD5053 Designing and Leading Professional Learning
- LEAD5073 The Art of Decision Making
- LEAD5393 Teacher Leadership
- EL5703 School Improvement
- TL5091 Capstone Experience for Teacher Leadership (Final course)

ESL/BL/TESOL Courses (3 Semester Credits)
- BE5053 Advocacy and Leadership
Master of Education (M.Ed.) in Advanced Studies

Program Description (Effective May 2016)

Access to information continues to expand each year, providing an unprecedented bank of shared knowledge. For those seeking to teach at the secondary or college level, this program examines the major tenets of a selected discipline, to understand the traditions of thought essential to the given field through the examination of perspectives across time, peoples, and places. The courses are crafted to integrate content and enhance teaching strategies while modeling intellectual processes essential for solving real-world problems. The program pursues ways information is designed, displayed, and delivered to impact behavior from various perspectives. By generating critical analysis skills, learners examine the rationale and emergent patterns beneath issues, tracing the cause and effect of cognitive, emotional, social, and physical elements to blend creativity with the practical. Attention is given to strategies to support personal change in thinking, reasoning, and decision making as they influence content, community, and cultural aspects of society.

Program Outcomes

- Assess contributions in the field by applying, evaluating, and revising ideas, designs, and approaches to solve problems which promote application of cognitive and psychological foundations to increase personal and corporate productivity.
- Evaluate theories, standards, and principles within the critical frameworks of a discipline to identify appropriate methods for engaging in content, including ways to evaluate and conduct research.
- Demonstrate knowledge of organization or industry standards and collaborative strategies by incorporating multiple resources to ensure the application of diverse viewpoints and ethical reasoning when endeavors require critical and creative thought.
- Devise approaches which exercise multiple perspectives to engage, explain, and express how experts within a field consider evidence as a means to generate new options which also helps to establish and maintain a climate of mutual respect, trust, collegiality, and support.
- Demonstrate awareness of critical issues within a field of study, requiring both a personal response and a professional position, which impact communities, regions, nations, and global concerns.
- Apply advanced skills, including the ability to document, to improve observation and organization of critical elements within a discipline.
- Promote skills in leadership by incorporating collaborative, data-driven decision making which leads to contributions in the field, enhances the function of an organization, or engages in meaningful and relevant endeavors.

In this program, students choose one 18-semester hour Core and one 12-semester hour Focus of Study.

Choose One Core

**Cognitive Science**
Learning how to learn is crucial in a society which continues to change as technology changes. This ability to adapt is an aspect of critical thinking within a situation, whether this is a learning environment or found within an organization. By understanding how the brain processes incoming stimuli, this Focus of Study investigates ways to improve performance, enhance the ability to make quality decisions, and design environments to accomplish their designated purpose.

**English and Communications**
Designed for those teaching at the secondary or college level in the field of English studies, this coursework examines the crossovers of literature, comprehension, and communication within traditional modes and emerging
devices. Using intellectual processes, the courses are crafted to build patterns of thought fostered by delivery methods, cultural perspectives, and changes of time which influence how individuals communicate.

**History and Government**
Designed for those teaching at the secondary or college level in the field of history, this coursework examines the major tenets of understanding historical traditions of thought by examining perspectives across time, people groups, and geographical locations. Utilizing critical thinking, the rationale and emerging patterns driving issues are traced to their roots in political, cultural, social, and ideological perspectives.

**Integrated Biology**
Designed for those teaching at the secondary or college level in the field of science, this coursework promotes the development of integrated thinking and ways science can be taught through different perspectives which encourage real-world applications, effective problem solving, and builds relationships through communication. Individuals consider ways to investigate scientific thought as an approach for examining the forces acting upon living organisms from the basic cellular construction to ways life is sustained through energy transformation and other processes.

**Integrated Chemistry**
Designed for those teaching at the secondary or college level in the field of science, this coursework promotes the development of integrated thinking and ways science can be taught through different perspectives which encourage real-world applications, effective problem solving, and builds relationships through communication. Individuals consider ways to investigate scientific thought as an approach for examining the forces acting upon matter, from the properties at the atomic level to how molecules interact and combine to release energy or form new substances.

**Integrated Physics**
Designed for those teaching at the secondary or college level in the field of physics, this coursework promotes the development of integrated thinking and ways physics can be taught through different perspectives which encourage real-world applications, effective problem solving, and builds relationships through communication. Individuals consider ways to investigate scientific thought as an approach for examining the forces acting upon nature through the study of matter, energy, and force across time and space.

**Integrated Science**
Designed for those teaching at the secondary or college level in the field of science, this coursework promotes the development of integrated thinking and ways science can be taught through different perspectives which encourage real-world applications, effective problem solving, and builds relationships through communication. Individuals consider ways to investigate scientific thought as an approach for examining the forces acting upon the earth and beyond. Biology, chemistry, physics, geology, environmental science, ecology, and astronomy are disciplines addressed.

**Mathematics**
Designed for those teaching at the secondary or college level in the field of mathematics, this set of coursework uses a discovery model in mathematics to help instructors identify problems in their curricula and adapt these by adding or subtracting information, critiquing scenarios, providing overarching data, and allowing students to create predictive models to test against the gathered data to determine accuracy. Designed to support integrative ideas, from algebra, geometry, trigonometry, statistics, and calculus, events and influential mathematicians bring the human factor into the discovery of fundamental constructs which influence a broader understanding of underlying concepts.
Social Science
Designed for those teaching at the secondary or college level in the field of social science, this coursework explores the range of issues related to human interaction and learning within a societal context, exploring sociology, psychology, human development, and human relationships. Utilizing evidence-based research, learners investigate historical contexts, theories, standards, and frameworks which have shaped current understanding of human engagement as a foundation for creating learning environments, assessment options, and developing intellectual processes for lifelong learning.

Choose One Focus of Study

Adult and Continuing Education
The Focus of Study is designed to help professionals gain the necessary knowledge in the area of adult learning and continuing education. It 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.

Higher Education
This Focus of Study is intended to prepare administrators in acquiring or enhancing necessary skills to successfully lead higher education institutions. The courses offer a broad perspective of critical issues facing higher education, emphasizing the complexity of student concerns while balancing the demands of outside constituents, e.g. accreditors, state and federal regulators, community, students, and faculty. Designed to complement and support professional agendas, individual studies prepare leadership to understand the integrated aspects of complex systems influenced by modern societal issues.

Instructional Leadership
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.

International Education
This international education Focus of Study 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.

Online Learning and Teaching
This Focus of Study 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.
Course List (34 Semester Credits)\textsuperscript{6}

**Research Courses (3 Semester Credits)**
- RES5323 Research Design and Application

**Education and Teaching Core Courses (1 Semester Credits)**
- ED5091 Capstone Experience for Advanced Studies (Final course)

**Choose a Six Course Core (18 Semester Credits)**

*\textit{Cognitive Science}*
- ED5253 Cognition and Critical Thinking
- ED5213 Designing Learning Environments
- ED5273 Performance of the Intellect
- ED5283 Theories and Constructs
- ED5293 Principles of Knowing
- ED5333 The Role of Neuropsychology

*\textit{English and Communication}*
- ENG5003 Writing as a Means to an End
- ENG5013 High Drama
- ENG5023 The Culture of Literary Expression
- ENG5033 Revolutionary Words
- ENG5043 The Message in a Bottle
- ENG5053 Teaching and Learning English

*\textit{History and Government}*
- HIST5403 Historical Means and Methods
- HIST5413 Ancient Roads
- HIST5423 Revolution
- HIST5433 The Americans
- HIST5443 A New Nation
- HIST5453 The Legacy of History

*\textit{Integrated Biology}*
- BIOL5203 Foundations of Integrated Science Education
- BIOL5303 Systems of Science
- BIOL5313 The Flow of Forces
- BIOL5323 Practical Science: Biology
- BIOL5333 Layers and Levels
- BIOL5343 Weathering the Storm: Atmospheres and Environments

*\textit{Integrated Chemistry}*
- CHEM5203 Foundations of Integrated Science Education
- CHEM5303 Systems of Science
- CHEM5313 The Flow of Forces
- CHEM5323 Practical Science: Chemistry
CHEM5333 Layers and Levels
CHEM5343 Weathering the Storm: Atmospheres and Environments

*Integrated Science*
SCI5203 Foundations of Integrated Science Education
SCI5303 Systems of Science
SCI5313 The Flow of Forces
SCI5323 Practical Science
SCI5333 Layers and Levels
SCI5343 Weathering the Storm: Atmospheres and Environments

*Integrated Physics*
PHYS5203 Foundations of Integrated Science Education
PHYS5303 Systems of Science
PHYS5313 The Flow of Forces
PHYS5323 Practical Science: Physics
PHYS5333 Layers and Levels
PHYS5343 Weathering the Storm: Atmospheres and Environments

*Mathematics*
MATH5103 Integrative Thinking: Algebra, Geometry, Trigonometry and Statistics
MATH5113 Methods for Modeling Mathematics
MATH5123 Problem Solving: Exploring the Practical
MATH5133 Diversity in Numbers
MATH5143 The Known Equation
MATH5153 The Culture of Mathematics

*Social Science*
SOSC5103 Issues in Sociology
SOSC5113 The Influence of Culture
SOSC5123 Crossing the Lifespan of Human Development
SOSC5133 The Role of Neuropsychology
SOSC5143 Performance of the Intellect
SOSC5153 Perception and Conceptualization

**Choose Four Course Focus of Study (12 Semester Credits)**

*Adult and Continuing Education*
ED5503 Adult Learning
ED5513 Instructional Strategies for the Adult Learner
ED5523 Evaluating Instructional Programs
ED5533 Assessing Adult Learners

*Higher Education*
LEAD5103 Law, Compliance, and Governance in Higher Education
LEAD5113 Resource Management in Higher Education
LEAD5123 Student Affairs
LEAD5133 Issues in Higher Education
International Education
LEAD5003 International Development and Policy
LEAD5013 The Role of International Organizations and Global Foundations
LEAD5023 Education and International Migration
LEAD5033 International Programs, Curricula and Pedagogies

Instructional Leadership
LEAD5043 Instructional Leadership
LEAD5053 Designing and Leading Professional Learning
LEAD5063 Achievement and Accountability
LEAD5073 The Art of Decision Making
Master of Education (M.Ed.) in Integrated Curriculum

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 integration of curriculum presents ideas and concepts in a meaningful manner to add depth and dimension, emphasizing interactive strategies augmented by technology to establish real world applications. Within collaborative environments, resources are maximized to foster higher levels of achievement and performance within schools and organizations.

Program Outcomes

- 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.
- Employ research-based strategies and resources to target specific learning objectives, educational and organizational goals.
- Demonstrate knowledge of theories, academic standards, frameworks, ethics, and collaborative strategies for improving the development of curriculum, assessment, and delivery of instruction based on data and needs of the learner, organization, or community.
- 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.
- Establish and maintain a climate of mutual respect, trust, collaboration, collegiality, and support to enhance stakeholder involvement throughout culturally diverse schools, organizations, and communities.
- 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.
- Build leadership capacity throughout organizations by conducting research and utilizing a collaborative, data driven decision-making process to shape curriculum and instruction in a manner reflective of educational and organizational needs and goals.
- Support ongoing progress monitoring of achievement by providing relevant, research-based professional development and implementation opportunities reflective of educational and organizational needs and goals within a changing society.

Course List (31 Semester Credits)4

- **Research Courses (3 Semester Credits)**
  - RES5323 Research Design and Application
- **Literacy Courses (3 Semester Credits)**
  - LIT5083 New Literacies in Curriculum Integration
- **Education and Teaching Core Courses (9 Semester Credits)**
  - ED5253 Cognition and Critical Thinking (Initial course)
  - ED5263 Fundamentals of Integrated Thinking
  - ED5023 Assessment Strategies
Choose Four Course Focus of Study (12 Semester Credits)

**Integrated Curriculum**
- ED5363 Conceptualization in Learning
- ED5373 Implementing Integrated Curriculum
- ED5383 Principles of Integration
- DL5713 Digital Age Learning Environments

**Instructional Leadership**
- LEAD5043 Instructional Leadership
- LEAD5053 Designing and Leading Professional Learning
- LEAD5063 Achievement and Accountability
- LEAD5073 The Art of Decision Making

**Mathematics and Sciences**
- SCI5203 Foundations of Integrated Science Education
- SCI5213 Engaging Diversity in the Science Classroom
- SCI5223 Modern Learning and Integrated Science Education
- SCI5233 Inventing and Reinventing Mathematics and Science Curriculum: Elementary, Secondary, & College Level

**Special Education**
- SPED5013 Strategies for Teaching Diverse Learners
- SPED5023 Assessment and Evaluation in Special Education
- SPED5033 Law and Policy in Special Education
- SPED5043 Building Collaborative Relationships

**General Track**
Any four courses selected from above
Master of Education (M.Ed.) in STEM Leadership

Program Description (Effective May 2016)

The STEM Leadership program prepares K-16 teachers to utilize 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 designed to provide the educator experience with integrated curriculum utilizing the technological and didactic skill sets required for empowering 21st century learning in a global, digital society.

Program Outcomes

- Design environments for scientific investigations, fostering integrated STEM curriculum which engages diverse learners in authentic problem solving through the utilization of resources.
- Build capacity for accessing, evaluating, and utilizing learning resources which accurately reflect those used by the scientific and engineering community.
- Utilize theories and standards within a research framework to facilitate scientific inquiry through scaffolding, differentiation, and assessment strategies.
- Construct a framework for the seamless integration of authentic technology to enhance scientific literacy in a variety of venues, including reading and writing, acquiring and managing information, and communicating ideas effectively.
- Employ strategies to promote intellectual skill development in selecting testable questions, establishing appropriate variables and controls, choosing the kind of data and method of collecting it, and utilizing appropriate tools to correctly make hypotheses and predictions.
- Establish environments supporting the capacity for collaborative interactions to promote independence and interdependence which support conflict resolution, self-discipline, time management, and team-building.
- Demonstrate evidence-based decision making appropriate for the needs of a global society.
- Investigate relevant issues and problems which impact communities, regions, and beyond.
- Analyze research in the field of integrated science, technology, engineering, and mathematics education to identify best practices for engaging learners.
- Promote personal inquiry as an aspect of developing dynamic relationships between ideas and individuals supporting expectations within the fields of STEM.

Course List (31 Semester Credits)

**Research Courses (3 Semester Credits)**
- RES5323 Research Design and Application

**Education and Teaching Core Courses (6 Semester Credits)**
- ED5383 Principles of Integration
- ED5023 Assessment Strategies

**Science Courses (22 Semester Credits)**
- SCI5203 Foundations of Integrated Science Education (Initial course)
- SCI5213 Engaging Diversity in the Science Classroom
- SCI5223 Modern Learning and Integrated Science Education
- SCI5233 Inventing and Reinventing Mathematics and Science Curriculum: Elementary, Secondary, and College Level
- SCI5243 Creating an Environment for STEM Learning
- SCI5253 Building Scientific Understanding in Students
- SCI5263 Applied Science and Engineering Practices
- SCI5091 Capstone Experience for STEM Leadership (Final Course)
1NOTE:
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.

2NOTE:
EL5113 is scheduled after graduation if students need to earn additional internship hours above what was required (minimum 160 hours for Texas) and earned in the ELX5983 course.

3NOTE:
• 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.
• State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama’s test requirements and submit a valid, renewable professional educator certificate/license by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three (3) years of full-time employment as an administrator in a P-12 school system. See: www.alsde.edu.

4NOTE:
• This program is neither designed nor approved (as of the publication date of this Catalog) to prepare students for licensure, certification, or endorsement in any state.
• This program is not available to Kentucky residents.

NOTE:
• This program is neither designed nor approved (as of the publication date of this Catalog) 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 and Bilingual Education course sequences are approved by the Illinois State Board of Education as meeting the coursework requirements for endorsements in these areas.

5NOTE:
• This program is neither designed nor approved (as of the publication date of this Catalog) 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.)
Dual Degree Programs
Overview of 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 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 completing specific courses, including the Capstone Experience course for the second program, and any required internship requirement (M.Ed. in Educational Leadership), the student can earn a second master’s degree.

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

For Graduates of the M.Ed. In Curriculum and Instruction

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

Course List (16 Semester Credits)¹

Leadership Courses (16 Semester Credits)
- EL5753 Law and Policy
- EL5703 School Improvement
- EL5623 Developing Teachers
- EL5723 Resource and Fiscal Management
- EL5983 Internship Experience for Educational Leadership (3 semester credits; 10-wk format)
- EL5091 Capstone Experience for Educational Leadership (one semester credit) (Final course)

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.
Master of Education (M.Ed.) in Curriculum and Instruction
For Graduates of the M.Ed. In Educational Leadership

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

Course List (16 Semester Credits)

Leadership Courses (3 Semester Credits)
- LEAD5393 Teacher Leadership

Curriculum and Instruction Courses (13 Semester Credits)
- CI5333 Student Engagement
- CI5103 Curriculum and Instructional Design for Diversity
- CI5353 Standards-Driven Learning
- CI5423 Community of Learners
- CI5091 Capstone Experience for Curriculum and Instruction (Final course)
Master of Education (M.Ed.) in Curriculum and Instruction  
For Graduates of the M.Ed. In Elementary Education

Graduates of the American College of Education M.Ed. in Elementary Education 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.

Course List (19 Semester Credits)$^2$

**Literacy Courses (3 Semester Credits)**
- LIT5203 Strengthening Literacy or
- LIT5233 Prescriptive Intervention for Reading Difficulties (MI Students)

**Education and Teaching Courses (3 Semester Credits)**
- ED5053 Community Engagement, Outreach, and Collaboration

**Curriculum and Instruction Courses (10 Semester Credits)**
- CI5333 Student Engagement
- CI5423 Community of Learners
- CI5033 Creating Safe and Supportive Classrooms
- CI5091 Capstone Experience for Curriculum and Instruction (one semester credit) (Final course)
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.

Course List (19 Semester Credits)²

**Education and Teaching Core Courses (4 Semester Credits)**
- ED5193 Foundations of Education
- EE5091 Capstone Experience for Elementary Education (Final Course)

**Digital Teaching and Learning Courses (6 Semester Credits)**
- DL5013 The Digital Learner
- DL5023 The Digital Educator

**Choose a Three Course Focus of Study (9 Semester Credits)**

*Literacy Focus of Study*
- LIT5053 Emerging Literacy for Elementary Teachers
- LIT5073 Developing Literacy: Integrating Skills for Elementary Teachers
- LIT5223 Strengthening Literacy for Elementary Education

*Content Area Focus of Study*
- SCI5073 Science Instruction in Elementary Education
- MATH5083 Mathematics Instruction in Elementary Education
- LIT5143 Social Studies and Reading/Language Arts for Elementary Teachers
• 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.
• Completion of this program by Texas residents will not result in eligibility for principal/building administrator licensure.
• This program is not available to Kentucky residents.

2NOTE:
• This program is neither designed nor approved (as of the publication date of this Catalog) to prepare students for licensure, certification, or endorsement in any state.
• This program is not available to Kentucky residents
Master of Arts (M.A.) Programs
Master of Arts (M.A.) in Elementary Teaching

Program Description

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.

Program Outcomes

- Design and deliver integrated, differentiated instruction with integrity that is responsive to student diversity and differences and promotes high achievement for all students.
- Apply standards-based, data-driven decision making, and integrated differentiated instruction using appropriate technologies and tools to improve the achievement of all students.
- Demonstrate in-depth understanding of assessment, and use assessment results to inform instructional decision making.
- Collaborate with others to establish a well-organized, positive learning environment which supports the development of leadership skills, improves student achievement, and maintains the high ethical teaching standards of the educational profession.
- Engage in continuous professional growth, intellectual development, inquiry, and research reflective of educational needs and goals within a changing national and international society.
- Use knowledge of scientifically based research, developmental knowledge, and educational theory to plan and deliver instruction in content areas, including reading, language arts, mathematics, science, social studies, fine arts, health, wellness, and physical education, for the purpose of improving the achievement of all students.

Course List (34 Semester Credits)¹

Research Courses (3 Semester Credits)
- RES5183 Research Methods for Elementary Teachers

Literacy Courses (12 Semester Credits)
- 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

Education and Teaching Core Courses (10 Semester Credits)
- EDTT5021 Orientation to Elementary Teaching (1 semester credit) (Initial course)
- EDTT5013 Assessment for Elementary Teachers
- EDTT5053 Community Engagement for Elementary Teachers
- EDTT5131 Student Teaching Seminar (1 semester credit)
- EDTT5161 Elementary Student Teaching (1 semester credit)
- EDTT5091 Capstone Experience for Elementary and Secondary Teachers (1 semester credit) (Final course)

Digital Learning and Teaching/Technology Courses (3 Semester Credits)
- DL5013 The Digital Learner

¹ The number of semester credits for each course is indicated in parentheses after the course title.
Mathematics Courses (3 Semester Credits)
  • MATH5073 Mathematics Instruction for Elementary Teacher Preparation

Science Courses (3 Semester Credits)
  • SCI5083 Science Instruction for Elementary Teacher Preparation
Master of Arts (M.A.) in Secondary Teaching

Program Description

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 M.A.T. program leads to secondary teacher certification in Indiana. Candidates gain understanding of adolescent development as they learn and apply instructional and assessment strategies to improve achievement of secondary students in content specific areas.

Program Outcomes

- Design and deliver integrated, differentiated instruction with integrity that is responsive to student diversity and differences and promotes high achievement for all students.
- Apply standards-based, data-driven decision making and integrated differentiated instruction using appropriate technologies and tools to improve the achievement of all students.
- Demonstrate in-depth understanding of assessment, and use assessment results to inform instructional decision making.
- Collaborate with others to establish a well-organized, positive learning environment which supports the development of leadership skills, improves student achievement, and maintains the high ethical teaching standards of the educational profession.
- Engage in continuous professional growth, intellectual development, inquiry, and research reflective of educational needs and goals within a changing national and international society.
- Use knowledge of scientifically based research, developmental knowledge and educational theory to plan and deliver instruction in content areas, including reading, language arts, mathematics, science, social studies, fine arts, health, wellness, and physical education, for the purpose of improving the achievement of all students.

Course List (34 Semester Credits)¹

- **Research Courses (3 Semester Credits)**
  - RES5153 Research Methods

- **Literacy Courses (3 Semester Credits)**
  - LIT5313 Literacy in the Content Areas

- **Education and Teaching Core Courses (19 Semester Credits)**
  - EDTT5031 Orientation to Secondary Teaching (1 semester credit) (Initial course)
  - 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) (Final course)
  - ED5023 Assessment Strategies
  - ED5053 Community Engagement, Outreach, and Collaboration

- **Digital Learning and Teaching/Technology Courses (3 Semester Credits)**
  - DL5013 The Digital Learner

© American College of Education 79 The more you learn, the more your students learn.
Background Check

American College of Education requires applicants to a program leading to certification successfully complete and pass a criminal background check prior to being evaluated for admission. By requiring a background check, ACE can confidently refer students to schools to complete their student teaching which will continue to increase schools’ trust in ACE. In addition, by successfully passing a background check for admittance, helps improve the applicant’s likelihood of being able to obtain a certificate from the state upon successful completion of the program.

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 MAT Program Coordinator 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/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.

CPR-Heimlich Maneuver-AED Certification

Per Indiana Code 20-28-5-3(c), applicants applying for an initial teaching license must have successfully completed training in:

- Cardiopulmonary resuscitation that includes a test demonstration on a mannequin,
- Removing a foreign body causing an obstruction in an airway, and the Heimlich Maneuver;
- Beginning July 1, 2011, the use of an automated external defibrillator (AED); and
- Hold a valid certification in each of these procedures from either the American Red Cross or the American Heart Association or other providers as approved by the department.

An initial teaching license is the first license issued to an applicant, regardless of content area or setting. Effective July 1, 2012, the requirements above must be met for all license and permit renewals. Applicants for initial licensure of any type and applicants for all renewals must show proof of valid CPR/AED/Heimlich certification. For applications submitted an paid in LVIS on or before June 30, 2012, the current requirement will be honored even though the licenses may not be processed by licensing advisors or OELD staff until July 1, 2012, or after.
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.
- State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama’s test requirements and submit a valid, renewable professional educator certificate/license by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three (3) years of full-time employment as an administrator in a P-12 school system. See: [www.alsde.edu](http://www.alsde.edu).
Specialist and Doctoral Degree Programs
Educational Specialist (Ed.S.) in Leadership

Program Description

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

Program Outcomes

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

Choose One Focus of Study

**Cognitive Science**
Learning how to learn is crucial in a society which continues to change as technology changes. This ability to adapt is an aspect of critical thinking within a situation, whether this is a learning environment or found within an organization. By understanding how the brain processes incoming stimuli, this Focus of Study investigates ways to improve performance, enhance the ability to make quality decisions, and design environments to accomplish their designated purpose.

**English and Communications**
Designed for those teaching at the secondary or college level in the field of English studies, this coursework examines the crossovers of literature, comprehension, and communication within traditional modes and emerging devices. Using intellectual processes, the courses are crafted to build patterns of thought fostered by delivery methods, cultural perspectives, and changes of time which influence how individuals communicate.

**History and Government**
Designed for those teaching at the secondary or college level in the field of history, this coursework examines the major tenets of understanding historical traditions of thought by examining perspectives across time, people groups, and geographical locations. Utilizing critical thinking, the rationale and emerging patterns driving issues are traced to their roots in political, cultural, social, and ideological perspectives.

**Integrated Biology**
Designed for those teaching at the secondary or college level in the field of science, this coursework promotes the development of integrated thinking and ways science can be taught through different perspectives which encourage real-world applications, effective problem solving, and builds relationships through communication. Individuals consider ways to investigate scientific thought as an approach for examining the forces acting upon living organisms from the basic cellular construction to ways life is sustained through energy transformation and other processes.
Integrated Chemistry
Designed for those teaching at the secondary or college level in the field of science, this coursework promotes the development of integrated thinking and ways science can be taught through different perspectives which encourage real-world applications, effective problem solving, and builds relationships through communication. Individuals consider ways to investigate scientific thought as an approach for examining the forces acting upon matter, from the properties at the atomic level to how molecules interact and combine to release energy or form new substances.

Integrated Physics
Designed for those teaching at the secondary or college level in the field of physics, this coursework promotes the development of integrated thinking and ways physics can be taught through different perspectives which encourage real-world applications, effective problem solving, and builds relationships through communication. Individuals consider ways to investigate scientific thought as an approach for examining the forces acting upon nature through the study of matter, energy, and force across time and space.

Integrated Science
Designed for those teaching at the secondary or college level in the field of science, this coursework promotes the development of integrated thinking and ways science can be taught through different perspectives which encourage real-world applications, effective problem solving, and builds relationships through communication. Individuals consider ways to investigate scientific thought as an approach for examining the forces acting upon the earth and beyond. Biology, chemistry, physics, geology, environmental science, ecology, and astronomy are disciplines addressed.

Leadership
This Focus of Study explores topics relevant to any leadership position. Whether the focus is on establishing an appropriate research base or writing grants, leaders practice ethical decision making through the implementation of policies and a framework of governance.

Mathematics
Designed for those teaching at the secondary or college level in the field of mathematics, this set of coursework uses a discovery model in mathematics to help instructors identify problems in their curricula and adapt these by adding or subtracting information, critiquing scenarios, providing overarching data, and allowing students to create predictive models to test against the gathered data to determine accuracy. Designed to support integrative ideas, from algebra, geometry, trigonometry, statistics, and calculus, events and influential mathematicians bring the human factor into the discovery of fundamental constructs which influence a broader understanding of underlying concepts.

Online Learning and Teaching
This Focus of Study 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.

Social Science
Designed for those teaching at the secondary or college level in the field of social science, this coursework explores the range of issues related to human interaction and learning within a societal context, exploring sociology, psychology, human development, and human relationships. Utilizing evidence-based research, learners investigate historical contexts, theories, standards, and frameworks which have shaped current understanding of human engagement as a foundation for creating learning environments, assessment options, and developing intellectual processes for lifelong learning.
Course List (37 Semester Credits)\textsuperscript{1}

**Research Courses (8 Semester Credits)**
- RES6021 Research Tool: Creating and Analyzing Measures [5-week course]
- RES6011 Research Tool: APA and Bibliographic Software [5-week course]
- RES6013 Research Methods
- RES6003 Applied Statistics

**Leadership Courses (13 Semester Credits)**
- LEAD6001 Introduction to Advanced Studies [5-week course] (Initial course)
- LEAD6123 Management of Financial Resources
- LEAD6133 Models of Leadership and Coaching
- LEAD6143 Strategic Operations Planning and Innovation
- LEAD6163 Management of Human Capital

**Seminar Courses (1 Semester Credits)**
- SEM6601 Doctoral Seminar I [5-week course]

**Capstone Course (3 Semester Credits)**
- CAP6923 Capstone in Leadership (Final course)

**Choose a Four Course Focus of Study (12 Semester Credits)**

*Leadership*
LEAD6103 Evidence-Based Learning and Teaching
LEAD6113 Ethical Leadership and Social Justice
LEAD6153 Policy and Governance
LEAD6183 Grants Writing for Leaders

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

*Cognitive Science (Choose Any Four)*
ED6253 Cognition and Critical Thinking
ED6213 Designing Learning Environments
ED6273 Performance of the Intellect
ED6283 Theories and Constructs
ED6293 Principles of Knowing
ED6333 The Role of Neuropsychology

*English and Communication (Choose Any Four)*
ENG6003 Writing as a Means to an End
ENG6013 High Drama
ENG6023 The Culture of Literary Expression
ENG6033 Revolutionary Words
ENG6043 The Message in a Bottle
ENG6053 Teaching and Learning English
History and Government (Choose Any Four)
HIST6403 Historical Means and Methods
HIST6413 Ancient Roads
HIST6423 Revolution
HIST6433 The Americans
HIST6443 A New Nation
HIST6453 The Legacy of History

Integrated Science (Choose Any Four)
SCI6203 Foundations of Integrated Science Education
SCI6303 Systems of Science
SCI6313 The Flow of Forces
SCI6323 Practical Science
SCI6333 Layers and Levels
SCI6343 Weathering the Storm: Atmospheres and Environments

Integrated Physics (Choose Any Four)
PHYS6203 Foundations of Integrated Science Education
PHYS6303 Systems of Science
PHYS6313 The Flow of Forces
PHYS6323 Practical Science: Physics
PHYS6333 Layers and Levels
PHYS6343 Weathering the Storm: Atmospheres and Environments

Integrated Biology (Choose Any Four)
BIOL6203 Foundations of Integrated Science Education
BIOL6303 Systems of Science
BIOL6313 The Flow of Forces
BIOL6323 Practical Science: Biology
BIOL6333 Layers and Levels
BIOL6343 Weathering the Storm: Atmospheres and Environments

Integrated Chemistry (Choose Any Four)
CHEM6203 Foundations of Integrated Science Education
CHEM6303 Systems of Science
CHEM6313 The Flow of Forces
CHEM6323 Practical Science: Chemistry
CHEM6333 Layers and Levels
CHEM6343 Weathering the Storm: Atmospheres and Environments

Mathematics (Choose Any Four)
MATH6103 Integrative Thinking: Algebra, Geometry, Trigonometry and Statistics
MATH6113 Methods for Modeling Mathematics
MATH6123 Problem Solving: Exploring the Practical
MATH6133 Diversity in Numbers
MATH6143 The Known Equation
MATH6153 The Culture of Mathematics

Social Science (Choose Any Four)
SOSC6103 Issues in Sociology
SOSC6113 The Influence of Culture
SOSC6123 Crossing the Lifespan of Human Development
SOSC6133 The Role of Neuropsychology
SOSC6143 Performance of the Intellect
SOSC6153 Perception and Conceptualization
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.

Program Outcomes

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

Choose One Focus of Study

Adult and Continuing Education
The Focus of Study is designed to help professionals gain the necessary knowledge in the area of adult learning and continuing education. It 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.

Curriculum and Instruction
Today’s educational environments require understanding critical aspects of how learning happens for a diverse population spanning multiple ages. This Focus of Study examines how standards shape assessment while building needed skills in content areas each strengthen by the ability to read well.

Educational and Community Organizations
A Focus of Study 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.

Higher Education
The Focus of Study is intended to prepare administrators in acquiring or enhancing necessary skills to successfully lead higher education institutions. The courses offer a broad perspective of critical issues facing higher education, emphasizing the complexity of student concerns while balancing the demands of outside constituents, e.g. accreditors, state and federal regulators, community, students, and faculty. Designed to complement and support professional agendas, individual studies prepare leadership to understand the integrated aspects of complex systems influenced by modern societal issues.
Instructional Leadership

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.

International Education

This international education Focus of Study 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.

Online Education

This Focus of Study 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.

Course List (64 Semester Credits)²

Research Courses (21 Semester Credits)

- RES6021 Research Tool: Creating and Analyzing Measures [5-week course]
- RES6011 Research Tool: APA and Bibliographic Software [5-week course]
- RES6031 Research Tool: Information Display Strategies [5-week course]
- RES6013 Research Methods
- RES6003 Applied Statistics
- RES6023 Quantitative Research Designs
- RES6033 Qualitative Research Designs
- RES6201 Dissertation I
- RES6501 Crafting a Dissertation (taken concurrently with RES6201; can be repeated as needed); 4 credits must be earned
- RES6301 Dissertation II (Pre-req: RES6201, RES6501) (Final Course)

Leadership Courses (28 Semester Credits)

- LEAD6001 Introduction to Advanced Studies [5-week course] (Initial course)
- 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
Seminar Courses (3 Semester Credits)

◦ SEM6601 Doctoral Seminar I [5-week course]
◦ SEM6611 Doctoral Seminar II (Pre-req: SEM6601, RES6013, RES6033) [5-week course]
◦ SEM6621 Doctoral Seminar III (Pre-req: RES6611) [5-week course]

Choose a Four Course Focus of Study (12 Semester Credits)

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

*Curriculum and Instruction*
CI6103 Curriculum and Instructional Design for Diversity
CI6113 Standards-Driven Learning
ED6053 Assessment Strategies
LIT6003 Strengthening Literacy

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

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

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

*International Education*
LEAD6243 International Development and Policy (Must be taken first in sequence)
LEAD6253 The Role of International Organizations and Global Foundations (Pre-Req: LEAD6243)
LEAD6263 Education and International Migration
LEAD6273 International Programs, Curricula and Pedagogies
Online Education
TECH6303 Online Learning and Teaching
TECH6313 Creating Online Collaboration and Communities
TECH6323 Designing Courses and Programs
TECH6333 Online Teaching and Assessment

General Track
Select any four courses from above or any 4 graduate courses transferred in.

This program also offers two additional pathways for students transferring in a completed Ed.S. degree or entering as an “All But Dissertation” (ABD) student.

A student with a confirmed 3.0 GPA in an Ed.S. program or has been confirmed to have completed all Ed.D. work besides their dissertation (ABD) at a 3.0 GPA are eligible to transfer his/her prior coursework/degree to ACE in its entirety and complete his/her Ed.D. in the appropriate pathway below.
## Ed.S. to Ed.D Program Version

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Courses</th>
<th>Credits (64)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMPLETED Ed.S.</strong></td>
<td>Students must bring in a completed Ed.S with degree conferred as an admission requirement.</td>
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<tr>
<td>Introductory Course</td>
<td>LEAD6001 Introduction to Advanced Studies</td>
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<tr>
<td>Seminar Courses (All required)</td>
<td>SEM6601 Doctoral Seminar I</td>
<td>(3)</td>
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<tr>
<td></td>
<td>SEM6611 Doctoral Seminar II</td>
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<tr>
<td></td>
<td>SEM6621 Doctoral Seminar III</td>
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<tr>
<td>Dissertation Courses (All Required)</td>
<td>RES6201 Dissertation I</td>
<td>(6)</td>
</tr>
<tr>
<td></td>
<td>RES6501 Crafting a Dissertation (taken concurrently with RES6201; taken at least four terms, can be repeated as needed)</td>
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<tr>
<td></td>
<td>RES6301 Dissertation II</td>
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<tr>
<td>Research Courses</td>
<td>RES6013 Research Methods</td>
<td>(6)</td>
</tr>
<tr>
<td>(Six Hours Required, Classes to be</td>
<td>RES6003 Applied Statistics</td>
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</tr>
<tr>
<td>Determined in Transcript Review)</td>
<td>RES6023 Quantitative Research Designs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RES6033 Qualitative Research Designs</td>
<td></td>
</tr>
<tr>
<td>Ed.S./Ed.D. Leadership Elective Courses</td>
<td>A total of (15) credit hours required from a combination of these courses. Upon assessment of Ed.S. transcript, courses from this group will be selected by the department chair to “Fill in Deficiencies” between the Ed.S. degree and Ed.D. degree.</td>
<td>(15)</td>
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<tr>
<td></td>
<td>LEAD6103 Evidence-Based Learning and Teaching</td>
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<tr>
<td>Ed.S./Ed.D. Leadership Elective Courses</td>
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## ABD to Ed.D. Program Version

<table>
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<tr>
<th>Sequence</th>
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<th>Credits</th>
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<tbody>
<tr>
<td><strong>ALL BUT DISSERTATION STUDENTS (ABD)</strong></td>
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<tr>
<td>Completed all doctoral coursework but has not completed the dissertation.</td>
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<tr>
<td>Introductory Course</td>
<td>LEAD6001 Introduction to Advanced Studies</td>
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</tr>
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<td>RES6201 Dissertation I</td>
<td>(6)</td>
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<td></td>
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*Note: A total of (12) credit hours required from a combination of these courses. Upon assessment of Ed.S. transcript, courses from this group will be selected by the department chair to “Fill in Deficiencies” between the Ed.S. degree and Ed.D. degree.*
NOTE:

• This program is neither designed nor approved (as of the publication date of this Catalog) to prepare students for licensure, certification, or endorsement in any state.

• This program is not available to Kentucky residents.

NOTE:

• This program is neither designed nor approved (as of the publication date of this Catalog) 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 [www.iwantmytranscript.com/ace].

Certificate in Transition to Teaching (T2T) in Elementary Education

Certificate Description

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

Certificate Outcomes

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

Course List (24 Semester Credits)¹

**Literacy Courses (12 Semester Credits)**
- 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

**Education and Teaching Core Courses (3 Semester Credits)**
- EDTT5021 Orientation to Elementary Teaching (1 semester credit) (Initial course)
- EDTT5131 Student Teaching Seminar (1 semester credit)
- EDTT5161 Elementary Student Teaching (1 semester credit) (Final course)

**Digital Learning and Teaching/Technology Courses (3 Semester Credits)**
- DL5013 The Digital Learner
Mathematics Courses (3 Semester Credits)
  ◦ MATH5073 Mathematics Instruction for Elementary Teacher Preparation

Science Courses (3 Semester Credits)
  ◦ SCI5083 Science Instruction for Elementary Teacher Preparation
Certificate in Transition to Teaching (T2T) in Secondary Education

Certificate Description

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

Certificate Outcomes

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

Course List (18 Semester Credits)

- **Literacy Courses (3 Semester Credits)**
  - LIT5313 Literacy in the Content Areas

- **Education and Teaching Core Courses (12 Semester Credits)**
  - EDTT5031 Orientation to Secondary Teaching (1 semester credit) (Initial course)
  - 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) (Final course)

- **Digital Learning and Teaching/Technology Courses (3 Semester Credits)**
  - DL5013 The Digital Learner

Background Check

American College of Education requires applicants to a program leading to certification successfully complete and pass a criminal background check prior to being evaluated for admission. By requiring a background check, ACE can confidently refer students to schools to complete their student teaching which will continue to increase schools’ trust in ACE. In addition, by successfully passing a background check for admittance, helps improve the applicant’s likelihood of being able to obtain a certificate from the state upon successful completion of the program.
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 MAT Program Coordinator 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/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.
CPR-Heimlich Maneuver-AED Certification

Per Indiana Code 20-28-5-3(c), applicants applying for an initial teaching license must have successfully completed training in:

- Cardiopulmonary resuscitation that includes a test demonstration on a mannequin,
- Removing a foreign body causing an obstruction in an airway, and the Heimlich Maneuver;
- Beginning July 1, 2011, the use of an automated external defibrillator (AED); and
- Hold a valid certification in each of these procedures from either the American Red Cross or the American Heart Association or other providers as approved by the department.

An initial teaching license is the first license issued to an applicant, regardless of content area or setting. Effective July 1, 2012, the requirements above must be met for all license and permit renewals. Applicants for initial licensure of any type and applicants for all renewals must show proof of valid CPR/AED/Heimlich certification. For applications submitted and paid in LVIS on or before June 30, 2012, the current requirement will be honored even though the licenses may not be processed by licensing advisors or OELD staff until July 1, 2012, or after.
Certificate in English as a Second Language and Bilingual Education

Certificate Description

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 and Bilingual Education at American College of Education.

Certificate Outcomes

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

Course List (18 Semester Credits)

Education and Teaching Core Courses (3 Semester Credits)

- ED5123 Diverse Learners

ESL/BL/TESOL Courses (15 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
- ES5063 Linguistics for TESOL or BL5063 Methods and Materials for Teaching Bilingual Education
Certificate in Adult Education and Corporate Training

Certificate Description (Effective August, 2016)

This certificate is designed to utilize teaching skills in an environment which requires learning, professional development, team building, or training to improve personal, collaborative skills. By exploring how adults learn, theories of interaction are implemented through experiential activities to engage and model strategies used in potential training opportunities. The lens of critical analysis is used to assess learning and program delivery.

Certificate Outcomes

- Design an environment conducive for learning how to adapt to changing conditions requiring strategic thinking, creative problem solving, and effective collaboration.
- Evaluate the achievement or obtainment of goals and objectives through the use of instructional strategies and assessment methods.
- Demonstrate understanding of factors and variables influencing adult learning to improve communication, manage human resources, increase performance and productivity.
- The lens of critical analysis is used to assess learning and program delivery.

Course List (18 Semester Credits)³

**Education and Teaching Core Courses (15 Semester Credits)**

- ED5293 Principles of Knowing
- ED5213 Designing the Learning Environment
- ED5513 Instructional Strategies for the Adult Learner
- ED5523 Evaluating Instructional Programs
- ED5533 Assessing Adult Learners

**Leadership Courses (3 Semester Credits)**

- LEAD5073 The Art of Decision Making
Certificate in Christian Education

Certificate Description (Effective May, 2016)

This certificate is designed to meet the certification requirements for educators (teachers and administrators) in schools accredited by the Association of Christian Schools International (ACSI). Designed for adapting to the realities of the 21st century, the courses include both an affirmation and a critical examination of Christian schooling and encourage educators to become agents of positive change in the Christian school movement and in society. The certificate will support both organizational and social change initiatives, seeking to move from the formation of the educator, to effective student-centered teaching and learning, to influencing change at the school and community levels.

Certificate Outcomes

• Construct a philosophy of education based on a critical examination of personal presumptions, biases, and values from a Christian perspective.
• Integrate faith and learning by developing non-indoctrinatory, academically rigorous, and critically reflective lessons and curriculum.
• Reflect on relational models of teaching and learning that affirm individual “worth” of students through differentiated instruction.
• Develop organizational values, mission, and strategic initiatives that address the unique cultural and contextual needs of school populations.
• Evaluate internal and external factors impacting the extent to which Christian schools can be forces of positive social change, especially in under-served, high-need communities.

Course List (15 Semester Credits)

Education and Teaching Core Courses (15 Semester Credits)

◦ CE5103 Philosophy of Education for Christian Schools
◦ CE5113 Relational Teaching and Learning
◦ CE5123 Methods of Faith and Learning Integration
◦ CE5133 Cultural Contextualization for Christian Schools
◦ CE5143 Christian Schools and Social Change
Certificate in Content Area Instruction

Certificate Description (Effective May, 2016)

Designed for those teaching at the secondary or college level content areas or disciplines, this certificate examines the major tenets for understanding fields of study. Using intellectual processes to encourage lifelong learning, the courses are crafted to build patterns of thought fostered by delivery methods, cultural perspectives, and changes of time which influence and support the integration of ideas and concepts. Learners investigate different perspectives by utilizing evidence-based research to encourage real-world applications, effective problem solving, and building relationships through communication. This approach establishes fundamental constructs which influences the understanding of underlying concepts essential in content areas.

Certificate Outcomes

- Develop ways to apply integrative thinking to evidenced-based learning related to emerging issues and concerns which foster deeper understanding of discipline-related content while supporting the use of theories, standards, and frameworks appropriate for the field.
- Establish relationships between theoretical perspectives and professional application to create opportunities for reflective practices which engage students in appreciating and using principles in practice.
- Analyze approaches to understanding traditional modes of communication, including writing and speaking, within a media-driven culture.
- Build a collaborative community to engage in experiential learning which applies principles of engagement to generate cultural perspectives and the pursuit of intellectual understanding of concepts presented in various mode of communication.
- Design learning environments conducive for a field of study which utilize research to support changing conditions, requiring strategic thinking, and critical problem solving in relation to human endeavors.

Certificate Structure

**Cognitive Science**
Learning how to learn is crucial in a society which continues to change as technology changes. This ability to adapt is an aspect of critical thinking within a situation, whether this is a learning environment or found within an organization. By understanding how the brain processes incoming stimuli, this Focus of Study investigates ways to improve performance, enhance the ability to make quality decisions, and design environments to accomplish their designated purpose.

**English and Communications**
Designed for those teaching at the secondary or college level in the field of English studies, this coursework examines the crossovers of literature, comprehension, and communication within traditional modes and emerging devices. Using intellectual processes, the courses are crafted to build patterns of thought fostered by delivery methods, cultural perspectives, and changes of time which influence how individuals communicate.

**History and Government**
Designed for those teaching at the secondary or college level in the field of history, this coursework examines the major tenets of understanding historical traditions of thought by examining perspectives across time, people groups, and geographical locations. Utilizing critical thinking, the rationale and emerging patterns driving issues are traced to their roots in political, cultural, social, and ideological perspectives.
Integrated Biology
Designed for those teaching at the secondary or college level in the field of science, this coursework promotes the development of integrated thinking and ways science can be taught through different perspectives which encourage real-world applications, effective problem solving, and builds relationships through communication. Individuals consider ways to investigate scientific thought as an approach for examining the forces acting upon living organisms from the basic cellular construction to ways life is sustained through energy transformation and other processes.

Integrated Chemistry
Designed for those teaching at the secondary or college level in the field of science, this coursework promotes the development of integrated thinking and ways science can be taught through different perspectives which encourage real-world applications, effective problem solving, and builds relationships through communication. Individuals consider ways to investigate scientific thought as an approach for examining the forces acting upon matter, from the properties at the atomic level to how molecules interact and combine to release energy or form new substances.

Integrated Physics
Designed for those teaching at the secondary or college level in the field of physics, this coursework promotes the development of integrated thinking and ways physics can be taught through different perspectives which encourage real-world applications, effective problem solving, and builds relationships through communication. Individuals consider ways to investigate scientific thought as an approach for examining the forces acting upon nature through the study of matter, energy, and force across time and space.

Integrated Science
Designed for those teaching at the secondary or college level in the field of science, this coursework promotes the development of integrated thinking and ways science can be taught through different perspectives which encourage real-world applications, effective problem solving, and builds relationships through communication. Individuals consider ways to investigate scientific thought as an approach for examining the forces acting upon the earth and beyond. Biology, chemistry, physics, geology, environmental science, ecology, and astronomy are disciplines addressed.

Mathematics
Designed for those teaching at the secondary or college level in the field of mathematics, this set of coursework uses a discovery model in mathematics to help instructors identify problems in their curricula and adapt these by adding or subtracting information, critiquing scenarios, providing overarching data, and allowing students to create predictive models to test against the gathered data to determine accuracy. Designed to support integrative ideas, from algebra, geometry, trigonometry, statistics, and calculus, events and influential mathematicians bring the human factor into the discovery of fundamental constructs which influence a broader understanding of underlying concepts.

Social Science
Designed for those teaching at the secondary or college level in the field of social science, this coursework explores the range of issues related to human interaction and learning within a societal context, exploring sociology, psychology, human development, and human relationships. Utilizing evidence-based research, learners investigate historical contexts, theories, standards, and frameworks which have shaped current understanding of human engagement as a foundation for creating learning environments, assessment options, and developing intellectual processes for lifelong learning.
Course List (18 Semester Credits)

Choose an 18-Credit Focus of Study (18 Semester Credits)

*English and Communication*
- ENG5003 Writing as a Means to an End
- ENG5013 High Drama
- ENG5023 The Culture of Literary Expression
- ENG5033 Revolutionary Words
- ENG5043 The Message in a Bottle
- ENG5053 Teaching and Learning English

*History and Government*
- HIST5403 Historical Means and Methods
- HIST5413 Ancient Roads
- HIST5423 Revolution
- HIST5433 The Americans
- HIST5443 A New Nation
- HIST5453 The Legacy of History

*Integrated Biology*
- BIOL5203 Foundations of Integrated Science Education
- BIOL5303 Systems of Science
- BIOL5313 The Flow of Forces
- BIOL5323 Practical Science: Biology
- BIOL5333 Layers and Levels
- BIOL5343 Weathering the Storm: Atmospheres and Environments

*Integrated Chemistry*
- CHEM5203 Foundations of Integrated Science Education
- CHEM5303 Systems of Science
- CHEM5313 The Flow of Forces
- CHEM5323 Practical Science: Chemistry
- CHEM5333 Layers and Levels
- CHEM5343 Weathering the Storm: Atmospheres and Environments

*Integrated Science*
- SCI5203 Foundations of Integrated Science Education
- SCI5303 Systems of Science
- SCI5313 The Flow of Forces
- SCI5323 Practical Science
- SCI5333 Layers and Levels
- SCI5343 Weathering the Storm: Atmospheres and Environments
**Integrated Physics**
PHYS5203 Foundations of Integrated Science Education  
PHYS5303 Systems of Science  
PHYS5313 The Flow of Forces  
PHYS5323 Practical Science: Physics  
PHYS5333 Layers and Levels  
PHYS5343 Weathering the Storm: Atmospheres and Environments

**Mathematics**
MATH5103 Integrative Thinking: Algebra, Geometry, Trigonometry and Statistics  
MATH5113 Methods for Modeling Mathematics  
MATH5123 Problem Solving: Exploring the Practical  
MATH5133 Diversity in Numbers  
MATH5143 The Known Equation  
MATH5153 The Culture of Mathematics

**Social Science**
SOSC5103 Issues in Sociology  
SOSC5113 The Influence of Culture  
SOSC5123 Crossing the Lifespan of Human Development  
SOSC5133 The Role of Neuropsychology  
SOSC5143 Performance of the Intellect  
SOSC5153 Perception and Conceptualization
**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.
- State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama’s test requirements and submit a valid, renewable professional educator certificate/license by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three (3) years of full-time employment as an administrator in a P-12 school system. See: [www.alsde.edu](http://www.alsde.edu).

**NOTE:**
- This program is neither designed nor approved (as of the publication date of this Catalog) to prepare students for licensure, certification, or endorsement in any state.
- 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.
- This program is not available to Kentucky residents.

**NOTE:**
- This program is neither designed nor approved (as of the publication date of this Catalog) to prepare students for licensure, certification, or endorsement in any state.
- This program is not available to Kentucky residents.
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***

NOTE:
* 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.
** Students are strongly advised to have back up methods in place for completing assignments, posts, quizzes, exams, and other course related requirements in the event of internet failure.
*** Canvas supports .doc/.docx, .ppt/.pptx, and .pdf 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. (This platform is being retired in 2016)
- TurnItIn – A plagiarism detection system, which reviews student papers and publications to ensure that students maintain academic integrity.
- MyACE Portal: ACE’s student portal where students can access unofficial transcripts, view grades, make payments, and update personal/profile information.
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 after graduation. For general concerns, please contact Student Services by telephone at 1-800-280-0307, Option 1 or email: [support@ace.edu]

Academic Advising

Course-related academic advising will generally be provided by the course faculty member. When a student or faculty member determines additional assistance is needed, a request can be made to Student Services [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, payment options, providing receipts for tuition reimbursements, and other student billing needs. Please contact the Bursar’s Office at 1800-280-0307, 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)

The Office of Academic Excellence works with students who need accommodations due to disabilities which may require adjustments, notification, and other support been the student and faculty. To be considered for disability-related accommodations, individuals are responsible for identifying themselves and disclosing information about their disability to Disability Support Services at 1-877-670-4523 or [DSS@ace.edu].

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 [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 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 American College of Education Library provides interlibrary loan service via OCLC WorldShare so that current ACE staff, faculty and students may obtain electronic research materials that 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.

ACE library utilizes Article Exchange, A cloud-based, document-sharing site that provides a single secure, location where lending libraries worldwide can place requested documents and library users can retrieve articles or book chapters obtained for them via interlibrary loan.

The College subscribes to specialized fee-based databases allowing ACE students and faculty access to full-text books and journal articles. From the Library link in the LMS, 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 Portal

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. The MyACE portal is accessible via the ACE website [https://myace.ace.edu/secure/Student/loginstu.aspx].

New Student Orientation

All new students are provided access to Orientation 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/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 [registrar@ace.edu].
Student Services and 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 postgraduation. 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:

- Providing students individualized support in scholarly writing and similar academic needs
- Assisting students in their pursuit of gainful employment
- Coordinating Disability Support Services (DSS) for faculty and students

OAE can be contacted via email: [oae@ace.edu].

Student/Doctoral Commons

Student/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/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’s dedicated Title IX Coordinator [Stephanie.Hinshaw@ace.edu].
General Information
General Notice

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.

Glossary

The table below provides definitions of terms used throughout this Catalog and related American College of Education documents.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Withdrawal</td>
<td>ACE-initiated separation from the institution due to non-payment, inactivity in the course, exceeding maximum extensions, violation of the admission requirements or failure to return from Leave of Absence. (Not applicable for newly admitted students. If in the first term, this student would be a CANCEL). Conditions for returning to the College are the same as those in “Withdrawn.”</td>
</tr>
</tbody>
</table>
| Arbitrary and Capricious Grading | Arbitrary and capricious grading is defined in the following manner:  
- A grade assigned on some basis other than performance in the course.  
- A grade assigned through significant deviation from criteria stated in the course syllabus, assessment rubrics or articulated by the faculty member.  
- A grade assigned by resorting to standards significantly different from those applied to other students in the course.  
- A grade assigned as a result of vindictiveness or discrimination. |
<p>| Collusion                   | A scheme to defraud.                                                                                                                                                                                                                                                                                                                   |
| Conflict of Interest        | A situation in which an individual’s financial, personal or professional considerations may either directly or indirectly impact or appear to impact an individual’s professional judgment in carrying out any College duty or responsibility, including the conduct or reporting of research. |
| Degree Conferral            | The recording of Graduate status from the College in the Student Information System (SIS). This is done after all academic requirements and financial obligations have been met. The student will be eligible to receive a diploma, transcript, verification, certification, etc. |
| Degree Seeking              | A student who has been admitted into an academic program that leads to an American College of Education degree.                                                                                                                                                                                                                   |
| Dismissed                   | ACE-initiated separation of a student from the institution as defined in the Satisfactory Academic Progress (SAP) policy or maximum time for completion policy. Re-Application or Re-entry requirements are outlined in the SAP policy.                                                                                       |
| <strong>Drop</strong> | Student requests to drop current course after the register/unregister period—Week One. Course Drops must be submitted by Friday of Week 3 to be considered. Student stays in their program, earns a “W” in the dropped course and is still continuously enrolled in subsequent courses. Longer requests must be made by requesting a Leave of Absence. |
| <strong>Engagement</strong> | To maintain registration in the course, students must complete the Mandatory Attendance Verification form by Friday the first week. If you do not wish to continue in the course, please, submit the appropriate course withdrawal form. |
| <strong>Employment</strong> | Evidence of full-time teaching assignment from the chief academic/department head or human resources official of the school at their current employment. |
| <strong>Enrolled Agreement</strong> | The Enrollment Agreement is a legally binding contract between the student and American College of Education. It states the terms and provisions of the student’s enrollment in an academic program at the College. |
| <strong>Expelled</strong> | This is an ACE-initiated permanent separation of a student from the institution due to a violation of student code of conduct or academic integrity policy. A student who is expelled cannot return to ACE. |
| <strong>Focus of Study - Doctoral</strong> | At the Doctoral level, a focus of study is a series of four 3-semester credit courses in a field of study, also known as an emphasis track, and approved by ACE’s Curriculum and Assessment Committee. Upon completion of the degree requirements, including the field of study and the dissertation, the Doctor of Education will be conferred. The focus of study will be listed on the transcript. |
| <strong>Focus of Study - Specialist</strong> | A focus of study is comprised of a series of four 3-semester credit courses concentrated in a field of study, within a degree program approved by ACE’s Curriculum and Assessment Committee. Upon completion of the degree requirements, and the designated focus of study courses, a degree is awarded with the focus of study listed on the transcript. |
| <strong>Focus of Study - Master's</strong> | A focus of study is comprised of a series of three or four 3-semester credit courses concentrated in a field of study, within a degree program approved by ACE’s Curriculum and Assessment Committee. Upon completion of the degree requirements, and the designated focus of study courses, a degree is awarded with the focus of study listed on the transcript. |
| <strong>Fabrication</strong> | Making up data or results and recording or reporting them. |
| <strong>Falsification</strong> | Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record. |
| <strong>Incomplete</strong> | Incompletes result in a grade of an “I” being awarded. Incompletes are issued only in cases of extenuating circumstances, such as severe illness or lifeimpacting events. Incompletes are not issued in cases in which the student is simply unable to complete his/her work within the specified term. |</p>
<table>
<thead>
<tr>
<th>Leave of Absence</th>
<th>Student initiated absence from the institution for extenuating circumstances and for a specified length of time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payment Agreement</td>
<td>Completed Agreement with the College indicated payment arrangements for tuition.</td>
</tr>
<tr>
<td>Student</td>
<td>ACE defines a student (FERPA eligible) as someone who is currently enrolled for classes at ACE or who has ever been enrolled. For new ACE students, FERPA coverage begins on the first day of the first term for which they are registered for a class.</td>
</tr>
<tr>
<td>Student Identification</td>
<td>Students access courses through use of login usernames and passwords, which serve to verify identity.</td>
</tr>
<tr>
<td>Unregister</td>
<td>Process by which a student is removed from a course during the “unregister” period, Week One.</td>
</tr>
<tr>
<td>Withdrawn or Withdraw from College</td>
<td>Matriculated student initiated separation from ACE. Students can withdraw at any point after matriculation (first week of first course.) If received in week two or three, the student will be removed from his/her course(s) and receive a “W” in the course. If received after Friday Week 3, the student will remain enrolled until the end of the course and receive the grade earned in the course.</td>
</tr>
</tbody>
</table>

**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/ Doctoral Commons stating the reason the requested 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 Policy**

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 faculty member 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 Notice

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 nonrefundable 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. Coursework completed at American College of Education will also be reviewed from the applicant’s existing file.
- Submit an Enrollment Agreement.
- Texas applicants may only submit evaluations from agencies approved by the Texas Education Agency [www.tea.texas.gov].

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 a 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:

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree Req.</th>
<th>*GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master of Education in Curriculum and Instruction</strong></td>
<td>Bachelor’s or Highest Post-Baccalaureate Degree Earned</td>
<td>2.75 **2.50</td>
</tr>
<tr>
<td><strong>Master of Education in Teacher Leadership</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Master of Education in STEM Leadership</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Requirements

Applicants for the M.Ed. in Curriculum and Instruction programs must provide documentation of at least an initial teaching license (in the state the applicant resides), 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.

* Minimum Grade Point Average on a 4.0 Scale for Full Admission.
** Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission. Applicants whose overall GPA, or GPA in the last 60 hours is below 2.50 will not be admitted to the degree program.

Admission Requirements by Program for

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<th>Program</th>
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</thead>
<tbody>
<tr>
<td><strong>Master of Education in Educational Leadership</strong></td>
<td>Bachelor’s or Highest Post-Baccalaureate Degree Earned</td>
<td>2.75 **2.50</td>
</tr>
</tbody>
</table>

Additional Requirements

Applicants for the M.Ed. in Educational Leadership program must provide documentation of at least an initial teaching license (in the state the applicant resides), 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.

**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 with a written signature (or sent directly from the person’s email address) and a date.

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.

* Minimum Grade Point Average on a 4.0 Scale for Full Admission.
** Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission. Applicants whose overall GPA, or GPA in the last 60 hours is below 2.50 will not be admitted to the degree program.

Admission Requirements by Program for

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<tr>
<td>Master of Education in Elementary Education</td>
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</tr>
<tr>
<td>Master of Education in English as a Second Language and Bilingual Education</td>
<td>Bachelor's or Highest Post-Baccalaureate Degree Earned</td>
<td>2.75</td>
</tr>
<tr>
<td>Master of Education in Integrated Curriculum</td>
<td></td>
<td>2.50</td>
</tr>
<tr>
<td>Master of Education in Literacy</td>
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</tbody>
</table>

Additional Requirements

Applicants for the above listed programs must provide documentation of at least an initial teaching license (in the state the applicant resides), school service personnel license, or a school services certificate. If applicants to the 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. Continued from previous page.

* Minimum Grade Point Average on a 4.0 Scale for Full Admission.
** Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission. Applicants whose overall GPA, or GPA in the last 60 hours is below 2.50 will not be admitted to the degree program.
### Admission Requirements by Program for

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<td><strong>Master of Arts in Elementary Teaching</strong></td>
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<td></td>
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<tr>
<td><strong>Master of Arts in Secondary Teaching</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition to Teaching in Elementary Education Certification</td>
<td>Bachelor's or Highest Post-Baccalaureate Degree Earned</td>
<td>*2.75</td>
</tr>
<tr>
<td>Transition to Teaching in Secondary Education Certification</td>
<td>Bachelor's or Highest Post-Baccalaureate Degree Earned</td>
<td>*3.00</td>
</tr>
<tr>
<td><strong>Master of Education in Health and Wellness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Master of Education in Instructional Design</strong></td>
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<td></td>
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<tr>
<td><strong>Master of Education in Advanced Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Master of Education in Early Childhood Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Master of Education in Teaching English Learners</strong></td>
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**Additional Requirements**

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

* Minimum Grade Point Average on a 4.0 Scale for Full Admission.

** Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission. Applicants whose overall GPA, or GPA in the last 60 hours is below 2.50 will not be admitted to the degree program.

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<tr>
<td><strong>Master of Education in Teaching English Learners</strong></td>
<td></td>
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</tbody>
</table>

**Additional Requirements**

Applicants for the listed programs must fulfill the following:

- Pass criminal background check from Safe Hiring Solutions.
- Meet Indiana Department of Education’s requirements.
- 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 M.A.T. – Secondary and T2T - Secondary Education applicants: Submit evidence of passing scores on the required Indiana examination for at least one of the following content areas: Biology, Business, Chemistry, Earth and Space Science, Economics, English, English as a New Language, Family and Consumer Science, Geography, Government/Political Science, Health, History, Mathematics, Music, Physical Science, Physics, Physical Education, Psychology, Social Studies, Sociology, Visual Arts, or World Languages.*
* For additional information on testing requirements, see:
[http://www.doe.in.gov/licensing/teacher-testing]

or visit ETS at
[http://www.in.keesinc.com/Home.aspx]

* Minimum Grade Point Average on a 4.0 Scale for Full Admission, or a 2.5 GPA with at least five years of
documented professional experience related to the content area in which the applicants seek licensure or
both a Bachelor’s degree and official proof of passing Indiana Department of Education approved content
area examination(s) in the subject area.
** Provisional Admissions is not permitted.

Admission Requirements by Program for

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree Req.</th>
<th>*GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.D and Ed.S in Leadership</td>
<td>Master's or Doctoral Level</td>
<td>*3.00 **N/A</td>
</tr>
</tbody>
</table>

Additional Requirements

Applicants for the above listed programs must complete the following:

- Submit a current curriculum vitae (preferred) or resume.
- Submit a goal statement, demonstrating a clear expression of purpose and anticipated personal and
  professional goals. The statement needs to be two pages in length excluding the title and reference pages.
- Complete an Interview

* Minimum Grade Point Average on a 4.0 Scale for Full Admission.
** Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission. Applicants whose
  overall GPA, or GPA in the last 60 hours is below 2.50 will not be admitted to the degree program.
Admission Requirements by Program for

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree Req.</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-at-Large at the Master's Level</td>
<td>Bachelor's of Highest Post-Baccalaureate</td>
<td>2.50</td>
</tr>
<tr>
<td>(Category One: Student-at-Large)</td>
<td>Degree Earned</td>
<td></td>
</tr>
</tbody>
</table>

Additional Requirements

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.

For students taking courses at-large in a degree program sequence, a maximum of four 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.

The following requirements must be met:
- A grade of B or better must be earned in each course for consideration of application to the degree program.
- Only courses taken within 5 years will be considered for application to a degree program.
- All academic standards for academic achievement and conduct apply.

Student-at-Large at the Master's Level
(Category Two: Provisional Student-at-Large)

<table>
<thead>
<tr>
<th>Bachelor's of Highest Post-Baccalaureate</th>
<th>Degree Earned</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Earned</td>
<td>2.00</td>
<td></td>
</tr>
</tbody>
</table>

Additional Requirements

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. The following requirements must be met:

The following requirements must be met:
- Students taking courses as provisional Student-at-Large must complete three designated graduate, credit-bearing courses taken consecutively.
- 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 may request a program change to the program of interest.
- 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.
Admission Requirements by Program for

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree Req.</th>
<th>*GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master's Level Certificates</strong></td>
<td>Bachelor's Degree</td>
<td>*2.50</td>
</tr>
<tr>
<td></td>
<td><strong>N/A</strong></td>
<td><strong>N/A</strong></td>
</tr>
</tbody>
</table>

Additional Requirements

Applicants to the Restricted to the number of courses per certificate.

* Minimum Grade Point Average on a 4.0 Scale for Full Admission.
** Provisional admission not permitted.

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree Req.</th>
<th>*GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doctorate Level Certificates</strong></td>
<td>Master's or Doctoral Degree</td>
<td>*3.00</td>
</tr>
<tr>
<td></td>
<td><strong>N/A</strong></td>
<td><strong>N/A</strong></td>
</tr>
</tbody>
</table>

Additional Requirements

A minimum of master's degree required for doctoral level certificate.

* Minimum Grade Point Average on a 4.0 Scale for Full Admission on Doctoral degree.
** Provisional admission not permitted.

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. Students who have been provisionally admitted due to missing documents, must fulfil the requirement as specified or be administratively withdrawn from the College.

Enrollment and Registration

Once admitted, students are registered for 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.

Change of Program

After a student is admitted to a program, the student may find that another program is more appropriate. ACE provides a procedure for helping the students make the right choice and facilitating a change, if appropriate.

Applicants admitted as a provisional student-at-large are not allowed to switch programs until they have successfully completed their first three courses taken consecutively.
Academic Qualifications for Change of Degree Program

- Students who have been admitted with or without conditions (except for provisional student-at-large as explained above) are eligible to change their program of study.
- Only courses successfully completed with a grade of “C” or better at ACE may be eligible for application to the new program focus of study.

Change of Degree Program

Students are admitted to a specific degree program based upon their qualifications for the program. When an ACE student seeks change to a different ACE degree program, or wishes to switch to a non-degree option, the student may request the change by completing the Program Change Request Form. The student must meet all current admissions requirements to the new program and submit all required documentation, if not on file.

The request is reviewed and approved by Admissions.

- If approved, the change of degree program will become effective the next term.
- If approved, 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.

Change from Master’s Program to Doctoral Program

Applicants who applied for a Master’s Program and wish to change to a Doctoral Program and have not yet matriculated, must pay the additional fee and complete the additional admission requirements before being reviewed for admission. Students who have already matriculated must re-apply to the Doctoral Program, pay the full application fee, and complete the additional admission requirements before being reviewed for admission.

Change from Non-Degree Certificate to Degree Program

Students admitted to a Non-Degree certificate program who seek to change to a degree program and have not completed the certificate, may request the change by completing the Program Change Request Form and submitting all additional admission documentation required for the new program. The request is reviewed and approved by Admissions office.

- If approved, the program change will become effective the next term.
- If approved, the student will follow the program requirements for the new program of study in effect within the current catalog at the time the change is granted.
- The maximum time to complete the new program begins with the first term of the new program.
- If the student is already in the last course of their certificate, the student will have to re-apply to the Degree Program of Interest.

Change from Student-at-Large or Non-Degree to Degree Program

Students who are enrolled as a student-at-large and wish to enroll in a degree-granting program must complete their course and apply to the new degree-granting program. If the Non-Degree seeking student requesting a program change had previously been admitted to the Degree Program of Interest, the student will be allowed to change programs and not reapply. Students who were admitted as a Provisional student-at-large, must submit a program change request form after successfully completing three courses taken consecutively to be fully admitted into their previously applied degree program.
Students who are enrolled as a student-at-large and wish to change their program of study to a certificate program must re-apply. The request is reviewed and approved by Admissions.

- Students must meet current Admissions eligibility requirements of the new program.
- No more than three previously completed applicable courses with a grade of “C” or better at ACE may be eligible to be applied to the new program as reviewed by the Registration and Records office.
- The maximum time to complete the new program begins with the first term of the new program.
- If approved, the change of degree program will become effective the next term.
- If approved, the student will follow the program requirements for the new program in effect within the current catalog at the time the change is granted.

Change from Student-at-Large to a Certificate

Students who are enrolled as a student-at-large and wish to change their program of study to a certificate program must re-apply. The request is reviewed and approved by Admissions.

- Student must meet current Admissions eligibility requirements of the new program, if applicable.
- No more than three previously completed courses with a grade of “C” or better at ACE may be eligible to transfer to the new certificate program.
- If approved, the change of program will become effective the next term.
- If approved, the student will follow the certificate program requirements for the new program of study in effect within the current catalog at the time the change is granted.

Change of Focus of Study

Students who are enrolled in a program that requires a Focus of Study, who wish to change or add an additional Focus of Study, can do so by submitting a Focus of Study selection form. A few things to note:

- Only courses part of the new Focus of Study will count towards credit requirements.
- A change in Focus of Study may cause a gap in scheduling as these courses are not offered every term.

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

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:

- 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 [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 via Student/Doctoral Commons and the College’s website and these changes will apply to all students.
Attendance and Accommodation 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.

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 5:00 p.m. PST on Friday of the first week.

Students who do not complete the Attendance Verification form by 5:00 p.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 of 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:

- To care for a serious mental or physical condition;
- To care for an immediate family member (spouse, child or parent) with a serious health condition; and
- 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.
- 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.
  - 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.
  - 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 who are taking more than one course, 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. If a student is enrolled in only one course this is not an option, the student will need to submit a cancel/withdrawal form.

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.

- 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.
• 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.

• 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 the 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 [https://www.ace.edu/student-experience/current-students/student-request-forms]. 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.

Disability Support Services (DSS)

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 1-877-670-4523.

American College of Education complies with state and federal laws regarding disability discrimination and understands its duty to accommodate the needs of students under the ADA Amendments Act of 2008, the Americans with Disabilities Act (ADA) of 1990, and section 504 of the Rehabilitation Act of 1973. ACE provides reasonable accommodations for qualified individuals with disabilities unless doing so would cause “undue hardship” to the College.

American College of Education, following the ADA, defines a “qualified student” as one who meets the technological and academic qualifications for entry into the College and who, with or without reasonable accommodations, is capable of fulfilling the essential functions of the academic program. In accordance with applicable laws, all programs and services offered by the College must be equally accessible to any student, including those with a documented disability, defined by the ADA as “as physical or mental impairment that substantially limits one or more of the major life activities”. The College will use all reasonable efforts to provide reasonable accommodations to afford a qualified student with a disability an equal opportunity to participate in the College’s academic programs and services. As each student’s situation is unique, the type and nature of the accommodation is dependent upon and commensurate with the individual’s documented disability and the appropriate documentation as provided by a medical professional. Students receiving such accommodations under this policy will not be charged additional fees for the associated costs and the College will consult outside resources and/or services providers to facilitate the provision of such accommodations where both necessary and feasible.
Standard Accommodations

Since American College of Education is a completely online institution, most reasonable accommodations granted will be related to additional time on completing coursework. The standard additional time limit is up to one extra day on assignments and double time on quizzes and tests without penalty, unless a doctor recommends further reasonable time accommodations. Since discussion boards require synchronous activity and have multiple due dates each week, accommodations are not an option for this course requirement without a significant expressed need documented by the student and his or her medical professional. American College of Education strives to keep all coursework and services accessible to all students as standard procedure. Should a student with a disability find an aspect of a course or a service offered to not be accessible, the College will make every reasonable effort to update the course or service to meet accessibility needs. Other types of accommodations will be considered on an individual basis and at the recommendation of a medical professional.

To request reasonable disability support accommodations, students must follow these steps:

- Complete and submit the “Request for Disability Support” form
- Provide documentation from the student’s attending medical professional, which provides the following information concerning the student’s disability:
  - Diagnosis of the student’s disability.
  - The effect of the disability on the student’s academic potential.
  - Recommendations for the type of accommodations appropriate to equalize the student’s academic opportunities. If recommendations are not provided by the medical professional or the recommendations provided are not reasonable, the Office of Academic Excellence (OAE) will work with the student, as deemed appropriate, to determine the nature of accommodations the college is reasonably able to provide.
  - An end date if the disability is short-term.

- All documentation must have been issued within the last three (3) years for chronic disabilities and within the last six (6) months for short-term disabilities.
- All documentation must be on official letterhead identifying the medical professionals name, professional mailing address and telephone number and must be signed by the issuing medical professional.
- Documentation must be sent to: American College of Education Disability Support 101 West Ohio Street, Suite 1200 Indianapolis, IN 46204 6. Requests for accommodations and all supporting documentation must be received no later than one (1) week before a term start to ensure the student receives reasonable accommodations for the entire term. While requests can be made in the middle of a term, accommodations are not retroactive for coursework due before the accommodations were granted.
- Once the requests for accommodations and the supporting documentation is reviewed by the Office of Academic Excellence and it is determined accommodations are appropriate, the student will be provided an official Letter of Accommodations detailing the accommodations he or she is granted.

Interview Accommodations for Prospective Ed.S./Ed.D.

Hearing and Visually Impaired Students

- The Ed.S./Ed.D. application process requires all students to be interviewed through a video software. The College understands this platform may be difficult for prospective students who are hearing or visually impaired. In the event a hearing or visually impaired prospective student wishes to apply for the Ed.S./Ed.D. program, he or she should contact the Office of Admissions at [admissions@ace.edu] with a request for an interview accommodation and documentation from a medical professional addressing the student’s visual or hearing impairment.
- Once the request and documentation is received, the Office of Admissions will respond to the prospective student with a typewritten list of interview questions and a deadline for response.
- The student should provide a typewritten response to the interview questions and return his responses to the Office of Admissions by the enrollment deadline for the term in which the prospective student wishes to begin. The enrollment deadlines can be found on the ACE website, under Admissions.
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 conform 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 110 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.

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.


ACE Definition of Student

ACE defines a student (FERPA eligible) as someone who is currently enrolled for classes at ACE or who has ever been enrolled. For new ACE students, FERPA coverage begins on the first day of the first term for which they are registered for a class.
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:

- 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.
- 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.
- 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 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 and Attendance
- Degree(s) Received and Date Awarded
- Honors and Awards Received
- Participation in Recognized Activities
- Most Recent Educational Agency or Institution

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.
ACE will not adjust records for students without prior approval except in rare instances when incorrect information is recorded and requires adjustment per the request of the individual outside of ACE. When this occurs, ACE will make all attempts to contact the student to correct the misinformation. If no response can be obtained from the student, documentation of the procedure will be included in the student’s file.
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:

- 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.
- 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.
- Disruptive behavior, such as but not limited to harassment, verbal insults, ethnic and/or racial slurs, that hinders or interferes with the educational process.
- Violation of any applicable professional codes of ethics or conduct and College and program dispositions, where applicable.
- Failure to comply promptly with any reasonable directive from faculty or College officials.
- Failure to cooperate in a College investigation.
- Carrying of weapons on campus, at campus sanctioned events, or when meeting with campus personnel.
- Using or being under the influence of alcohol or illegal drugs while in class, at College-sanctioned events, or when meeting with College personnel.
- Cheating- using or attempting to conspire to use unauthorized materials, information, copying another student’s work, or study aids in any academic exercise.
- Fabrication- falsification or invention of any information, citation, or document, or lying during a College investigation.
- 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).
- 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.

**Academic Integrity**

Students at American College of Education are expected to maintain the values of the College in their academic work as expressed in the Academic Outcomes. 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.

Exception: If a student retakes a course, the student is required to meet all course requirements, including current discussion board postings. The student may resubmit assignments from the same course. All coursework in the retaken course will be reevaluated. The student is responsible for communicating with the instructor about the re-submission of assignments.

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:

- Documented counseling
- 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.

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

***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.

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 may need an extension of time to complete course requirements due to unanticipated circumstances arising near the end of the term. Incompletes are issued only in cases of extenuating circumstances, such as severe illness or life-impacting events. Incompletes are not issued in cases in which the student is simply unable to complete his/her work within the specified term.

Students are limited to two incomplete grade requests during their program of study.

The student must submit the Incomplete Grade Contract and provide any requested documentation to be reviewed and completed by the course instructor prior to the end of the term. However, the student must have completed at least half of the course work to be eligible.

Final approval of an Incomplete Grade Contract resides with the department chair or designee.

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:

- A grade assigned on some basis other than performance in the course.
- A grade assigned through significant deviation from criteria stated in the course syllabus, assessment rubrics or articulated by the faculty member.
- A grade assigned by resorting to standards significantly different from those applied to other students in the course.
- 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

Due to extenuating circumstances, students may submit an assignment past the due date. (See the definition of “extenuating circumstances” below).

Procedures

Assignments

Students are responsible for contacting their instructor regarding all late work and for establishing the deadline for late submission. Students may submit an 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 defined below. Technological issues are not considered valid grounds for late assignment submission. At the faculty's discretion, late work may be accepted without a point deduction, dependent solely on extenuating student circumstances which will require documentation when asked.
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 or 2.5 with 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 and Multiple Courses

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 scheduled 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, an institutionally-established equivalency that reasonably approximates not less than:

- 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.
- 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, practicum, 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 previously at ACE or from 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 for approved transfer credit appropriate for all programs include the following:

- The credit must have been earned from a regionally accredited institution.
- The course must be the equivalent credit hour length as ACE’s equivalent course.
- The potential transferred course(s) must have a completion date within five years (Master’s) from the “next term start” for current or re-entry students or from “start term” for new students. See below for completed Ed.S. and A.B.D guidelines.
- If transfer credit is granted and the student leaves the College, upon return, the transfer credit will be reevaluated and may no longer be granted.
- A grade of “B” or better must have been earned in the course.
- The content and rigor of the course(s) requested for transfer credit, to be applied to specific ACE courses, must be evaluated by an academic representative to be sufficiently similar or comparable in content and difficulty to the course(s) in the ACE program.
- 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.

**Credits That May Not be Transferred include the following:**

- Transfer credit will not be approved to replace the required first course in any degree program.
Credit Previously Earned through Enrollment in ACE programs

Students, may receive credit for courses previously, successfully completed from another ACE program. A student:

- Admitted as a student-at-large may receive up to twelve semester credits.
- Completing a certificate program at ACE may transfer credits into a degree program which meet the general requirements, including earned grade.
- Requesting admission into the M.A.T. program may transfer credits earned in the Transition-to-Teaching program which meet the general requirements.
- Seeking a dual degree may receive credit toward advanced placement for courses required for both programs.
- Seeking to “change programs” receives credit for those courses required for both programs contingent upon final grade earned in the course.
- Admitted into the doctoral program from the master’s level may transfer a four-course focus of study equivalent to a specialization at the doctoral level.
- Seeking to change from an ACE Ed.S. to the Ed.D. program, will receive transfer credit for all course credits meeting the general requirements.

Credit Transfer from External Programs

Credits earned from regionally accredited institutions are transferable to ACE programs as established by the general guidelines.

- All degree seeking students are eligible to transfer in up to six semester credits. In addition to this, specified programs allow more transfer credits. These are outlined below.
- Masters of Arts in Teaching: A M.A.T. student may transfer six semester credits or a maximum of 24 credits earned in an Indiana approved Transition-to-Teaching program which meet the general requirements.

Ed.S. or All Dissertation (ABD) Candidates

Completed Ed.S. A completed Ed.S. degree at a 3.0 GPA or better can be transferred in to ACE in its entirety at 33 credit hours. The student will be required to take 31 credit hours in an Ed.D. Completion Pathway version at ACE to earn their Ed.D. degree. The following must apply:

- Official Ed.S. transcript must be received before transfer to completion pathway version
- Once transcript is received, it is reviewed by the department chair for required ACE courses. The following are required:
  a) Required Courses: LEAD6001, all seminar courses, all dissertation Courses
  b) Research Courses: 6 credit hours are required. If RES6003 is not required, the student must successfully pass the Benchmark exam. If not passed, RES6003 will be added to the schedule
  c) Leadership Courses: 15 credit hours are required

Candidates in ABD status who have completed all Ed.D. work besides their dissertation at a 3.0 GPA or better can transfer their prior coursework in its entirety at 36 credit hours. The student will be required to take 28 credit hours in an Ed.D. Completion Pathway version at ACE to earn their Ed.D. degree. The following must apply:

- Official transcript confirming coursework completion must be received before transfer to completion pathway version
- Once transcript is received, it is reviewed by the department chair for required ACE courses. The following are required:
  a) Required Courses: LEAD6001, all seminar courses, all dissertation Courses
  b) Research Courses: 6 credit hours are required. If RES6003 is not required, the student must successfully pass the Benchmark exam. If not passed, RES6003 will be added to the schedule
  c) Leadership Courses: 12 credit hours are required
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>Time to Complete (X times length)</th>
<th>Program Level</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.

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 start date to complete the degree. Student will successfully complete an objective statistics exam (Benchmark 1), concept paper (Benchmark 2), and a minimum of 51 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

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, pending graduate status, or anticipated to graduate close to commencement may attend the ceremony by completing the appropriate graduation 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/Doctoral Commons, and/or follow the Appeal Process. If, after following the Appeal Process, the student is not satisfied with the resolution, he has the right to appeal the decision to the regulatory agency in his home state.

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](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 interlibrary loan service provides ACE faculty and students with the opportunity to have access to electronic materials that are not available through the ACE Library. Statistics are kept regarding all interactions, and patron privacy and confidentiality is maintained.

The American College of Education Library provides interlibrary loan service via OCLC WorldShare so that current ACE staff, faculty and students may obtain electronic research materials that 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.

ACE library utilizes Article Exchange, A cloud-based, document-sharing site that provides a single secure, location where lending libraries worldwide can place requested documents and library users can retrieve articles or book chapters obtained for them via interlibrary loan.

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 does not tolerate research misconduct, and will start an inquiry if an allegation that satisfies the definition of research misconduct is reported. A formal investigation will follow the initial inquiry. The respondent will be found either in compliance or not in compliance of the charge, and if found not in compliance, may be permanently administratively dismissed from the College. Academic sanctions may include, but are not limited to, withdrawal from the associated 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. For additional information, see the IRB Handbook.

Research Conflict of Interest

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

Research Confidentiality of Information

American College of Education upholds the ethical guidelines regarding research studies. Any use of student records used in research, will comply with FERPA requirements and protect the confidentiality of all participants. ACE ensures that the information received from human subjects during research studies will be kept confidential and participants will be fully informed of their rights. For additional information, see the IRB Handbook.
Total Cost of Attendance
Cost by Program

Effective February 22, 2016 for all new students and any student not continuously enrolled at ACE and wishing to return or change programs.

Certificate Programs

<table>
<thead>
<tr>
<th>Certificate in Transition to Teaching - Elementary</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
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<tr>
<td>Tuition per Credit Hour</td>
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<tr>
<td>Non-Refundable Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Non-Refundable Technology and Library Fee</td>
<td>$240</td>
</tr>
<tr>
<td>Student Teaching Fee</td>
<td>$1,000</td>
</tr>
<tr>
<td>Capstone or Dissertation Fee</td>
<td>N/A</td>
</tr>
<tr>
<td>Non-Refundable Program Conferral Fee</td>
<td>$100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$7,030</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Certificate in Transition to Teaching - Secondary</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$4,230</td>
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<tr>
<td>Tuition per Credit Hour</td>
<td>$235</td>
</tr>
<tr>
<td>Non-Refundable Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Non-Refundable Technology and Library Fee</td>
<td>$180</td>
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<tr>
<td>Student Teaching Fee</td>
<td>$1,000</td>
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<tr>
<td>Capstone or Dissertation Fee</td>
<td>N/A</td>
</tr>
<tr>
<td>Non-Refundable Program Conferral Fee</td>
<td>$100</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$5,560</strong></td>
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## English as a Second Language and Bilingual Education

Certificate in Adult Education and Corporate Training (Launching Aug 2016)

Certificate in Content Area Instruction (Launching May 2016)

Certificate in Christian Education (Launching May 2016)

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Tuition</strong></td>
<td>$4,230</td>
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<tr>
<td><strong>Tuition per Credit Hour</strong></td>
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<td><strong>Non-Refundable Application Fee</strong></td>
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<tr>
<td><strong>Non-Refundable Technology and Library Fee</strong></td>
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<tr>
<td><strong>Student Teaching Fee</strong></td>
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<tr>
<td><strong>Capstone or Dissertation Fee</strong></td>
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## Degree Programs

### M.A. in Elementary Teaching

### M.A. in Secondary Teaching

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<th>Price</th>
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</thead>
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<tr>
<td><strong>Tuition</strong></td>
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<tr>
<td><strong>Tuition per Credit Hour</strong></td>
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<tr>
<td><strong>Non-Refundable Application Fee</strong></td>
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<tr>
<td><strong>Non-Refundable Technology and Library Fee</strong></td>
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<td><strong>Student Teaching Fee</strong></td>
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<tr>
<td><strong>Capstone or Dissertation Fee</strong></td>
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<td><strong>Total</strong></td>
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<tr>
<td>Program</td>
<td>Price</td>
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<tr>
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<tr>
<td>M.Ed. in Curriculum and Instruction</td>
<td>N/A</td>
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<tr>
<td>M.Ed. in Educational Leadership</td>
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<tr>
<td>M.Ed. in Educational Technology</td>
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<tr>
<td>M.Ed. in Elementary Education</td>
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<tr>
<td>M.Ed. in English as a Second Language and Bilingual Education</td>
<td>N/A</td>
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<tr>
<td>M.Ed. Advanced Studies (Launching May 2016)</td>
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<tr>
<td><strong>Tuition</strong></td>
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<td><strong>Tuition per Credit Hour</strong></td>
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<tr>
<td><strong>Non-Refundable Technology and Library Fee</strong></td>
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<td>Program</td>
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<tr>
<td>M.Ed. in Instructional Design and Technology</td>
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<tr>
<td>M.Ed. in Health and Wellness Education</td>
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<tr>
<td>M.Ed. in Teaching English Learners</td>
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<td>M.Ed. in Literacy (Launching January 2016)</td>
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<tr>
<td>M.Ed. in Early Childhood Education</td>
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<td>M.Ed. in Teacher Leadership (Launching Aug 2016)</td>
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<tr>
<td>M.Ed. in Integrated Curriculum</td>
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<td>M.Ed. in STEM Leadership</td>
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<table>
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<td>Non-Refundable Technology and Library Fee</td>
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| Total                | $7,745      |

**Duel Degree Programs**

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<tr>
<th>Program</th>
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<tbody>
<tr>
<td>M.Ed. in Educational Leadership for Graduates of M.Ed. in Curriculum and Instruction</td>
<td></td>
</tr>
<tr>
<td>M.Ed. in Curriculum and Instruction for Graduates of M.Ed. in Educational Leadership</td>
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<table>
<thead>
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<td>Tuition</td>
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<td>Student Teaching Fee</td>
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<td>Capstone or Dissertation Fee</td>
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<tr>
<td>Non-Refundable Program Conferral Fee</td>
<td>$100</td>
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</table>

| Total                | $4,070      |
### M.Ed. in Curriculum and Instruction for Graduates of M.Ed. in Elementary Education

<table>
<thead>
<tr>
<th>Fee Type</th>
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<tbody>
<tr>
<td>Tuition</td>
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<tr>
<td>Tuition per Credit Hour</td>
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<tr>
<td>Non-Refundable Application Fee</td>
<td>$50</td>
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<tr>
<td>Non-Refundable Technology and Library Fee</td>
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<tr>
<td>Student Teaching Fee</td>
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<tr>
<td>Capstone or Dissertation Fee</td>
<td>N/A</td>
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<td>Non-Refundable Program Conferral Fee</td>
<td>$100</td>
</tr>
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<td><strong>Total</strong></td>
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### Ed.S. In Leadership

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<th>Fee Type</th>
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</thead>
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<tr>
<td>Tuition</td>
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<tr>
<td>Tuition per Credit Hour</td>
<td>$306</td>
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<tr>
<td>Non-Refundable Application Fee</td>
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<td>Non-Refundable Technology and Library Fee</td>
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<tr>
<td>Student Teaching Fee</td>
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<tr>
<td>Capstone or Dissertation Fee</td>
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<tr>
<td>Non-Refundable Program Conferral Fee</td>
<td>$150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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### Ed.D. in Leadership

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<tr>
<th>Fee Type</th>
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</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$19,584</td>
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<tr>
<td>Tuition per Credit Hour</td>
<td>$306</td>
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<tr>
<td>Non-Refundable Application Fee</td>
<td>$100</td>
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<tr>
<td>Non-Refundable Technology and Library Fee</td>
<td>$1,280</td>
</tr>
<tr>
<td>Student Teaching Fee</td>
<td>N/A</td>
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<tr>
<td>Capstone or Dissertation Fee</td>
<td>$200</td>
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<tr>
<td>Non-Refundable Program Conferral Fee</td>
<td>$150</td>
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<tr>
<td><strong>Total</strong></td>
<td>$21,314</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>One Semester Credit</td>
<td>$235</td>
<td>$10</td>
<td>$245</td>
</tr>
<tr>
<td>Two Semester Credits</td>
<td>$470</td>
<td>$20</td>
<td>$490</td>
</tr>
<tr>
<td>Three Semester Credits</td>
<td>$705</td>
<td>$30</td>
<td>$735</td>
</tr>
</tbody>
</table>

Other Tuition and Fees

- Capstone Extension or Internship Extension course: $235 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: $235 per credit
- Payment Processing Fee: $25 non-refundable fee for students who do not pay the entire program tuition as one lump-sum at the time of enrollment; assessed at the beginning of each unpaid course.
- Fees for Non-Required Courses: The following fees apply if the student may have to take a support course that is not required:
  - AMST5010 Reading Assessment for Texas students may have a $245 Course Support Fee. (Not a required course)
  - ASMT6010 Benchmark: Research Competency Exam may have a $326 Course Support Fee. (Not a required course)
  - ASMT6220 Benchmark: Crafting a Concept Paper may have a $326 Course Support Fee. (Not a required 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 or canceled (new students) for nonpayment or non-participation 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 Tuesday of Week 2 9:00a.m.—1:00p.m. EST (regardless of holidays) to satisfy any outstanding balances due and to pay the $100.00 Reinstatement Fee. Payment of the Reinstatement Fee will only be accepted by debit or credit card.
### Important Financial Dates for the 2016 Academic Year

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Su Mo Tu We Th Fr Sa</td>
<td>Su Mo Tu We Th Fr Sa</td>
</tr>
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<td>1 2 3 4 5 6 7</td>
<td>28 29 1 2 3 4 5</td>
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<td>14 15 16 17 18 19 20</td>
<td>13 14 15 16 17 18 19</td>
</tr>
<tr>
<td>17 18 19 20 21 22 23</td>
<td>21 22 23 24 25 26 27</td>
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<td>28 29 1 2 3 4 5</td>
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<table>
<thead>
<tr>
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<th>May</th>
<th>June</th>
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<tbody>
<tr>
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<td>Su Mo Tu We Th Fr Sa</td>
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<td>27 28 29 30 31 1 2</td>
<td>1 2 3 4 5 6 7</td>
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<table>
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<td>31 1 2 3 4 5 6</td>
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<td>25 26 27 28 29 30 31</td>
</tr>
<tr>
<td>30 31</td>
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</tr>
</tbody>
</table>

- **Course Start Date:** Monday Week I, First Day of Class
- **Drop Deadline:** Friday Week I*
- **Course Start Date:** Friday prior to Week I, Payment Due
- **Reinstatement Dates:** Mon & Tues the week following Term Start**
- **Final Payment and Change of Status (Change of Start Date, Cancel, Withdraw w/ Refund Deadlines).**
- **$100 Reinstatement Fee Assessed if Student Wishes to Remain Enrolled After Being Dropped.**

© American College of Education

The more you learn, the more your students learn.
Tuition and Fee Repayment

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 or canceled if a new student. 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, additional 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.
- **Monthly Payment Plan**: Make monthly payments over the length of a program. Total tuition and fees, plus a $100 Origination Fee, will be divided by the length of the chosen program to determine the monthly payment due. This payment option is only available to new or re-applied students taking a minimum of 24 credit-hours residing in the following states:
  - California
  - Colorado
  - Connecticut
  - Florida
  - Georgia
  - Illinois
  - Maryland
  - Nevada
  - New Jersey
  - New York
  - Ohio
  - Pennsylvania
  - Texas
  - Washington

- **School Partnership Agreement**: Under a partnership agreement between American College and a participating school district, automatic payment through payroll deductions may be available. 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 Modify 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 Tuition

Students who provide written notice of cancellation within three business days (excluding Saturday, Sunday, and federal and state holidays) of paying tuition, the technology fee, and/or the payment processing fee, but before the first class, are entitled to a refund of all monies paid, excluding the nonrefundable application fee. 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, Florida Georgia, Louisiana, Maryland, and Wisconsin. Residents of those states should refer to the state-specific refund schedule below.

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

Florida Residents. The Florida Commission for Independent Education requires that if ACE does not accept an applicant or if an applicant cancels within three (3) business days after signing the enrollment agreement and making the initial payment, a full refund of all monies paid will be issued. Cancellation after the third (3rd) Business Day, but before the first class, results in a refund of all monies paid, with the exception of the registration fee (not to exceed $150.00). Cancellation after attendance has begun, but prior to 40% completion of the program course, will result in a Pro Rata refund computed on the number of hours completed to the total program course hours. Cancellation after completing 40% of the program course will result in no refund. In calculating the refund due to a student, the last date of actual attendance by the student is used in the calculation unless earlier written notice is received. The College will issue refunds within 30 days of termination of students’ enrollment or receipt of withdrawal notice from student.

<table>
<thead>
<tr>
<th>Five Week Course Policy</th>
<th>Ten Week Course Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td># Days in Term</td>
<td>Max % of Course Completed</td>
</tr>
<tr>
<td>0-3</td>
<td>0%</td>
</tr>
<tr>
<td>4-14</td>
<td>39%</td>
</tr>
<tr>
<td>15+</td>
<td>40%</td>
</tr>
</tbody>
</table>

Note: Pro-rata based on percentage of course completed.
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 College will issue refunds within 30 days of the effective date of the withdrawal.

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

<table>
<thead>
<tr>
<th>Five Week Course Policy</th>
<th>Ten Week Course Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td># Days in Term</td>
<td>Max % of Course Completed</td>
</tr>
<tr>
<td>0-2</td>
<td>5%</td>
</tr>
<tr>
<td>3-4</td>
<td>10%</td>
</tr>
<tr>
<td>5-9</td>
<td>25%</td>
</tr>
<tr>
<td>10-18</td>
<td>50%</td>
</tr>
<tr>
<td>19+</td>
<td>51%+</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. The College will issue pro-rated refunds within 31 days of the effective date of withdrawal. A written note of withdrawal is not required.

<table>
<thead>
<tr>
<th>Five Week Course Policy</th>
<th>Ten Week Course Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td># Days in Term</td>
<td>Max % of Course Completed</td>
</tr>
<tr>
<td>0-5</td>
<td>10%</td>
</tr>
<tr>
<td>6-9</td>
<td>25%</td>
</tr>
<tr>
<td>10-18</td>
<td>50%</td>
</tr>
<tr>
<td>19-27</td>
<td>60%</td>
</tr>
<tr>
<td>28+</td>
<td>61%+</td>
</tr>
</tbody>
</table>
**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 Refunded</th>
<th># Days in Term</th>
<th>Max % of Course Completed</th>
<th>% of Tuition Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0%</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>1-10</td>
<td>29%</td>
<td>75%</td>
<td>1-20</td>
<td>29%</td>
<td>75%</td>
</tr>
<tr>
<td>11-24</td>
<td>69%</td>
<td>50%</td>
<td>21-48</td>
<td>69%</td>
<td>50%</td>
</tr>
<tr>
<td>25+</td>
<td>70%+</td>
<td>0%</td>
<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. 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.

<table>
<thead>
<tr>
<th># Days in Term</th>
<th>Max % of Course Completed</th>
<th>% of Tuition Refunded</th>
<th># Days in Term</th>
<th>Max % of Course Completed</th>
<th>% of Tuition Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>9%</td>
<td>90%</td>
<td>0-6</td>
<td>9%</td>
<td>90%</td>
</tr>
<tr>
<td>4-6</td>
<td>19%</td>
<td>80%</td>
<td>7-12</td>
<td>19%</td>
<td>80%</td>
</tr>
<tr>
<td>7-10</td>
<td>29%</td>
<td>60%</td>
<td>13-20</td>
<td>29%</td>
<td>60%</td>
</tr>
<tr>
<td>11-13</td>
<td>39%</td>
<td>40%</td>
<td>21-26</td>
<td>39%</td>
<td>40%</td>
</tr>
<tr>
<td>14-20</td>
<td>59%</td>
<td>20%</td>
<td>27-40</td>
<td>59%</td>
<td>20%</td>
</tr>
<tr>
<td>21+</td>
<td>60%+</td>
<td>0%</td>
<td>21+</td>
<td>60%+</td>
<td>0%</td>
</tr>
</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.

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.

<table>
<thead>
<tr>
<th>Five Week Course Policy</th>
<th>Ten Week Course Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td># Days in Term</td>
<td>Max % of Course Completed</td>
</tr>
<tr>
<td>0-7</td>
<td>20%</td>
</tr>
<tr>
<td>8-10</td>
<td>29%</td>
</tr>
<tr>
<td>11-14</td>
<td>40%</td>
</tr>
<tr>
<td>15-17</td>
<td>49%</td>
</tr>
<tr>
<td>18-21</td>
<td>60%</td>
</tr>
<tr>
<td>22-35</td>
<td>100%</td>
</tr>
</tbody>
</table>
Military Education Benefits
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](http://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)**

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**

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)**
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) Scholarship Program**

The MyCAA Scholarship is a workforce development program that provides up to $4,000 of tuition assistance to eligible military spouses. The scholarship helps military spouses pursue licenses, certificates, certifications or associate degrees necessary to gain employment in high-demand, high-growth portable career fields and occupations. Spouses may use their MyCAA funds at any academic institution approved for participation in the MyCAA Scholarship.
Grants and Scholarships
Overview

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

Each term, four (4) $500 scholarships may be awarded in honor of each of American College of Education’s Board members. Awards are applied to tuition only and are disbursed pro rata per term for the remainder of the applicant’s program until the award amount has been exhausted. Both new and current ACE students are eligible for the Board of Trustees Scholarships. Prior Board of Trustees scholarship recipients are ineligible for future Board of Trustees Scholarships. Scholarship requirements and application materials are found on the College’s website: [http://www.ace.edu/tuition/grants-and-scholarships].

The Admiral Thomas B. Hayward Scholarship

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

The Admiral Thomas B. Hayward Scholarship requirements are found on the College’s website: [http://www.ace.edu/tuition/grants-and-scholarships].

Required Scholarship Application Documents

To be considered for an ACE scholarship, applicants must:

- Submit one (1) essay for each scholarship for which the applicant applies. 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. Please note: Applicants are limited to applying for two (2) Board of Trustees Scholarships per term.

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.

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 require a copy of the applicant’s tax return for evidence of financial need, for privacy purposes, the applicant must conceal his social security number and any other confidential information.
- Where the scholarship requires information regarding the demographic composition of the students attending the applicant’s school of employment, demographic data that is not self-explanatory must include a description of what the data depicts.

Please Note: Applications not meeting the above stated requirements will not be viewed.
• Scoring The application materials for ACE 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.
• Notification Applicants will be notified of whether or not they were selected to receive a scholarship no later than two (2) weeks prior to the start of the term for which the application was submitted by an email note sent the address listed on the scholarship application.
Course Descriptions
Course Descriptions

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.

Professional Development Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDEFL</td>
<td>Educational Leadership Test Preparation - Florida</td>
<td>0</td>
</tr>
<tr>
<td>PDELOH</td>
<td>Educational Leadership Test Preparation - Ohio</td>
<td>0</td>
</tr>
<tr>
<td>PDELTX</td>
<td>Educational Leadership Test Preparation - Texas</td>
<td>0</td>
</tr>
</tbody>
</table>

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. Fees may apply.

This non-credit bearing professional development course covers requirements for Ohio Educational Leadership (EL) students anticipating completing the Ohio Assessments for Educators (OAE) Educational Leadership Exam (#015). The course includes modules on school law, school supervision, and teacher evaluation plus the critical knowledge Ohio requires of their principals: facilitating a vision, school culture and instructional programs, managing the school organization, collaboration and community engagement, ethics and integrity and understanding publics. Fees may apply.

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). Fees may apply.

Semester Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASMT5010</td>
<td>Reading Assessment (TX)</td>
<td>0</td>
</tr>
<tr>
<td>ASMT6010</td>
<td>Benchmark: Research Competency Exam</td>
<td>0</td>
</tr>
<tr>
<td>ASMT6220</td>
<td>Benchmark: Crafting a Concept Paper, Ed.S.</td>
<td>0</td>
</tr>
</tbody>
</table>

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.

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.

This non-credit course provides students the opportunity to develop a concept paper as the first step toward the Ed.S. original research project. Students will apply advanced research skills to address a real-world application of scholarly expertise as it relates to solving an existing problem. A description of the project will provide the rationale for the goals and objectives and includes a literature review, methodology, and the anticipated results of the study. Pre-requisites: RES6013: Research Methods, RES6003: Applied Statistics, and 28 semester credits. Fees apply.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE5013</td>
<td>Foundations of ESL and Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>BE5023</td>
<td>Assessment of ESL and Bilingual Students</td>
<td>3</td>
</tr>
<tr>
<td>BE5033</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>BE5043</td>
<td>Cross-Cultural Studies for Teaching ELLs</td>
<td>3</td>
</tr>
<tr>
<td>BE5053</td>
<td>Advocacy and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BE5101</td>
<td>Internship Experience for ESL Education</td>
<td>1</td>
</tr>
</tbody>
</table>

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 sociocultural 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.

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).

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.

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.

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 leadership and advocacy knowledge and skills required to share information on policies and trends with colleagues; to work collaboratively with colleagues, student families and community members to advocate for student and teacher rights, needs, and resources, and to represent and advocate for the teaching profession and their students outside the classroom.

The ESL Internship is designed to guide aspiring ESL teachers through structured and semi-structured, supervised experiences focused on teaching ESL students.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL5203</td>
<td>Foundations of Integrated Science Education</td>
<td>3</td>
</tr>
<tr>
<td>BIOL5303</td>
<td>Systems of Science</td>
<td>3</td>
</tr>
<tr>
<td>BIOL5313</td>
<td>The Flow of Forces</td>
<td>3</td>
</tr>
<tr>
<td>BIOL5323</td>
<td>Practical Science: Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL5333</td>
<td>Layers and Levels</td>
<td>3</td>
</tr>
<tr>
<td>BIOL5343</td>
<td>Weathering the Storm: Atmospheres and Environments</td>
<td>3</td>
</tr>
<tr>
<td>BIOL6203</td>
<td>Foundations of Integrated Science Education</td>
<td>3</td>
</tr>
</tbody>
</table>

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 related to policy, method, and engagement. Critical and creative thinking, problem solving, and writing skills are emphasized.

From the smallest particles to constellations in the universe, systems exist. As a way to define order and organization, theories guide the identification of characteristics found in repeatable patterns which predict interactions between systems and their environment whether these are on earth or in space. This course utilizes a universal view of various systems as they relate to current problems. By examining models to diagnose potential issues, learners explore ways to solve problems while determining what and how various forces are influencing the system.

Forces act upon the world, from the flow of water to fields growing corn. Understanding the interaction of these forces generates deeper awareness of the possibilities and limitations of the underlying systems. By examining principles of environmental science, learners identify evidence to support models for sustainable food supplies and types of food production, clean energy, disease control, and other current concerns influenced by human involvement.

The everyday task of living brings biology into the practical. Through the use of measurement and the interaction of energy, problems in biology are examined as they relate to distribution, complexity, evolution. The ability to understand how energy and matter are related establishes a cause-and-effect relationship essential to understanding reactions and interactions within living organisms. Using a model-based inquiry approach, learners investigate concepts such as metabolic activity, abiotic factors, and competitive systems.

This course explores the formation of natural structures and how these form levels dependent upon the density and type of matter. In a similar fashion, man-made structures are dependent upon the relationship between the properties of materials and how those materials are expected to function. By processing information about structure and form, learners examine how the shape and substructure of objects and living things can create layers of complexity.

Change is evident across time. What may appear stable at one level may not be static at a different layer. Using weather as the backdrop, this course explores static and dynamic equilibrium, considering how scale and proportion influence a resulting phenomenon such as a flash flood or mass migration. By understanding the influence of size on how or why something occurs, changes in the elements or components of a system can be adjusted to create different outcomes and possible solutions for sustainability.
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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.

The Bilingual Internship is designed to guide aspiring bilingual teachers through structured and semi-structured, supervised experiences focused on teaching bilingual students.
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. Prerequisite: Completion of 27 hours at the 6000 level.

**CE5103 Philosophy of Education for Christian Schools**

This course meets the philosophy requirement for certification with the Association of Christian Schools International (ACSI) by providing a critical-constructive examination of educational theories and philosophies in Western education in light of the Christian tradition. Educators analyze and evaluate metaphysics, epistemology, axiology, and other philosophical dimensions of education. Educators critique assumptions and presuppositions concerning the influence of worldview in shaping educational policy and practice and the professional practice of Christian schooling.

**CE5113 Relational Teaching and Learning**

By enabling educators to develop student-centered methodologies, effective teacher-student relationships and communication move towards a “worth-based” model of relational teaching and learning. Educators create differentiated methodologies based on these models leading to transformational learning.

**CE5123 Methods of Faith and Learning Integration**

This course empowers educators with specific methodologies and strategies for integrating faith and learning in their classrooms. This includes methods by which educators in Christian schools can incorporate state standards with academic rigor, providing a holistic faith-perspective in the classroom. Established through an epistemology appropriate for a non-indoctrinatory curricular design and instructional delivery, this approach permits Christian educators to be faithful to both the academic content and their faith traditions.

**CE5133 Cultural Contextualization for Christian Schools**

Educators contextualize their approach and mission in the postmodern milieu to meet the needs of diverse populations, including students from poverty, special needs, racial diversity, and those who do not share the faith tradition of the school. Educators analyze sources of cultural conflict and reflect on strategies for inter-cultural communication and community formation. In addition, they deconstruct biases regarding issues such as school culture and climate, classroom management, high academic expectations, and school mission and purpose, formulating a holistic perspective to meet the needs of shifting cultural contexts.

**CE5143 Christian Schools and Social Change**

In this course, educators address both external and internal factors impacting the Christian schooling movement, including the effects of social change and the extent to which educators can become change agents. Critiquing the viability and appropriateness, educators develop a plan to lead change in their communities addressing the needs of the economically disadvantaged and disenfranchised. This includes organizing programs related to state and national school choice legislation and public-private school partnerships.

**CHEM5203 Foundations of Integrated Science Education**

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 related to policy, method, and engagement. Critical and creative thinking, problem solving, and writing skills are emphasized.
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<tr>
<th>Course Code</th>
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<tr>
<td>CHEM5303</td>
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<td>CHEM5313</td>
<td>The Flow of Forces</td>
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<td>CHEM5323</td>
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<td>Layers and Levels</td>
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<td>CHEM5343</td>
<td>Weathering the Storm: Atmospheres and Environments</td>
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<td>CHEM6203</td>
<td>Foundations of Integrated Science Education</td>
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From the smallest particles to constellations in the universe, systems exist. As a way to define order and organization, theories guide the identification of characteristics found in repeatable patterns which predict interactions between systems and their environment whether these are on earth or in space. This course utilizes a universal view of various systems as they relate to current problems. By examining models to diagnose potential issues, learners explore ways to solve problems while determining what and how various forces are influencing the system.

Forces act upon the world, from the flow of water to fields growing corn. Understanding the interaction of these forces generates deeper awareness of the possibilities and limitations of the underlying systems. By examining principles of environmental science, learners identify evidence to support models for sustainable food supplies and types of food production, clean energy, disease control, and other current concerns influenced by human involvement.

The everyday task of cooking brings chemistry into the practical. Through the use of measurement and the interaction of energy, sources of food are changed yielding predictable results. The ability to understand how energy and matter are related establishes a cause-and-effect relationship essential to understanding reactions and interactions. Using a model-based inquiry approach, learners investigate terms such as extraction, denaturation, and transference.

This course explores the formation of natural structures and how these form levels dependent upon the density and type of matter. In a similar fashion, man-made structures are dependent upon the relationship between the properties of materials and how those materials are expected to function. By processing information about structure and form, learners examine how the shape and substructure of objects and living things can create layers of complexity.

Change is evident across time. What may appear stable at one level may not be static at a different layer. Using weather as the backdrop, this course explores static and dynamic equilibrium, considering how scale and proportion influence a resulting phenomenon such as a flash flood or mass migration. By understanding the influence of size on how or why something occurs, changes in the elements or components of a system can be adjusted to create different outcomes and possible solutions for sustainability.

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<tr>
<td>CI5033</td>
<td>Creating Safe and Supportive Classrooms</td>
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<tr>
<td>CI5091</td>
<td>Capstone Experience for Curriculum and Instruction</td>
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<tr>
<td>CI5103</td>
<td>Curriculum and Instructional Design for Diversity</td>
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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.

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.

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.
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<td>CI5113</td>
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<tr>
<td>CI5203</td>
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<td>CI5223</td>
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<td>CI5423</td>
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<td>CI5503</td>
<td>Principles and Practices of Classroom Management</td>
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<tr>
<td>CI5513</td>
<td>Developing Student Self-Management Skills</td>
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This course is designed to promote the use of differentiated curriculum, instructional strategies, and assessment measures in school and organizational settings. The course also examines research-based, integrated curriculum models and the fundamental theoretical frameworks for curriculum development. Qualitative and quantitative data are collected and analyzed to evaluate the effectiveness of utilizing differentiated instruction with higher level content and thinking processes for the purpose of curriculum development, implementation, and overall organizational success.

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.

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.

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.

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.

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.

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.

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.
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.

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.

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.

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.

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.

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.

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.
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.

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.

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.

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.

This course will examine various methods of learning in new media environments. In the 21st century, virtual communication and collaboration are crucial to understand how to participate and incorporate effectively. Also, understanding the similarities, differences, advantages, and disadvantages of online classrooms, blended classrooms, and flipped classrooms is needed. Lastly, learning about technology use, learning management systems, social media, and Web 2.0 tools will be examined. A key component of this course includes the opportunity for students to create with technology-based assignments.

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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.

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.
### Advanced Design of Instructional Media (DL5743)

Students enrolled in this course will select an individual focus of study to demonstrate competency in an area of their choice. Students will develop a professional product which demonstrates an instructional experience utilizing the required technological elements. 

Pre-requisite: DL5733

### Trends in Instructional Design (DL5763)

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 these 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.

### Online Course Design (DL5773)

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 prerequisite to continued application in DL5783.

### Engaging Learners in Online Instruction (DL5783)

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. Prerequisite: DL5773.

### Evaluation and Assessment of Instructional Design (DL5803)

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.

### Independent Study in ELLs or Bilingual Education (EB5401)

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.

### Independent Study in ELLs or Bilingual Education (EB5402)

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.
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<td>EC5091</td>
<td>Capstone Experience for Early Childhood Education</td>
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<tr>
<td>EC5403</td>
<td>Foundations of Child Development</td>
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<td>EC5413</td>
<td>Child Growth and Development</td>
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<tr>
<td>EC5423</td>
<td>Curriculum Development: Methods and Strategies</td>
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<td>EC5433</td>
<td>Curriculum Development: Content Specific</td>
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<tr>
<td>EC5443</td>
<td>Trends in Early Childhood Education</td>
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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 EBL5091 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.

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/BL program.

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.

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.

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.

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.

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-requisite: EC5423

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.
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<td>ED5023</td>
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<td>ED5053</td>
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<td>ED5123</td>
<td>Diverse Learners</td>
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<td>ED5193</td>
<td>Foundations of Education</td>
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<tr>
<td>ED5213</td>
<td>Designing Learning Environments</td>
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<tr>
<td>ED5223</td>
<td>Transforming Teaching and Learning</td>
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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.

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.

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.

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.

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.

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.

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.
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<td>The Influence of Culture</td>
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<tr>
<td>ED5253</td>
<td>Cognition and Critical Thinking</td>
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<tr>
<td>ED5263</td>
<td>Fundamentals of Integrated Thinking</td>
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<tr>
<td>ED5273</td>
<td>Performance of the Intellect</td>
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<tr>
<td>ED5283</td>
<td>Theories and Constructs</td>
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<td>ED5293</td>
<td>Principles of Knowing</td>
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<td>ED5303</td>
<td>Principles of Human Learning</td>
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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 which 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.

This course examines cognition, specifically the psychological processes of how individuals think and remember as applied 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 analyzing, evaluating, and creating.

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.

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.

Understanding comes from exploring possibilities; theories are untried ideas which 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.

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.

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.
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<td>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.</td>
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<tr>
<td>ED5323</td>
<td>Perception and Conceptualization</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>ED5333</td>
<td>The Role of Neuropsychology</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>ED5343</td>
<td>Assessment and Evaluation</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>ED5353</td>
<td>Principles of Program Design and Implementation</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>ED5363</td>
<td>Conceptualization in Learning</td>
<td>3</td>
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<td>By creating new dimensions of thought to establish meaning and relevance, the ability to conceptualize promotes transferability. This course builds foundational understanding of practical approaches to teach conceptualization while also developing personal and professional knowledge and skills in interrelations, multiple perspectives, concept map development, generalizations and terminology across disciplines. A focus on synergistic effects moves learning across domains into multiple contexts for use in novel situations.</td>
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<tr>
<td>ED5373</td>
<td>Implementing Integrated Curriculum</td>
<td>3</td>
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<td>The implementation of integrated curriculum involves transforming learning environments to include stakeholders within and beyond the present context. This course supports strategies to teach and communicate principles of interdependence by addressing the “how and why” of integrated curriculum. Aspects of philosophy, attitudes, and strategies are modeled to engage learners in the creative process of influencing change.</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>ED5383</td>
<td>Principles of Integration</td>
<td>3</td>
</tr>
<tr>
<td>ED5403</td>
<td>The Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>ED5413</td>
<td>Observation and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ED5423</td>
<td>Family, School, and Community</td>
<td>3</td>
</tr>
<tr>
<td>ED5433</td>
<td>Child Guidance</td>
<td>3</td>
</tr>
<tr>
<td>ED5503</td>
<td>Adult Learning</td>
<td>3</td>
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<tr>
<td>ED5513</td>
<td>Instructional Strategies for the Adult Learner</td>
<td>3</td>
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<tr>
<td>ED5523</td>
<td>Evaluating Instructional Programs</td>
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</table>

**ED5383 Principles of Integration**

This problem-based course is designed to guide the conditions of applying principles in new contexts. By examining how common components cross disciplines to create interdependency, this course uses abstract representations to enhance and facilitate conceptual transfer. Curriculum is perceived through the understanding of social relationships, cognition, and frameworks for problem solving using real-world issues which allow theories in one field to parallel application in another.

**ED5403 The Exceptional Child**

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**

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**

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**

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.

**ED5503 Adult Learning**

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.

**ED5513 Instructional Strategies for the Adult Learner**

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.

**ED5523 Evaluating Instructional Programs**

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.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED5533</td>
<td>Assessing Adult Learners</td>
<td>3</td>
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<tr>
<td>ED5553</td>
<td>Crossing the Lifespan of Human Development</td>
<td>3</td>
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<tr>
<td>ED6013</td>
<td>Adult Learning</td>
<td>3</td>
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<tr>
<td>ED6023</td>
<td>Instructional Strategies for the Adult Learner</td>
<td>3</td>
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<tr>
<td>ED6033</td>
<td>Evaluating Instructional Programs</td>
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<tr>
<td>ED6043</td>
<td>Assessing Adult Learners</td>
<td>3</td>
</tr>
<tr>
<td>ED6053</td>
<td>Assessment Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ED6213</td>
<td>Designing Learning Environments</td>
<td>3</td>
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</table>

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.

Utilizing theories and principles, critical issues related to human development across the lifespan are considered. These concerns are woven into physical and social, affective and cognitive domain changes influenced by family dynamics, education, relationships, and individual perspectives. This course addresses the impact of change across time and circumstances as a way to guide life choice responses.

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.

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.

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.

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.

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.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ED6253</td>
<td>Cognition and Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>ED6273</td>
<td>Performance of the Intellect</td>
<td>3</td>
</tr>
<tr>
<td>ED6283</td>
<td>Theories and Constructs</td>
<td>3</td>
</tr>
<tr>
<td>ED6293</td>
<td>Principles of Knowing</td>
<td>3</td>
</tr>
<tr>
<td>ED6333</td>
<td>The Role of Neuropsychology</td>
<td>3</td>
</tr>
<tr>
<td>EDTO5013</td>
<td>Assessment for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDTO5021</td>
<td>Orientation to Elementary Teaching</td>
<td>1</td>
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</tbody>
</table>

This course examines cognition, specifically the psychological processes of how individuals think and remember as applied 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 analyzing, evaluating, and creating.

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.

Understanding comes from exploring possibilities; theories are untried ideas which 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.

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.

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.

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.

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 EDTO5161: Elementary Student Teaching.
**EDTT5031  Orientation to Secondary Teaching**

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**

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**

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**

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**

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**

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**

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.
<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDTT5313</td>
<td>Instructional Practice and Delivery</td>
<td>3</td>
</tr>
<tr>
<td>EDTT5333</td>
<td>Content Specific Methodology</td>
<td>3</td>
</tr>
<tr>
<td>EDTT5353</td>
<td>Adolescent Development and Learning Process</td>
<td>3</td>
</tr>
<tr>
<td>EE5091</td>
<td>Capstone Experience for Elementary Education</td>
<td>1</td>
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<tr>
<td>EL5023</td>
<td>Assessment Strategies</td>
<td>3</td>
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<tr>
<td>EL5033</td>
<td>Creating Safe and Supportive Learning Environments</td>
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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.

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.

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.

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.

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.

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.
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<tr>
<th>Course Code</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>EL5091</td>
<td>Capstone Experience for Educational Leadership</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>EL5113</td>
<td>Educational Leadership Internship Completion</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>EL5123</td>
<td>Diverse Learners</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>EL5601</td>
<td>Independent Study for Educational Leadership</td>
<td>1</td>
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<td>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.</td>
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<tr>
<td>EL5602</td>
<td>Independent Study for Educational Leadership</td>
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</table>
|             | 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**

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.

**EL5623  Developing Teachers  3**

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.

**EL5703  School Improvement  3**

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**

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**

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**

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.

**ELX5023  Assessment Strategies (TX)  3**

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.
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<tr>
<th>Course Code</th>
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<tr>
<td>ELX5033</td>
<td>Creating Safe and Supportive Learning Environments (TX)</td>
<td>3</td>
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<tr>
<td>ELX5053</td>
<td>Community Engagement, Outreach, and Collaboration (TX)</td>
<td>3</td>
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<tr>
<td>ELX5123</td>
<td>Diverse Learners (TX)</td>
<td>3</td>
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<tr>
<td>ELX5623</td>
<td>Developing Teachers (TX)</td>
<td>3</td>
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<tr>
<td>ELX5703</td>
<td>Campus Improvement (TX)</td>
<td>3</td>
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<tr>
<td>ELX5723</td>
<td>Resource and Fiscal Management (TX)</td>
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<tr>
<td>ELX5753</td>
<td>Law and Policy (TX)</td>
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</table>

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.

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.

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.

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.

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.

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.

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.
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.

Covey's principle of “beginning with the end in mind” sets the stage for developing competencies in using different language strategies to convey meaning, relevance, and purpose for reading and writing within various genres. By exploring theories for developing and interpreting concepts, learners establish a vehicle for integrating content across disciplines as a way to interpret, synthesize, and respond to issues experienced by various audiences. Emphasis is placed on argumentative, informative/explanatory, narrative, and other forms of writing, their structure, and appropriateness to various audiences.

This course aids in understanding the influences on creation of thought and perspective as reflected in personal expressions and professional expectations. By examining literary and commercial works on the same topic, learners consider how personal or professional perspectives can take a dramatic shift depending upon environmental influences and delivery approaches impacting comprehension. Understanding the drama of a personal story gives expression to the human experience.

This course investigates the societal factors impacting literary expression including class, politics, gender, and globalization, as expressed in music, digital devices, images, film, and other technologies. From wars to social media, an understanding is gained of how these have influenced changes in the English language over time, as a backdrop for responding and reflecting upon personal and professional fulfillment.

This course introduces the impact of language in personal and public writing and speaking-- including uses of propaganda, contradiction, letters, novels, journalism, poetry, theater, and visual media – on social and political change, including insurrection, legislation, and military conflict. To accomplish a purpose for communicating to a selected audience, the structure and conventions of language are examined.

This course defines ways media has served as a conveyance of ideas, generating responses from the town crier to digital devices. By exploring the theories and psychological factors of developing and interpreting meaning, learners engage in forms of communication based upon research into the patterns of language, ways to determine accuracy and truth, and a best-fit approach for a selected audience.

This course selects influential works from pivotal moments in history which shaped the course of human interaction. “The pen is mightier than the sword” has given way to the tweet of thumbs. Through research, learners explore how the Library of Congress determines what to archive, identifies significance, and sorts content. Strategies for sharing the nature of new literacies frame the study of exemplary writers and the descriptive writing process.
Covey’s principle of “beginning with the end in mind” sets the stage for developing competencies in using different language strategies to convey meaning, relevance, and purpose for reading and writing within various genres. By exploring theories for developing and interpreting concepts, learners establish a vehicle for integrating content across disciplines as a way to interpret, synthesize, and respond to issues experienced by various audiences. Emphasis is placed on argumentative, informative/explanatory, narrative, and other forms of writing, their structure, and appropriateness to various audiences.

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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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ES5073</td>
<td>Applied Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>ET5013</td>
<td>Responsible Technological Change</td>
<td>3</td>
</tr>
<tr>
<td>ET5023</td>
<td>Information Access and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>ET5033</td>
<td>Technology for Learning and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ET5043</td>
<td>Technology Curriculum and Planning</td>
<td>3</td>
</tr>
<tr>
<td>ET5053</td>
<td>Design of Learning Environments</td>
<td>3</td>
</tr>
</tbody>
</table>

**ES5073: Applied Linguistics**

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

**ET5013: Responsible Technological Change**

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**

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**

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**

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**

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.
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.

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.

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.

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 the 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.

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.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ET5802</td>
<td>Independent Study for Educational Technology</td>
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<tr>
<td>ET5803</td>
<td>Independent Study for Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>ET5813</td>
<td>Practicum: Virtual Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td>ET5823</td>
<td>Special Topics: Research Inquiry into Digital Learning</td>
<td>3</td>
</tr>
<tr>
<td>HIST5403</td>
<td>Historical Means and Methods</td>
<td>3</td>
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<tr>
<td>HIST5413</td>
<td>Ancient Roads</td>
<td>3</td>
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**ET5802 Independent Study for Educational Technology**

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**

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**

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**

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

**HIST5403 Historical Means and Methods**

This course focuses on ways historians view ideas while utilizing a variety of theories and frameworks which define an approach to thinking. With the goal of communicating ideas gathered from research using professional methodologies, emphasis is placed on a historiographical perspective to identify patterns in human behavior, the cause and effect of events, and how our current global society came into existence.

**HIST5413 Ancient Roads**

Roads connect more than trade goods as cultures, ideas, and people groups move along pathways. By investigating the rise and fall of ancient civilizations within a geographical context, learners explore cross-cultural encounters, the influence of trade routes including the Nile, the Viking sea trade, the Silk Road, and examples of communication including Marco Polo’s journals. Experiential learning situations are designed to bring ancient concepts into 21st century application.
Paradigm shifts ignite revolutions across time and location, influential individuals and ideas, cultures and communities. Social constructs promote reform, share the emergence of new media, and capitalize on how ideas develop into action. Moments in world history set the stage for investigating how past and present civic responsibilities determine the course of a community, country, or global problem and its outcome.

**HIST5423  Revolution**  
This course explores the big ideas of history which have shaped Western thought including the concepts of freedom, justice, equality, and liberty. Using primary documents, ideologies are contrasted from a range of perspectives, including political, social, professional, and personal. Through critical analysis, the lives of those who have influenced change are examined in light of issues such as immigration across time or the impact of education.

**HIST5433  The Americans**  
This course uses the early history of the United States as a framework to examine emerging nations of today. Consideration is given to special problems including the causes of war, the benefit of diplomacy, and social movements which have changed the course of nations. Forms of government are evaluated using primary documents, records and images, key pieces of legislature, and the reactions of the populace.

**HIST5443  A New Nation**  
Without history, understanding current issues is problematic. This course probes leadership skills within historical problems as a way to support critical and creative thinking, problem solving, and writing skills by investigating political murders, the art of political persuasion, civic disobedience and the influence of institutions such as the Supreme Court and governmental agencies. American and world texts are used as the narrative for change. Newspaper clips, photographs, political cartoons, and other media become perspectives to view the legacy of history.

**HIST5453  The Legacy of History**  
This course focuses on ways historians view ideas while utilizing a variety of theories and frameworks which define an approach to thinking. With the goal of communicating ideas gathered from research using professional methodologies, emphasis is placed on a historiographical perspective to identify patterns in human behavior, the cause and effect of events, and how our current global society came into existence.

**HIST6403  Historical Means and Methods**  
Roads connect more than trade goods as cultures, ideas, and people groups move along pathways. By investigating the rise and fall of ancient civilizations within a geographical context, learners explore cross-cultural encounters, the influence of trade routes including the Nile, the Viking sea trade, the Silk Road, and examples of communication including Marco Polo’s journals. Experiential learning situations are designed to bring ancient concepts into 21st century application.

**HIST6413  Ancient Roads**  
Paradigm shifts ignite revolutions across time and location, influential individuals and ideas, cultures and communities. Social constructs promote reform, share the emergence of new media, and capitalize on how ideas develop into action. Moments in world history set the stage for investigating how past and present civic responsibilities determine the course of a community, country, or global problem and its outcome.
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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.

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.

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.

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.
**HLTH5443  Technology, Leadership, and Health Informatics  3**

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.

**IC5091  Capstone Experience for Integrated Curriculum  1**

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.

**LEAD5003  International Development and Policy  3**

This course provides an overview of education from a global perspective, including international development theories, 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 United Nations (UN) and other 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.

**LEAD5013  The Role of International Organizations and Global Foundations  3**

This course explores the role of international organizations, international aid agencies, nongovernmental 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/LEAD5003 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/LEAD5003 International Development and Policy.

**LEAD5023  Education and International Migration  3**

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.

**LEAD5033  International Programs, Curricula and Pedagogies  3**

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.

**LEAD5043  Instructional Leadership  3**

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 postsecondary and college and career readiness.
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.

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 postsecondary and college/career readiness.

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 which 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.

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.

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.

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.

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.
### LEAD5393 Teacher Leadership

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.

### LEAD5433 Leadership in Health Education

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.

### LEAD6001 Introduction to Advanced Studies

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

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

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

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

Students will evaluate and compare different leadership and coaching models, analyze the relationship between leadership effectiveness and leadership coaching and determine appropriateness of each type of leadership and coaching for diverse settings.

### LEAD6143 Strategic Operations Planning and Innovation

Students will design, develop, and implement models of strategic planning that exhibit innovation.

### LEAD6153 Policy and Governance

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.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>LEAD6163</td>
<td>Management of Human Capital</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>LEAD6173</td>
<td>Global Perspectives</td>
<td>3</td>
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<td>Students will model and promote responsible global citizenship. Culturally relevant pedagogy will be examined and critiqued.</td>
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<tr>
<td>LEAD6183</td>
<td>Grants Writing for Leaders</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>LEAD6203</td>
<td>Law, Compliance, and Governance in Higher Education</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>LEAD6213</td>
<td>Resource Management in Higher Education</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>LEAD6223</td>
<td>Student Affairs</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>LEAD6233</td>
<td>Issues in Higher Education</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>LEAD6243</td>
<td>International Development and Policy</td>
<td>3</td>
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<td></td>
<td>This course provides an overview of education from a global perspective, including international development theories, as well as key international development policies and frameworks impacting education, including Education for All, the Millennium Development Goals, Sustainable Development Goals, Post-2015 Agenda as well as key protocols developed by the United Nations (UN) and other 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.</td>
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<tr>
<td>LEAD6253</td>
<td>The Role of International Organizations and Global Foundations</td>
<td>3</td>
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<tr>
<td>LEAD6263</td>
<td>Education and International Migration</td>
<td>3</td>
</tr>
<tr>
<td>LEAD6273</td>
<td>International Programs, Curricula and Pedagogies</td>
<td>3</td>
</tr>
<tr>
<td>LEAD6283</td>
<td>Instructional Leadership</td>
<td>3</td>
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<tr>
<td>LEAD6293</td>
<td>Designing and Leading Professional Learning</td>
<td>3</td>
</tr>
<tr>
<td>LEAD6303</td>
<td>Achievement and Accountability</td>
<td>3</td>
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</tbody>
</table>

This course explores the role of international organizations, international aid agencies, nongovernmental 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/LEAD5003 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/LEAD5003 International Development and Policy.

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.

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.

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 postsecondary and college and career readiness.

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.

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 postsecondary and college/career readiness.
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 which 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.

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.

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.

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.

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT5113</td>
<td>Social Studies and Language Arts for Elementary Teacher Preparation</td>
<td>3</td>
</tr>
<tr>
<td>LIT5123</td>
<td>Implementing ELA in Context</td>
<td>3</td>
</tr>
<tr>
<td>LIT5143</td>
<td>Social Studies and Reading/Language Arts for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>LIT5153</td>
<td>Exploring Foundations of ELA</td>
<td>3</td>
</tr>
<tr>
<td>LIT5163</td>
<td>Establishing Communication in ELA</td>
<td>3</td>
</tr>
<tr>
<td>LIT5173</td>
<td>Extending Connections Beyond ELA</td>
<td>3</td>
</tr>
</tbody>
</table>

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 language arts and social studies through the use of differentiated instruction. Students also engage in 5-10 hours of field experiences.

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 transferable 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.

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 examine methods for introducing core ideas which have shaped understanding from past eras to present day.

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.

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.

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.
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.

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.

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.

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.

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>LIT5323</td>
<td>Investigating Literacy Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>LIT5333</td>
<td>Integrating Literacy Concepts</td>
<td>3</td>
</tr>
<tr>
<td>LIT5343</td>
<td>Implementing Literacy in Context</td>
<td>3</td>
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<tr>
<td>LIT5353</td>
<td>Linguistics and Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT5363</td>
<td>Literacy for Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>LIT5373</td>
<td>21st Century Literacies</td>
<td>3</td>
</tr>
<tr>
<td>LIT5733</td>
<td>Vocabulary, Fluency, and Comprehension in Reading Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

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.

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 transferable 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.

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.

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.

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.

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. Prerequisite: LIT5713 and LIT5723.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LIT6003</td>
<td>Strengthening Literacy</td>
<td>3</td>
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<td></td>
<td>This course prepares students to implement a</td>
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<td></td>
<td>school-wide leadership initiative to improve a</td>
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<td>comprehensive range of literacy skills.</td>
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<td>Specific principles and theories of reading</td>
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<td>instruction are evaluated in relation to</td>
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<td>currently employed practice so teachers can</td>
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<td>immediately strengthen instruction. Students</td>
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<td></td>
<td>examine the scientific research base underlying</td>
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<td></td>
<td>different models of reading instruction. Special</td>
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<td></td>
<td>attention is given to curriculum mapping,</td>
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<td></td>
<td>alignment, and the development of an</td>
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<td></td>
<td>implementation plan to strengthen literacy.</td>
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<tr>
<td>MATH5073</td>
<td>Mathematics Instruction for Elementary Teacher</td>
<td>3</td>
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<tr>
<td></td>
<td>Preparation</td>
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<tr>
<td>MATH5083</td>
<td>Mathematics Instruction for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MATH5103</td>
<td>Integrative Thinking: Algebra, Geometry,</td>
<td>3</td>
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<tr>
<td></td>
<td>Trigonometry and Statistics</td>
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<tr>
<td>MATH5113</td>
<td>Methods for Modeling Mathematics</td>
<td>3</td>
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<tr>
<td>MATH5123</td>
<td>Problem-Solving: Exploring the Practical</td>
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<tr>
<td>MATH5133</td>
<td>Diversity in the Numbers</td>
<td>3</td>
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<tr>
<td></td>
<td>This course provides a foundation for teaching</td>
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<tr>
<td></td>
<td>mathematics to diverse elementary students.</td>
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<tr>
<td></td>
<td>Students examine current standards in</td>
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<td></td>
<td>mathematics, as well as the process of aligning</td>
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<td>curriculum and lesson plans to standards.</td>
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<td></td>
<td>Students develop a toolkit of content-specific</td>
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<td></td>
<td>instruction and assessment strategies. Students</td>
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<td></td>
<td>demonstrate computational skills and</td>
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<td></td>
<td>understanding of fundamental concepts and</td>
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<td></td>
<td>processes of mathematics, including number</td>
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<td></td>
<td>systems and operations, algebraic thinking,</td>
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<tr>
<td></td>
<td>measurement, geometry, and statistics</td>
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<tr>
<td></td>
<td>and probability. The course includes 5-10 hours</td>
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<td></td>
<td>of embedded field experiences.</td>
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<td></td>
<td>This course enables learners to integrate</td>
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<td></td>
<td>different branches of mathematics in a coherent</td>
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<td></td>
<td>manner while linking conceptual underpinnings</td>
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<td></td>
<td>of algebra, geometry with trigonometry, and</td>
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<td></td>
<td>statistics. An emphasis is placed on exploring</td>
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<td></td>
<td>concepts and threads throughout mathematics.</td>
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<td></td>
<td>The course empowers learners to create</td>
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<tr>
<td></td>
<td>activities and lessons while organizing and</td>
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<td></td>
<td>aligning their current curriculum around</td>
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<td></td>
<td>mathematical themes.</td>
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<tr>
<td>MATH5123</td>
<td>Problem-Solving: Exploring the Practical</td>
<td>3</td>
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<tr>
<td></td>
<td>Through the practical application of problem-</td>
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<td></td>
<td>solving strategies to real-life situations,</td>
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<td></td>
<td>learners will experience integrated approaches</td>
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<td></td>
<td>using calculus, linear algebra, geometry, and</td>
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<tr>
<td></td>
<td>functions. Situations involving motion, light,</td>
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<td></td>
<td>music, and decay will be used to solve problems</td>
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<td></td>
<td>using strategies such as looking for clues,</td>
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<td></td>
<td>developing a plan, and solving the problem</td>
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<td></td>
<td>while checking for mathematical and practical</td>
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<tr>
<td></td>
<td>accuracy.</td>
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<tr>
<td>MATH5133</td>
<td>Diversity in the Numbers</td>
<td>3</td>
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<tr>
<td></td>
<td>This course challenges learners to investigate</td>
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<tr>
<td></td>
<td>historical aspects of mathematics as they relate</td>
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<tr>
<td></td>
<td>to diversity and numbers. Different perspectives</td>
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<td></td>
<td>in branches of mathematics are explored as seen</td>
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<td></td>
<td>in the historical need for diverse theories of</td>
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<tr>
<td></td>
<td>geometry including Euclidean, spherical, grid,</td>
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<tr>
<td></td>
<td>and elliptical. Investigating culturally</td>
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<tr>
<td></td>
<td>significant contributions to historical aspects</td>
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<td></td>
<td>establishes an appreciation for mathematics as</td>
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<td>a global experience while helping to understand</td>
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<td></td>
<td>the changes in fundamental constructs.</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>MATH5143</td>
<td>The Known Equation</td>
<td>3</td>
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</table>

Covering everything one wished had been learned about equations, this course enables learners to explore commonly used equations while deviating from algorithmic use and exploring a deeper understanding. The Pythagorean Theorem, Quadratic Formula, rate of change, matrices, and linear, quadratic, cubic, radical, exponential, and logarithmic functions are analyzed. Emphasis is placed on examining the often overlooked links among equation, algorithm, concept, and application.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MATH5153</td>
<td>The Culture of Mathematics</td>
<td>3</td>
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</table>

This course guides learners to discover, identify, and bring culturally significant aspects of mathematics to the forefront of curricula and pedagogy in the classroom. The course addresses social issues surrounding mathematics and ways mathematics can be used to make meaning of social issues. Students will explore issues such as gender, race, culture, socioeconomic status, institutional theory, and age within the constraints of mathematical principles. Critical and creative thinking, problem solving, and writing skills are emphasized.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MATH5203</td>
<td>Number Sense, Operations, Algebraic Thinking, and Problem Solving</td>
<td>3</td>
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</table>

During this course, educators will explore state standards and the Common Core for K-6 mathematics and ways to balance instruction for procedures, concepts, and problem-solving. Educators will investigate and implement strategies to improve student performance in development of basic number and counting skills, estimation, number combinations and mathematical facts, operations on whole numbers, algebraic thinking, and problem solving.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MATH5213</td>
<td>Measurement, Data, Geometry, and Problem Solving</td>
<td>3</td>
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</table>

During this course, educators will focus on state standards and the Common Core in K-6 mathematics related to measurement, data, geometry, and problem solving applications. Educators will investigate and implement strategies to improve student performance in measurement and data, geometric concepts and applications, and problem solving. Concepts such as congruence, transformations, area, and perimeter will be investigated.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MATH5223</td>
<td>Fractions, Decimals, and Problem Solving</td>
<td>3</td>
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</table>

During this course, educators will focus on state standards and the Common Core in K-6 mathematics related to fractions and decimals. Educators will investigate and implement strategies to improve student performance by understanding from a conceptual level the importance of equivalence, magnitude, part-whole relationships, the relationship between fractions and decimals, operations on fractions and decimals.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MATH5843</td>
<td>Mathematical Structure</td>
<td>3</td>
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</table>

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 expressing regularity in repeated reasoning.

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<th>Course Title</th>
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<tbody>
<tr>
<td>MATH5853</td>
<td>Mathematical Reasoning</td>
<td>3</td>
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</table>

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>MATH5863</td>
<td>Mathematical Models and Tools</td>
<td>3</td>
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<tr>
<td>MATH6103</td>
<td>Integrative Thinking: Algebra, Geometry, Trigonometry and Statistics</td>
<td>3</td>
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<tr>
<td>MATH6113</td>
<td>Methods for Modeling Mathematics</td>
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<td>Problem-Solving: Exploring the Practical</td>
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<tr>
<td>MATH6133</td>
<td>Diversity in the Numbers</td>
<td>3</td>
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<tr>
<td>MATH6143</td>
<td>The Known Equation</td>
<td>3</td>
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<tr>
<td>MATH6153</td>
<td>The Culture of Mathematics</td>
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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.

This course enables learners to integrate different branches of mathematics in a coherent manner while linking conceptual underpinnings of algebra, geometry with trigonometry, and statistics. An emphasis is placed on exploring concepts and threads throughout mathematics. The course empowers learners to create activities and lessons while organizing and aligning their current curriculum around mathematical themes.

This course emphasizes strategies for critiquing and modifying the modeling of problems in current curricula to increase opportunities for application to real-life situations. Theories from dynamic systems, statistics, differential equations, game theory, chaos theory, algebraic theory, number theory, and linear, quadratic, exponential, and logarithmic regression models will be used to engage in the six steps of mathematical modeling.

Through the practical application of problem-solving strategies to real-life situations, learners will experience integrated approaches using calculus, linear algebra, geometry, and functions. Situations involving motion, light, music, and decay will be used to solve problems using strategies such as looking for clues, developing a plan, and solving the problem while checking for mathematical and practical accuracy.

This course challenges learners to investigate historical aspects of mathematics as they relate to diversity and numbers. Different perspectives in branches of mathematics are explored as seen in the historical need for diverse theories of geometry including Euclidean, spherical, grid, and elliptical. Investigating culturally significant contributions to historical aspects establishes an appreciation for mathematics as a global experience while helping to understand the changes in fundamental constructs.

Covering everything one wished had been learned about equations, this course enables learners to explore commonly used equations while deviating from algorithmic use and exploring a deeper understanding. The Pythagorean Theorem, Quadratic Formula, rate of change, matrices, and linear, quadratic, cubic, radical, exponential, and logarithmic functions are analyzed. Emphasis is placed on examining the often overlooked links among equation, algorithm, concept, and application.

This course guides learners to discover, identify, and bring culturally significant aspects of mathematics to the forefront of curricula and pedagogy in the classroom. The course addresses social issues surrounding mathematics and ways mathematics can be used to make meaning of social issues. Students will explore issues such as gender, race, culture, socioeconomic status, institutional theory, and age within the constraints of mathematical principles. Critical and creative thinking, problem solving, and writing skills are emphasized.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ORG6203</td>
<td>Partnerships and Community</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>ORG6213</td>
<td>Emerging Technology in Organizations</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>ORG6223</td>
<td>Communications and Advocacy for Leaders</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>ORG6233</td>
<td>Organizational Behavior and Culture</td>
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<tr>
<td></td>
<td>Students will recognize structure, values, and motivations within organizations.</td>
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<tr>
<td>PHYS5203</td>
<td>Foundations of Integrated Science Education</td>
<td>3</td>
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<tr>
<td></td>
<td>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 related to policy, method, and engagement. Critical and creative thinking, problem solving, and writing skills are emphasized.</td>
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<tr>
<td>PHYS5303</td>
<td>Systems of Science</td>
<td>3</td>
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<td>From the smallest particles to constellations in the universe, systems exist. As a way to define order and organization, theories guide the identification of characteristics found in repeatable patterns which predict interactions between systems and their environment whether these are on earth or in space. This course utilizes a universal view of various systems as they relate to current problems. By examining models to diagnose potential issues, learners explore ways to solve problems while determining what and how various forces are influencing the system.</td>
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<tr>
<td>PHYS5313</td>
<td>The Flow of Forces</td>
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<td>Forces act upon the world, from the flow of water to fields growing corn. Understanding the interaction of these forces generates deeper awareness of the possibilities and limitations of the underlying systems. By examining principles of environmental science, learners identify evidence to support models for sustainable food supplies and types of food production, clean energy, disease control, and other current concerns influenced by human involvement.</td>
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<tr>
<td>PHYS5323</td>
<td>Practical Science: Physics</td>
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<td>The everyday task of driving brings physics into the practical. Through the use of measurement and the interaction of energy, the laws of physics yield predictable results. The ability to understand how energy and matter are related establishes a cause-and-effect relationship essential to understanding reactions and interactions, between people and matter. Using a model-based inquiry approach, learners investigate concepts such as classical and quantum mechanics, implications of motion, and the nature of elementary particles as they relate to real-world applications.</td>
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This course explores the formation of natural structures and how these form levels dependent upon the density and type of matter. In a similar fashion, man-made structures are dependent upon the relationship between the properties of materials and how those materials are expected to function. By processing information about structure and form, learners examine how the shape and substructure of objects and living things can create layers of complexity.

Change is evident across time. What may appear stable at one level may not be static at a different layer. Using weather as the backdrop, this course explores static and dynamic equilibrium, considering how scale and proportion influences a resulting phenomenon such as a flash flood or mass migration. By understanding the influence of size on how or why something occurs, changes in the elements or components of a system can be adjusted to create different outcomes and possible solutions for sustainability.

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 related to policy, method, and engagement. Critical and creative thinking, problem solving, and writing skills are emphasized.

From the smallest particles to constellations in the universe, systems exist. As a way to define order and organization, theories guide the identification of characteristics found in repeatable patterns which predict interactions between systems and their environment whether these are on earth or in space. This course utilizes a universal view of various systems as they relate to current problems. By examining models to diagnose potential issues, learners explore ways to solve problems while determining what and how various forces are influencing the system.

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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.

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<tr>
<td>RES5303</td>
<td>Research Methods and Applied Statistics</td>
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<tr>
<td>RES5313</td>
<td>Research Methods for Early Childhood Education</td>
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<tr>
<td>RES5323</td>
<td>Research Design and Application</td>
<td>3</td>
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<tr>
<td>RES6003</td>
<td>Applied Statistics</td>
<td>3</td>
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<tr>
<td>RES6011</td>
<td>Research Tool: APA &amp; Bibliographic Software</td>
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<tr>
<td>RES6013</td>
<td>Research Methods</td>
<td>3</td>
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<tr>
<td>RES6021</td>
<td>Research Tool: Creating and Analyzing Measures</td>
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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.

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.

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.

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.

Students in this course will employ APA format for manuscripts and citations and compare bibliographic software for organizing references.

Students will examine foundations of research design, data collection, analysis, and presentation. Students will assess ethics of education research and reporting.

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.
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.

Students will design appropriate strategies to present research results, including charts, tables, graphs, and summaries.

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.

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.

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.

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.

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.

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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 STEM Leadership program.

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 related to policy, method, and engagement. Critical and creative thinking, problem solving, and writing skills are emphasized.

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.

This course will examine the integration of digital resources into the integrated science learning environment. Participates will explore digital resources and develop strategies for effectively integrating technology with didactic strategies to address the needs of diverse learners and enhance learning.

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.

This course develops the skills necessary for educators to evaluate and improve the STEM learning environment by empowering students to explore, contribute, and collaborate in learning situations conducive to inquiry. In guiding and facilitating the selection, evaluation, and application of technology effectively through cooperative learning, a deeper understanding is established. By building authentic, real-world connections, as a framework is created which establishes relevant social and interpersonal skills.

Designed to develop the understanding and strategies necessary to promote student mastery of skills needed for successful, lifelong learning in STEM, this course guides the development of critical questions and essential concepts. By breaking down misconceptions, learning how to observe and analyze communication skills, and using assessment to inform instruction, understanding of the societal role of science fosters scientific literacy.

This course develops skills in observing, asking questions, collecting and analyzing data, and drawing and communicating reasonable conclusions as important skills for daily living. Used by a range of careers, the skills in identifying and solving problems contribute to understanding real issues. Project-based learning (PBL) establishes a genuine world context as it engages students in meaningful experiences. These require the ability to state a claim, cite appropriate evidence, and connect the evidence to the claim using reason as a form of scientific argumentation.
SCIS303  Systems of Science  3

From the smallest particles to constellations in the universe, systems exist. As a way to define order and organization, theories guide the identification of characteristics found in repeatable patterns which predict interactions between systems and their environment whether these are on earth or in space. This course utilizes a universal view of various systems as they relate to current problems. By examining models to diagnose potential issues, learners explore ways to solve problems while determining what and how various forces are influencing the system.

SCIS313  The Flow of Forces  3

Forces act upon the world, from the flow of water to fields growing corn. Understanding the interaction of these forces generates deeper awareness of the possibilities and limitations of the underlying systems. By examining principles of environmental science, learners identify evidence to support models for sustainable food supplies and types of food production, clean energy, disease control, and other current concerns influenced by human involvement.

SCIS323  Practical Science  3

The everyday task of cooking brings chemistry into the practical. Through the use of measurement and the interaction of energy, sources of food are changed yielding predictable results. The ability to understand how energy and matter are related establishes a cause-and-effect relationship essential to understanding reactions and interactions. Using a model-based inquiry approach, learners investigate terms such as extraction, denaturation, and transference.

SCIS333  Layers and Levels  3

This course explores the formation of natural structures and how these form levels dependent upon the density and type of matter. In a similar fashion, man-made structures are dependent upon the relationship between the properties of materials and how those materials are expected to function. By processing information about structure and form, learners examine how the shape and substructure of objects and living things can create layers of complexity.

SCIS343  Weathering the Storm: Atmospheres and Environments  3

Change is evident across time. What may appear stable at one level may not be static at a different layer. Using weather as the backdrop, this course explores static and dynamic equilibrium, considering how scale and proportion influence a resulting phenomenon such as a flash flood or mass migration. By understanding the influence of size on how or why something occurs, changes in the elements or components of a system can be adjusted to create different outcomes and possible solutions for sustainability.

SCI6203  Foundations of Integrated Science Education  3

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 related to policy, method, and engagement. Critical and creative thinking, problem solving, and writing skills are emphasized.

SCI6303  Systems of Science  3

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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.

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.

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.
### Issues in Sociology

Utilizing theories, standards, and practices in the field, learners explore contemporary issues in sociology using an experiential approach guided by research in the field. Through analysis and evaluation of behavior, social issues are investigated which shape understanding of personal, social, national and global relationships, processes, and interaction from within a teaching and learning context. Critical and creative thinking, problem solving, and writing skills are emphasized.

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<tr>
<td>SOSC5103</td>
<td>Issues in Sociology</td>
<td>3</td>
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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 which 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.

### The Influence of Culture

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<td>SOSC5113</td>
<td>The Influence of Culture</td>
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### Crossing the Lifespan of Human Development

Utilizing theories and principles, critical issues related to human development across the lifespan are considered. These concerns are woven into physical and social, affective and cognitive domain changes influenced by family dynamics, education, relationships, and individual perspectives. This course addresses the impact of change across time and circumstances as a way to guide life choice responses.

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<tr>
<td>SOSC5123</td>
<td>Crossing the Lifespan of Human Development</td>
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### The Role of Neuropsychology

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.

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<td>SOSC5133</td>
<td>The Role of Neuropsychology</td>
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### Performance of the Intellect

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.

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<td>SOSC5143</td>
<td>Performance of the Intellect</td>
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### Perception and Conceptualization

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.

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<td>SOSC5153</td>
<td>Perception and Conceptualization</td>
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Utilizing theories, standards, and practices in the field, learners explore contemporary issues in sociology using an experiential approach guided by research in the field. Through analysis and evaluation of behavior, social issues are investigated which shape understanding of personal, social, national and global relationships, processes, and interaction from within a teaching and learning context. Critical and creative thinking, problem solving, and writing skills are emphasized.
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 which 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.

Utilizing theories and principles, critical issues related to human development across the lifespan are considered. These concerns are woven into physical and social, affective and cognitive domain changes influenced by family dynamics, education, relationships, and individual perspectives. This course addresses the impact of change across time and circumstances as a way to guide life choice responses.

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.

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.

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.

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.

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.
### Assessment and Evaluation in Special Education

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.

### Law and Policy in Special Education

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.

### Building Collaborative Relationships

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.

### Online Learning and Teaching

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

### Creating Online Collaboration and Communities

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.

### Designing Courses and Programs

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

### Online Teaching and Assessment

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

### Online Learning and Teaching

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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.
<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>TECH6323</td>
<td>Designing Courses and Programs</td>
<td>3</td>
</tr>
<tr>
<td>TECH6333</td>
<td>Online Teaching and Assessment</td>
<td>3</td>
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<tr>
<td>TEL5091</td>
<td>Capstone Experience for Teaching English Learners</td>
<td>1</td>
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<tr>
<td>TL5091</td>
<td>Capstone Experience for Teacher Leadership</td>
<td>1</td>
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</tbody>
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Students will implement and assess the concepts of Universal Design for accessible online courses and compare models of instructional design.

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

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.

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.
Leadership and Administration
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Renaud, Dora; Ed.D. in Educational Leadership, University of Texas at Austin (Degree Conferred 2014); MS in Reading, Texas A&M University (Degree Conferred 2001); BS in Interdisciplinary Studies (minor is professional education and bilingual education), Texas Woman’s University (Degree Conferred 1992).

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).
Schultz, Katrina; Ed.D. in Curriculum and Instruction, Texas Wesleyan University (Degree Conferred 2014); M.Ed. in Administration, Texas Wesleyan University (Degree Conferred 2008); BS in Interdisciplinary Studies (Education), Reading, West Texas A&M University ((Degree Conferred 1995).

Silverman, Matt; Ed.D. in Education in Leadership and Administration, National-Louis University (Degree Conferred 2006); M.Ed. in Education in Leadership and Administration, University of Illinois (Degree Conferred 1997); BM in Music Education, University of Wisconsin (Degree Conferred 1993).

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).

Spero, Susan; Ed.D. in Curriculum and Instruction, University of Southern Mississippi (Degree Conferred 2004); Ed.S. in Curriculum and Instruction, University of Southern Mississippi (Degree Conferred 1996); MA in Curriculum and Instruction, University of Southern Mississippi (Degree Conferred 1992); BS in Education, Salem State College (Degree Conferred 1975).

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).

Steele, Bridget; Ph.D. in Mathematics Education, University of Central Florida (Degree Conferred 2012); MS in Mathematics Education, University of Central Florida (Degree Conferred 2006); BS in Mathematics, Bowie State University (Degree Conferred 2003).

Strong, Mary; Ed.D. in Curriculum and Instruction & Educational Administration, West Virginia University (Degree Conferred 1981); MA in Reading Supervision, West Virginia University (Degree Conferred 1965); B.Ed. in Elementary Education & English/Social Studies, Duquesne University (Degree Conferred 1963).

Strunk, Vicki; Ed.D. in Leadership in Education, Spalding University (Degree Conferred 2011); MA in Teaching, Spalding University (Degree Conferred 1992); BS in Speech Pathology and Audiology, Spalding University (Degree Conferred 1989).

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).

Tobin, Patricia; Ph.D. in Education, Specializing in Post-Secondary and Adult Education, Capella University (Degree Conferred 2009); MA in Art, Specializing in Sculpture, Drawing, Painting, Ceramics & Crafts, California State University of Fullerton (Degree Conferred 1999); BFA in Sculpture, Specializing in Figurative Sculpture (Degree Conferred 1993).

Torres, Kelly; Ph.D. in Educational Leadership, Florida State University (Degree Conferred 2011); MS in Curriculum and Instruction; Foreign and Second Language Education, Educational Psychology, Florida State University (Degree Conferred 2011); MS in Educational Psychology, Florida State University (Degree Conferred 2007); BS in Psychology and Child Development, Florida State University (Degree Conferred 2005).

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).
Turner, Colt; Ed.D. in Higher Education: Supervision, Curriculum and Instruction, Texas A&M University – Commerce (Degree Conferred 2013); M.Ed. in Curriculum and Instruction, American College of Education (Degree Conferred 2011); BS in Education: English Language Arts and Reading, Arlington Baptist College (Degree Conferred 2007).

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).

Waller, Sharon; Ph.D. in Special Education, Texas Women’s University (Degree Conferred 2013); MA in Special Education and Transitioning, University of North Texas (Degree Conferred 2003); BBA in Business Administration and Official Records Management, Texas Women’s University (Degree Conferred 1991).

White, Teri; Ph.D. in Curriculum and Instruction, University of Southern Mississippi (Degree Conferred 1999); M.Ed. in Elementary Education, University of Southern Mississippi (Degree Conferred 1991); BS in Elementary Education, University of Southern Mississippi (Degree Conferred 1989).

Wilhoite, Marcella; Ph.D. in Public Policy and Administration, Walden University (Degree Conferred 2014); MA in Criminology and Criminal Justice, Eastern Michigan University (Degree Conferred 2002); BA in Interdisciplinary Studies, Wayne State University (Degree Conferred 1998).

Williams, Charlett; Ed.D. in Educational Leadership, Rowan University (Degree Conferred 2012); MA in Higher Education, English as a Second Language (Degree Conferred 2005); BA in Language and Literature, Richard Stockton College of New Jersey (Degree Conferred 1993).

Wilson, Sharon; MS in Educational Leadership, Nova Southeastern University (Degree Conferred 1993); BS in Elementary Education, Virginia State University (Degree Conferred 1983).

Woods, Pamela; Ed.D. in Curriculum and Instruction, Wayne State University (Degree Conferred 2011); Ed.S. in Art Education, Career and Technology (Business and Marketing), Wayne State University (Degree Conferred 2003); MA in Art Education, Wayne State University (Degree Conferred 2003); MSBA in Business Administration and Human Resource Management, Madonna University (Degree Conferred 2000); BFA in Graphic Design and Writing, Michigan University (Degree Conferred 1980).
State Authorization to Operate, State Authorization Reciprocity Agreement (SARA) and Program Approvals
Overview of Authorizations

As a leading provider of high quality, affordable graduate programs in education, American College of Education makes all effort to ensure it operates in compliance with federal and state laws and regulations. ACE offers academic degree and certificate programs and courses in 49 states and the District of Columbia:

- maintains state authorization to operate in 5 states (including 3 SARA states);
- is permitted to operate in 32 SARA participating states (see below for additional information related to SARA); and
- is permitted to operate in 12 states and the District of Columbia, which do not require ACE to be authorized to operate due either to exemption from such requirements or by state regulations governing the provision of distance/online education.

State Authorization to Operate

State authorization to operate is the legal authorization ACE maintains in order to provide postsecondary education in a state in which it is not physically located or in which it is otherwise subject to jurisdiction as determined by the state. Because not all states require institutions to be authorized to operate and the activities that require authorization vary, ACE continuously monitors regulations in all states in which it offers its academic programs and courses. ACE has obtained authorization in the states listed below.

Florida
Florida Commission for Independent Education
325 West Gaines Street, Suite 1414
Tallahassee, Florida 32399
888-254-3200
[www.fldoe.org/cie/]

Additional information regarding the institution may be obtained by contacting the Commission for Independent Education, Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400, toll-free telephone number (888)224-6684. (License Number: 3872)

Indiana
Indiana Commission for Higher Education/Indiana Board for Proprietary Education
101 West Ohio Street, Suite 300
Indianapolis, IN 46204
317-464-4400
[www.in.gov/bpe]

American College of Education is authorized by the Indiana Board for Proprietary Education
101 West Ohio Street, Suite 300
Indianapolis, Indiana 46204-1984

Louisiana
Louisiana Board of Regents 1201 North Third Street, Suite 6-200
Baton Rouge, Louisiana 70802
225-342-4253
[http://www.regents.la.gov/]
American College of Education is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

**Pennsylvania**
Commonwealth of Pennsylvania
Department of Education
333 Market Street Harrisburg, Pennsylvania 17126
717-787-5041
[www.education.state.pa.us](http://www.education.state.pa.us)

**Wisconsin**
Wisconsin Educational Approval Board
30 W. Mifflin St., 9th Floor
Madison, Wisconsin 53708-8696
608-266-1996
[www.eab.state.wi.us](http://www.eab.state.wi.us)

American College of Education has been approved and is legally authorize to do business in the state of Wisconsin as a private postsecondary school, subject to the provisions of section 38.50 Wisconsin Statutes, and all administrative rules adopted pursuant to the statutes. Approval includes only those programs and those locations specifically approved by the Board.

**State Authorization Reciprocity Agreement (SARA) States**

On December 8, 2014, the College received recognition as an institutional participant in the State Authorization Reciprocity Agreement (SARA) from the National Council for State Authorization Reciprocity Agreements (NC-SARA). Per NC-SARA, SARA “establishes a state-level reciprocity process that will support the nation in its efforts to increase the educational attainment of its people” by mandating that institutions only need home state authorization in order to offer distance education to any other SARA member state. For ACE students, this means that the institution is able to expand its offering of academic programs to residents of SARA participant states, while maintaining same the level of high quality on which the College was founded under the sole regulatory oversight of the Indiana Board for Proprietary Education - its home state regulator.

As of the publication date of this Catalog, ACE offers all or a selection of its academic programs in the following SARA participant states (Note: ACE’s home state of Indiana, a SARA participant state, is not listed):

<table>
<thead>
<tr>
<th>Alabama</th>
<th>Alaska</th>
<th>Arizona</th>
<th>Arkansas</th>
<th>Colorado</th>
<th>Georgia</th>
<th>Idaho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois</td>
<td>Iowa</td>
<td>Kansas</td>
<td>Louisiana</td>
<td>Maryland</td>
<td>Michigan</td>
<td>Minnesota</td>
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<tr>
<td>Mississippi</td>
<td>Missouri</td>
<td>Montana</td>
<td>Nebraska</td>
<td>Nevada</td>
<td>New Hampshire</td>
<td>New Mexico</td>
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<tr>
<td>North Dakota</td>
<td>Ohio</td>
<td>Oklahoma</td>
<td>Oregon</td>
<td>South Dakota</td>
<td>Tennessee</td>
<td>Texas</td>
</tr>
<tr>
<td>Vermont</td>
<td>Virginia</td>
<td>Washington</td>
<td>West Virginia</td>
<td>Wyoming</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions related to ACE’s activity in SARA participant states are to be directed to the Indiana Commission for Higher Education, Indiana’s SARA portal agency:
Exemptions and States Where Authorization is Not Required

For a number of reasons, including the facts that ACE delivers all academic program coursework online and does not have a physical presence in the state, ACE is either exempt from or otherwise not required to obtain state authorization in order to offer all or a selection of its distance education programs in the states listed below. Please note: each state has a unique definition of “physical presence”.

California Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400
Sacramento, California 95833
Telephone: 916-431-6956
Website: [www.bppe.ca.gov]

The California Bureau for Private Postsecondary Education does not does have oversight over out-of-state institutions that do not have a physical presence in the state.

Connecticut Office of Higher Education
61 Woodland Street
Hartford, Connecticut 06105-2326
Telephone: 1-860-947-1800
Website: [www.ctohe.org]

The Connecticut Office of Higher Education does not require out-of-state institutions without a physical presence in the state to be authorized.

Delaware Department of Education
The Townsend Building 401 Federal Street, Suite 2
Dover, Delaware 19901-3639
Telephone: 1-302-735-4000
Website: [www.doe.k12.de.us]

The Delaware Department of Education does not require purely online programs to be authorized.

District of Columbia Education Licensure Commission
810 First Street NE, 2nd Floor
Washington, DC 20002
Telephone: 202-481-3951
Website: [http://osse.dc.gov/service/higher-education-licensure-commission-helc]

Hawaii Post-Secondary Education Authorization Program
Telephone: 808-586-7327
Website: [http://cca.hawaii.gov/hpeap/]
The Hawaii Post-Secondary Education Authorization Program does not require out-of-state institutions that offer courses exclusively through online/distance education without a physical presence in the state to be authorized.
Maine Department of Higher Education
23 State House Station
Augusta, Maine 04333-0023
Telephone: 207-624-6600
Website: [http://www.maine.gov/doe/highered/]

The Maine Department of Higher Education does not require out-of-state institutions that offer courses through online/distance education without a physical presence in the state to be authorized.

Massachusetts Department of Higher Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108
Telephone: 617-994-6950
Website: [http://www.mass.edu/home.asp]

The Massachusetts Department of Higher Education does not require institutions that offer courses through online/distance education without a physical presence in the state to be authorized.

Mississippi Commission on College Accreditation
3825 Ridgewood Road
Jackson, Mississippi 39211-6453
Telephone: 601-432-6372
Website: [www.mississippi.edu/mcca]

The Mississippi Commission on College Accreditation does not require authorization for academic degree-granting institutions that are not domiciled, incorporated or otherwise located in Mississippi that offer academic courses and/or programs exclusively online.

New Jersey Secretary of Higher Education
20 West State Street, 4th Floor
Trenton, New Jersey 08625-0542
Telephone: 609-292-4310
Website: [http://www.state.nj.us/highereducation/]

The New Jersey Secretary of Higher Education does not require out-of-state institutions that offer courses through online/distance education without a physical presence in the state to be authorized.

New York Office of College and University Evaluation
New York State Education Department
89 Washington Avenue, Room 969 EBA
Albany, New York 12234
Telephone: 518-474-1551
Website: [http://www.highered.nysed.gov/ocue/]

The New York Office of College and University Evaluation does not oversight over out-of-state institutions that do not have a physical presence in the state.

North Carolina – University of North Carolina Board of Governors
UNC General Administration
910 Raleigh Road
Chapel Hill, North Carolina 27514
Telephone: 919-962-1000
Website: [www.northcarolina.edu]

The University of North Carolina Board of Governors does not require out-of-state institutions that offer courses through online/distance education without a physical presence in the state to be authorized.
Rhode Island Board of Governors for Higher Education
Suite 524 Shepard Building 80 Washington Street
Providence, Rhode Island 02903
Telephone: 401-456-6000
Website: [http://www.ribghe.org/default.htm](http://www.ribghe.org/default.htm)

The Rhode Island Board of Governors for Higher Education does not require out-of-state institutions that offer courses through online/distance education without a physical presence in the state to be authorized.

Utah Department of Commerce Division of Consumer Protection
160 East 300 South
Salt Lake City, Utah 84111
801-530-6701

The Utah Department of Commerce Division of Consumer Protection has exempted ACE from state authorization requirements due to its regional accreditation by the Higher Learning Commission, a regional accrediting agency recognized by the United States Department of Education.

*American College of Education is not authorized to offer courses or certificate and degree programs in Kentucky.*

State Program Approvals Leading to Licensure or Certification

An institution’s academic program is granted approval upon application by evidencing that it meets specific requirements of that state. As of the publication date of this Catalog, ACE has obtained state program approval for its M.Ed. in Educational Leadership, Master of Arts in Teaching and Transition to Teaching programs from 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](http://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 (License Number: 3872)

Indiana Department of Education
South Tower, Suite 600 115 West Washington Street
Indianapolis, Indiana 46204
(317) 232-6610
[www.doe.in.gov/ide](http://www.doe.in.gov/ide)

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](http://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).
The M.Ed. in Educational Leadership program is approved as leading to administrator/building principal certification in Texas.

State Course Sequence Approval

An institution’s academic program is granted approval upon application by evidencing that it meets specific requirements of that state. As of the publication date of this Catalog, ACE has obtained state program approval for its M.Ed. in Educational Leadership, Master of Arts in Teaching and Transition to Teaching programs from the state agencies listed below:

Illinois State Board of Education
100 North 1st Street
Springfield, Illinois 62777
866-262-6663
217-782-4321
[http://www.isbe.net/licensure/], or [http://www.ibhe.state.il.us/consumerinfo/authorize.htm]

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.

A Note on Licensure, Certification, and Endorsements

The requirements for professional licensure, certification, endorsement, salary increase, and related employment benefits vary from state to state and district to district and change frequently and without notice. ACE program completers seeking such benefits may be required to satisfy additional state or district specific requirements. While ACE makes every reasonable effort to remain abreast of state licensure requirements, the College neither implies nor guarantees that the completion of an ACE degree or certificate program will result in eligibility for licensure, certification, endorsement, salary increase, or related employment benefit in any state. 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.

The National Association of State Directors of Teacher Education and Certification (NASDTEC) has negotiated licensure reciprocity agreements among states. This means that if you earn teacher or administrator licensure in Indiana, you may be able to gain licensure in your home state based on proof of a valid Indiana license. NASDTEC agreements can be found on the NASDTEC website:

[http://www.nasdtec.net/?page=Interstate&hhSearchTerms=%22reciprocity%22]
State Regulatory Contact Information for Student Complaints
State Regulatory Contact Information for Student Complaints

American College of Education provides contact information for filing complaints with the relevant state official or agency that would handle a student’s complaint, regardless of whether the state regulates the institution. The state agencies correspond with the physical location of students while enrolled in CSU’s degree programs. The state agency corresponds with the student’s state of residence.

Students residing the SARA participant states, listed above, may submit complaints to the Indiana SARA portal agency: Indiana Commission for Higher Education Attention: Ken Sauer Senior Associate Commissioner and Chief Academic Officer 101 W. Ohio Street, Suite 550 Indianapolis, IN 46204-1984 317.232.1090 ksauer@che.in.gov

Alabama
Alabama Department of Postsecondary Education
PO Box 302130 Montgomery, Alabama 36130-2130
331-242-1198
[http://web.alsde.edu/general/SDE_Directory.pdf], or [http://www.alsde.edu/]

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/]

California
California Bureau for Private Postsecondary Education
PO Box 980818
West Sacramento, California 95798-0818
916-445-9555
[http://www.bppe.ca.gov/enforcement/complaint.shtml]

Colorado
Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, Colorado 80202
303-866-2723
[http://highered.colorado.gov/Publications/Policies/Current/i-partj.pdf]
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
[www.doe.k12.de.us]

Delaware Attorney General Consumer Protection Wilmington
820 North French Street, 5th Floor
Wilmington, Delaware 19801
302-577-8600
[http://www.attorneygeneral.delaware.gov/fraud/cpu/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

Georgia
Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place #220
Tucker, Georgia 30084
770-414-3300
[http://gnpec.org/consumer-resources/gnpec-authorized-school-complainant-form/]

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.iowacolleageaid.gov/content/constituent-request-review]

Kansas
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612
785-296-4917
[http://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process]

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 ACE’s 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 Attorney General Consumer Protection Section
PO Box 94005 Baton
Rouge, Louisiana 70804
1-800-351-4889

Maine
Harry W. Osgood
Higher Education Specialist
Maine Department of Education
Augusta, Maine 04333
207-624-6846
[harry.osgood@maine.gov]

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

Massachusetts
Massachusetts Board of Higher Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108
617-994-6950
[http://www.mass.edu/forstufam/complaints/complaints.asp]

Michigan
Michigan Department of Likening 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.michigan.gov/ag/0,4534,7-164-17331--,00.html]

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
[http://www.mississippi.edu/mcca/]

Missouri
Missouri Department of Higher Education
205 Jefferson Street PO Box 1469
Jefferson City, Missouri 65102
573-526-1577

Montana
Montana University System
2500 Broadway Street PO Box 203201
Helena, Montana 59620
406-444-6570
[http://mus.edu/che/arsa/StateAuthorization/default.asp]

Nebraska
Nebraska Department of Education Investigations Office
301 Centennial Mall South
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
[http://www.cpe.state.nv.us/CPE%20complaint%20info.htm]

New Hampshire
New Hampshire Department of Education
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/institutions/complaints.aspx]
New York
New York Office of College and University Evaluation
New York State Education Department
5 North Mezzanine
Albany, New York 12234

North Carolina
North Carolina Board of Governors for the University of North Carolina
Postsecondary Education Commission
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
Bismarck, North Dakota 58505-0610

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.

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]

Oregon
Oregon Higher Education Coordinating Commission
Office of Degree Authorization
775 Court Street NE
Salem, Oregon 97301
All complaints about schools under our regulatory jurisdiction or an exempt status approved by this office are handled by ODA staff. Complaints about exempt schools are referred to the Attorney General’s office. We accept written or email complaints. When a complaint is received, we first evaluate the information to substantiate its relevance to Oregon rules and statutes. If the complaint appears to have merit or indicate non-compliance on the part of the school, we contact the school to request information regarding the case. All correspondence is kept in the school’s file. We continue to mediate between the student and the school until we receive an indication that the complaint is unfounded or resolved.

Pennsylvania
Pennsylvania Department of Education
333 Market Street
Harrisburg, Pennsylvania 17126
717-783-8228
[http://www.education.pa.gov/Pages/default.aspx#VeOTHvPD-po]

Rhode Island
Rhode Island Board of Governors for Higher Education
Shepard Building
80 Washington Street
Providence, Rhode Island 02903
401-456-6000
[http://www.ribghe.org/8a1031912.pdf]

South Carolina
South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, South Carolina 29201
803-737-2260
[https://www.che.sc.gov/CHE_Docs/AcademicAffairs/License/Complaint_procedures_and_form.pdf]

South Dakota
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

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=C9BD55D4-C5A3-4BC6-9A0DF17F467F4AE9]

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
802-828-5402

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
[https://www.wvhepc.org/resources/133-20.pdf]

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
307-777-7841
[http://edu.wyoming.gov/beyond-the-classroom/school-programs/private-school-licensing/]
Addendum
Announcements

Electronic Portfolio System Change

Effective for the February 22, 2016 term, ACE will no longer use Taskstream as an electronic portfolio system. Instead, students will upload required documents for field and capstone experiences into Canvas for review during the course.

Assessment Update

ACE has updated the name of “Signature Assessments” to “Peer Review Application”.

Updated Program Description

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

Program Description

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 Professional Standards for Educational Leaders (PSEL) for effective leadership and is designed to create culturally aware and competent administrators.

Program Updates

Master of Education (M.Ed.) in Curriculum and Instruction (Updated)

New Focus of Study

Science

The integrated science Focus of Study 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. 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.

Science (9 Semester Credits)

- SCIS203 Foundations of Integrated Science Education
- SCIS213 Engaging Diversity in the Science Classroom
- SCIS223 Modern Learning and Integrated Science Education
Master of Education (M.Ed.) in Educational Leadership *(Updated)*

New Course Options

Course List (34 Semester Credits)

**Research Courses (3 Semester Credits)**
- RES5173 Research Methods for Educational Leaders

**Literacy Courses (3 Semester Credits)**
- LIT5243 Strengthening Literacy for Educational Leaders, or
- LIT5233 Prescriptive Intervention for Reading Difficulties (MI Students)

**Leadership Courses (34 Semester Credits)**
- EL5033 Creating Safe and Supportive Learning Environments (Initial course)
- EL5023 Assessment Strategies
- EL5053 Community Engagement, Outreach, and Collaboration
- EL5123 Diverse Learners
- EL5623 Developing Teachers
- EL5703 School Improvement
- EL5723 Resource and Fiscal Management
- EL5753 Law and Policy

**Internship Experience Courses (3 Semester Credits; 10-wk Format)**
- ELIN5983 Internship Experience for Educational Leadership (Indiana), or
- ELIL5983 Internship Experience for Educational Leadership (Illinois), or
- ELFL5983 Internship Experience for Educational Leadership (Florida), or
- ELOH5983 Internship Experience for Educational Leadership (Ohio), or
- EL5983 Internship Experience for Educational Leadership (all other states)

**Capstone Experience Courses (1 Semester Credit; 5-wk Format) Final Course**
- ELIN5091 Capstone Experience for Educational Leadership (Indiana), or
- ELIL5091 Capstone Experience for Educational Leadership (Illinois), or
- ELFL5091 Capstone Experience for Educational Leadership (Florida), or
- ELOH5091 Capstone Experience for Educational Leadership (Ohio), or
- EL5091 Capstone Experience for Educational Leadership (All other states)
Ed.D. in Leadership *(Updated)*

**New Focus of Study**

**STEM**
The STEM Focus of Study utilizes digital resources to foster the innovative engagement of diverse learners associated with the integrated contents of science, technology, engineering, and mathematics. The courses offer a holistic overview of historical and current issues and trends impacting integrated science education while cultivating research-based strategies to improve learning and leadership in the field.

**STEM (12 Semester Credits)**
- SCI6203 Foundations of Integrated Science Education
- SCI6213 Engaging Diversity in the Science Classroom
- SCI6223 Modern Learning and Integrated Science Education
- SCI6233 Inventing and Reinventing Mathematics and Science Curriculum: Elementary, Secondary, & College Level

**Certificate (Updated)**

**Certificate in Content Area Instruction**

**Cognitive Science (18 Semester Credits)**
- ED5253 Cognition and Critical Thinking
- ED5213 Designing Learning Environments
- ED5273 Performance of the Intellect
- ED5283 Theories and Constructs
- ED5293 Principles of Knowing
- ED5333 The Role of Neuropsychology

**Policy Revisions**

**Admission Requirements**

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree Req.</th>
<th>*GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master of Education in Educational Leadership</strong></td>
<td>Bachelor’s or Highest Post-Baccalaureate Degree Earned</td>
<td>*2.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>2.50</strong></td>
</tr>
</tbody>
</table>

**Additional Requirements**

Applicants for the M.Ed. in Educational Leadership program must provide documentation of at least an initial teaching license (in the state the applicant resides), 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.

**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 with a written signature (or sent directly from the person’s email address) and a date.

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

**Illinois Applicants**: In addition to the general requirements for the M.Ed. In Educational Leadership, the following are required:

- Must hold a valid Illinois Professional Educator License
- Must have four years of teaching experience in a public or non-public school recognized by the Illinois State Board of Education or
- Four years of Support Personnel experience in the following area in a public or non-public school recognized by the Illinois Board of Education in the following capacity:
  - School Counselor
  - School Psychologist
  - Speech Language Pathologist
  - School Nurse
  - School Social Worker
  - School Marriage and Family Counselor.
- Must provide evidence of passing the Illinois Test of Basic Skills.

**Utah Applicants**: In addition to the general requirements for the M.Ed. In Educational Leadership, the following are required:

- Must hold a level two educator license.
  - * Minimum Grade Point Average on a 4.0 Scale for Full Admission.
  - ** Applicants whose overall GPA, or GPA in the last 60 hours is below 2.50 will not be admitted to the degree program.

**Transfer Credit – Doctoral Program**

The potential transferred course(s) in doctoral program must have a completion date within seven years from the “next term start” for current or re-entry students or “start term” for new students.

For students in the Completion Pathways (Ed.S. to Ed.D. and ABD), there is no expiration date for transfer credits.
# New Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBL5091</td>
<td>Capstone Experience for ESL and Bilingual Education</td>
<td>1</td>
</tr>
</tbody>
</table>

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/BL program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBL5101</td>
<td>Internship Experience for ESL and Bilingual Education</td>
<td>1</td>
</tr>
</tbody>
</table>

The ESL/BL Internship is designed to guide aspiring ESL/BL teachers through structured and semi-structured, supervised experiences focused on teaching ESL/BL students.

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>ELIN5091</td>
<td>Capstone Experience for Educational Leadership (Indiana)</td>
<td>1</td>
</tr>
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</table>

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.

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<tbody>
<tr>
<td>ELIL5091</td>
<td>Capstone Experience for Educational Leadership (Illinois)</td>
<td>1</td>
</tr>
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<tbody>
<tr>
<td>ELFL5091</td>
<td>Capstone Experience for Educational Leadership (Florida)</td>
<td>1</td>
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<th>Credit</th>
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<tbody>
<tr>
<td>ELOH5091</td>
<td>Capstone Experience for Educational Leadership (Ohio)</td>
<td>1</td>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELIN5983</td>
<td>Internship Experience for Educational Leadership (Indiana)</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

<table>
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<tr>
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<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELIL5983</td>
<td>Internship Experience for Educational Leadership (Illinois)</td>
<td>3</td>
</tr>
</tbody>
</table>

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</tr>
</thead>
<tbody>
<tr>
<td>ELFL5983</td>
<td>Internship Experience for Educational Leadership (Florida)</td>
<td>3</td>
</tr>
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</table>

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELOH5983</td>
<td>Internship Experience for Educational Leadership (Ohio)</td>
<td>3</td>
</tr>
<tr>
<td>LIT5243</td>
<td>Strengthening Literacy for Educational Leaders</td>
<td>3</td>
</tr>
<tr>
<td>RES6221</td>
<td>Crafting a Concept Paper</td>
<td>1</td>
</tr>
<tr>
<td>SCI6213</td>
<td>Engaging Diversity in the Science Classroom</td>
<td>3</td>
</tr>
<tr>
<td>SCI6223</td>
<td>Modern Learning and Integrated Science Education</td>
<td>3</td>
</tr>
<tr>
<td>SCI6233</td>
<td>Inventing and Reinventing Mathematics and Science Curriculum: Elementary, Secondary, &amp; College</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

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 by examining the scientific research base underlying different models of reading instruction. Special attention is given to enhancing the skills of teacher as they address the needs of diverse populations, including gifted and talented, ELL, special education, and dyslexic thinkers.

This course provides students the opportunity to complete an approved concept paper as the first step toward the Ed.S. original research project. Students will apply advanced research skills to address a real-world application of scholarly expertise as it relates to solving an existing problem. A description of the project will provide the rationale for the goals and objectives and includes a literature review, methodology, and the anticipated results of the research project. Pre-requisites: RES6013: Research Methods; RES6003 Applied Statistics, and 27 semester credits. Repeat the course as needed to complete the approved concept paper.

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.

This course will examine the integration of digital resources into the integrated science learning environment. Participates will explore digital resources and develop strategies for effectively integrating technology with didactic strategies to address the needs of diverse learners and enhance learning.

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.
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, including special populations, in a variety of school and organizational settings.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL5023</td>
<td>Assessment Strategies</td>
<td>3</td>
</tr>
<tr>
<td>EL5033</td>
<td>Creating Safe and Supportive Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td>EL5753</td>
<td>Law and Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

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, including special populations, English language learners, and gifted and talented.

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 relating 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, particularly balancing the needs of special populations, families, and underserved students.
Catalog Addendum 5.23.16

Program Updates

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

Course List for Texas *(Updated)*

**Research Courses (3 Semester Credits)**
- RES5163 Research Methods for Educational Leaders (TX)

**Literacy Courses (3 Semester Credits)**
- LIT5243 Strengthening Literacy for Educational Leaders

**Leadership Courses (28 Semester Credits)**
- ELX5033 Creating Safe and Supportive Learning Environments (TX)
- ELX5753 Law and Policy (TX)
- ELX5023 Assessment Strategies (TX)
- ELX5053 Community Engagement, Outreach, and Collaboration (TX)
- ELX5123 Diverse Learners (TX)
- ELX5623 Developing Teachers (TX)
- ELX5703 Campus Improvement (TX)
- ELX5723 Resource and Fiscal Management (TX)
- ELX5983 Internship Experience for Educational Leadership (TX) (3 semester credits; 10-wk format)
- ELTX5091 Capstone Experience for Educational Leadership (Texas) (1 semester credit; 5-wk format)

Internship Requirements for State Licensure *(Updated)*

The Educational Leadership internship experience will be fully documented in a 10-week 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 Handbook. 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.

The Educational Leadership program’s internship requirement is a minimum of 120 clock hours, regardless of the requirements for the state in which the student intends to seek licensure. The Texas approved ACE M.Ed. in Educational Leadership version requires an internship of 160 clock hours. If candidates need to complete additional hours to meet requirements for licensure reasons, they can request additional hours to be evaluated through submitting a request form.
M.Ed. in Advanced Studies  (*Updated*)

Major Descriptions (*Changed from Core Descriptions*)

**Cognitive Science**
Learning how to learn is crucial in a society which continues to change as technology changes. This ability to adapt is an aspect of critical thinking within a situation, whether this is a learning environment or found within an organization. By understanding how the brain processes incoming stimuli, this Focus of Study investigates ways to improve performance, enhance the ability to make quality decisions, and design environments to accomplish their designated purpose.

**English and Communications**
Designed for those teaching at the secondary or college level in the field of English studies, this coursework examines the crossovers of literature, comprehension, and communication within traditional modes and emerging devices. Using intellectual processes, the courses are crafted to build patterns of thought fostered by delivery methods, cultural perspectives, and changes of time which influence how individuals communicate.

**Mathematics**
Designed for those teaching at the secondary or college level in the field of mathematics, this set of coursework uses a discovery model in mathematics to help instructors identify problems in their curricula and adapt these by adding or subtracting information, critiquing scenarios, providing overarching data, and allowing students to create predictive models to test against the gathered data to determine accuracy. Designed to support integrative ideas, from algebra, geometry, trigonometry, statistics, and calculus, events and influential mathematicians bring the human factor into the discovery of fundamental constructs which influence a broader understanding of underlying concepts.

**History and Government**
Designed for those teaching at the secondary or college level in the field of history, this coursework examines the major tenets of understanding historical traditions of thought by examining perspectives across time, people groups, and geographical locations. Utilizing critical thinking, the rationale and emerging patterns driving issues are traced to their roots in political, cultural, social, and ideological perspectives.

**Integrated Science (Updated)**
Designed for those teaching at the secondary or college level in the field of science, this coursework promotes the development of integrated thinking and ways science can be taught through different perspectives which encourage real-world applications, effective problem solving, and builds relationships through communication. Individuals consider ways to investigate scientific thought as an approach for examining the forces acting upon the earth and beyond. Biology, chemistry, physics, geology, environmental science, ecology, and astronomy are disciplines addressed.

**Social Science**
Designed for those teaching at the secondary or college level in the field of social science, this coursework explores the range of issues related to human interaction and learning within a societal context, exploring sociology, psychology, human development, and human relationships. Utilizing evidence-based research, learners investigate historical contexts, theories, standards, and frameworks which have shaped current understanding of human engagement as a foundation for creating learning environments, assessment options, and developing intellectual processes for lifelong learning.
Focus of Study Descriptions

**Online Learning and Teaching (added)**
This Focus of Study 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.

**Adult and Continuing Education**
The Focus of Study is designed to help professionals gain the necessary knowledge in the area of adult learning and continuing education. It 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.

**International Education**
This international education Focus of Study 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 courses provide 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.

**Higher Education**
This Focus of Study is intended to prepare administrators in acquiring or enhancing necessary skills to successfully lead higher education institutions. The courses offer a broad perspective of critical issues facing higher education, emphasizing the complexity of student concerns while balancing the demands of outside constituents, e.g. accreditors, state and federal regulators, community, students, and faculty. Designed to complement and support professional agendas, individual studies prepare leadership to understand the integrated aspects of complex systems influenced by modern societal issues.

**Instructional Leadership**
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.
Course List (Updated)

**Research Courses (3 Semester Credits)**

- RES5323 Research Design and Application

**Choose a Six Course Core Major (18 Semester Credits)**

*Cognitive Science*
- ED5253 Cognition and Critical Thinking
- ED5213 Designing Learning Environments
- ED5273 Performance of the Intellect
- ED5283 Theories and Constructs
- ED5293 Principles of Knowing
- ED5333 The Role of Neuropsychology

*English and Communication*
- ENG5003 Writing as a Means to an End
- ENG5013 High Drama
- ENG5023 The Culture of Literary Expression
- ENG5033 Revolutionary Words
- ENG5043 The Message in a Bottle
- ENG5053 Teaching and Learning English

*Mathematics*
- MATH5103 Integrative Thinking: Algebra, Geometry, Trigonometry and Statistics
- MATH5113 Methods for Modeling Mathematics
- MATH5123 Problem Solving: Exploring the Practical
- MATH5133 Diversity in Numbers
- MATH5143 The Known Equation
- MATH5153 The Culture of Mathematics

*History and Government*
- HIST5403 Historical Means and Methods
- HIST5413 Ancient Roads
- HIST5423 Revolution
- HIST5433 The Americans
- HIST5443 A New Nation
- HIST5453 The Legacy of History

*Integrated Science*
- SCI5203 Foundations of Integrated Science Education
- SCI5303 Systems of Science
- SCI5313 The Flow of Forces
- SCI5323 Practical Science
- SCI5333 Layers and Levels
- SCI5343 Weathering the Storm: Atmospheres and Environments
Social Science
SOSC5103 Issues in Sociology
SOSC5113 The Influence of Culture
SOSC5123 Crossing the Lifespan of Human Development
SOSC5133 The Role of Neuropsychology
SOSC5143 Performance of the Intellect
SOSC5153 Perception and Conceptualization

Choose Four Course Focus of Study (Updated)

Online Learning and Teaching
TECH5103 Online Learning and Teaching
TECH5113 Creating Online Collaboration and Communities
TECH5123 Designing Courses and Programs
TECH5133 Online Teaching and Assessment

Adult and Continuing Education
ED5503 Adult Learning
ED5513 Instructional Strategies for the Adult Learner
ED5523 Evaluating Instructional Programs
ED5533 Assessing Adult Learners

International Education
LEAD5003 International Development and Policy
LEAD5013 The Role of International Organizations and Global Foundations
LEAD5023 Education and International Migration
LEAD5033 International Programs, Curricula and Pedagogies

Higher Education
LEAD5103 Law, Compliance, and Governance in Higher Education
LEAD5113 Resource Management in Higher Education
LEAD5123 Student Affairs
LEAD5133 Issues in Higher Education

Instructional Leadership
LEAD5043 Instructional Leadership
LEAD5053 Designing and Leading Professional Learning
LEAD5063 Achievement and Accountability
LEAD5073 The Art of Decision Making

Capstone
- ED5091 Capstone Experience for Advanced Studies (Final course)
Educational Leadership-Dual Program *(Updated)*

Note: Texas C&I students are not eligible for the dual M.Ed. in Educational Leadership degree program for licensure.

Course List (16 Credit Hours)

**Leadership Courses (12 Semester Credits)**
- EL5753 Law and Policy
- EL5703 School Improvement
- EL5623 Developing Teachers
- EL5723 Resource and Fiscal Management

**Internship Experience Course (3 Semester Credits)**
- ELIN5983 Internship Experience for Educational Leadership (Indiana), *or*
- ELIL5983 Internship Experience for Educational Leadership (Illinois), *or*
- ELFL5983 Internship Experience for Educational Leadership (Florida), *or*
- ELOH5983 Internship Experience for Educational Leadership (Ohio), *or*
- EL5983 Internship Experience for Educational Leadership (All other states)

**Capstone Experience Course (1 Semester Credit)**
- ELIN5091 Capstone Experience for Educational Leadership (Indiana), *or*
- ELIL5091 Capstone Experience for Educational Leadership (Illinois), *or*
- ELFL5091 Capstone Experience for Educational Leadership (Florida), *or*
- ELOH5091 Capstone Experience for Educational Leadership (Ohio), *or*
- EL5091 Capstone Experience for Educational Leadership (All other states)

**Admissions Information**

**Masters of Educational Leadership**

**Texas Applicants (Added):** To comply with the Texas Education Agency requirements, admits must confirm, in writing, acceptance of the admission offer.

**Illinois Applicants (Updated):** To comply with Illinois educator testing requirements, applicants must provide evidence of passing the appropriate Illinois academic proficiency exam. Please refer to the Illinois State Board of Education website for detailed information as the requirements are subject to change.

**Transition to Teaching**

**Updated:** To align with Indiana Department of Education's requirements, Transition to Teaching applicants no longer have to provide proof of passing required Indiana tests prior to admission. Proof of successful completion will be required prior to enrollment in the third course of the program at the College.

**Bridge Courses—Transition from Quarter to Semester Hours (updated)**

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 will apply semester credits from courses taken outside of the current program version if the grade in the course is a “B” or better and was taken in the past five years. If a student does not have a course that meets this requirement, they will be enrolled in a bridge course worth 1, 2, or 3 semester credits to meet the semester hour requirement of the current program.
Academic Policies

Grading

Capstone Completion Policy (added): Students must fulfill all requirements of the Capstone course with a minimum of 80% for the overall final grade. Students who earn less than 80% will be required to retake the course in the next term.

Total Cost of Attendance

Other Tuition and Fees (added)

- Licensure Preparation Courses (i.e. PDELFL, PDELTX, etc): $235 Tuition, $10 Technology and Library Fee, $25 Admin Fee

Course Descriptions

Withdrawn Courses:

- BIOL5203 Foundations of Integrated Science Education
- BIOL5303 Systems of Science
- BIOL5313 The Flow of Forces
- BIOL5323 Practical Sciences: Biology
- BIOL5333 Layers and Levels
- BIOL5343 Weathering the Storm: Atmospheres and Environments
- CHEM5203 Foundations of Integrated Science Education
- CHEM5303 Systems of Science
- CHEM5313 The Flow of Forces
- CHEM5323 Practical Sciences: Chemistry
- CHEM5333 Layers and Levels
- CHEM5343 Weathering the Storm: Atmospheres and Environments
- PHYS5203 Foundations of Integrated Science Education
- PHYS5303 Systems of Science
- PHYS5313 The Flow of Forces
- PHYS5323 Practical Sciences: Physics
- PHYS5333 Layers and Levels
- PHYS5343 Weathering the Storm: Atmospheres and Environments
### Revised Courses

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>EL5113</td>
<td>Educational Leadership Internship Completion</td>
<td>3</td>
</tr>
<tr>
<td>ET5013</td>
<td>Responsible Technological Change</td>
<td>3</td>
</tr>
<tr>
<td>ET5023</td>
<td>Practices for Evaluating Technological Resources</td>
<td>3</td>
</tr>
<tr>
<td>ET5043</td>
<td>Technology Curriculum and Planning</td>
<td>3</td>
</tr>
<tr>
<td>ET5053</td>
<td>Design of Learning Environments</td>
<td>3</td>
</tr>
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</table>

This course is designed to assist students in completing additional internship hours to meet licensure expectations. Additional internship hours must be completed within two years after final course enrollment.

Learners attain a broad overview of best practices in online learning processes, including an exploration of major theories and concepts, paradigm shifts, current trends, and issues in online and blended learning and virtual instruction. They consider diverse perspectives related to technological change and acquire best practices for connecting with students and their families and promoting student engagement, independence, and self-assessment. From the perspective of preparing students to be critical consumers of information and producers of knowledge, learners increase their knowledge of 21st century information literacy skills and strategies to prepare their students for participation in the global community. Ethical and legal practices, including those related to intellectual freedom, privacy, and adaptive and assistive services, are explored and applied in various contexts. Learners use their knowledge to design appropriate learning experiences, assess student readiness, provide opportunities for student self-assessment, and create and communicate learning objectives.

In this course, learners investigate and use existing and emerging technologies to support content and instructional delivery, student learning and engagement, collaboration, and communication in online and blended environments. They demonstrate the ability to use a variety of tools, including those for information access and retrieval, to promote student learning and classroom/professional research and evaluation. Learners also analyze technological tools in their own workplaces, identify areas of need, and make recommendations for improvement based on costs and benefits. Learners demonstrate knowledge of the principles of Universal Design for Learning (UDL) and adaptive and assistive technologies to support effective virtual instruction for diverse student populations, including those with exceptionalities and English learners.

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, demonstrates the ability to differentiate instruction, and supports the needs of a diverse student population. Additionally, learners prepare an implementation timeline and presentation to introduce the curriculum which identify the supportive role of the educational technology leader in helping students to achieve technology standards. Learners also demonstrate understanding of digital equity issues and strategies for resolving differing levels of access to technology resources.

Learners apply psychological theories and instructional design models and principles to a continuum of learning environments, including face-to-face, blended, and online. They demonstrate the ability to manage and adapt learning experiences and instruction to each environment by emphasizing inclusion and collaboration, identifying and analyzing learners and learning tasks, goals, objectives, and assessments. Learners develop products in which they establish learning expectations, promote student-instructor and student-instructor interactions, determine instructional strategies and appropriate materials, and design formative and summative evaluations. Cybersecurity and cyberbullying are addressed within the context of effective learning environments.
Applying principles of instructional design and adult learning, learners demonstrate a broad understanding of their professional environment by developing products to support continuous professional growth within the organization. Learners identify and evaluate technologies to facilitate and improve collaboration, productivity, communication, and instruction for all organizational stakeholders. They also design a professional development plan based on best practices and emphasizing legal and ethical guidelines specific to blended and online learning environments. Within the context of professional environments, academic integrity and dishonesty, personal and professional learning networks, and digital citizenship are major topics.

This course prepares learners to plan and deliver individualized, rich, and meaningful virtual instruction using best practices and evidence-supported models. Through a variety of products, learners apply knowledge of the structure and components of virtual instruction, planning and implementing appropriate activities and assignments for diverse students. Learners demonstrate the ability to use technology resources effectively, seek alternative funding sources, and prepare a grant application to support the planning and delivery of a curriculum unit. Within the curricular unit, learners emphasize technology integration, the role of feedback in student achievement, the monitoring of curricular effectiveness, and the modification of curriculum and instruction to meet diverse student needs.

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.

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 related to policy, method, and engagement. Critical and creative thinking, problem solving, and writing skills are emphasized. While using an integrated approach, this course spotlights content-rich components dedicated to biology, chemistry, and physics.

Forces act upon the world, from the flow of water to fields growing corn. Understanding the interaction of these forces generates deeper awareness of the possibilities and limitations of the underlying systems. By examining principles of environmental science, learners identify evidence to support models for sustainable food supplies and types of food production, clean energy, disease control, and other current concerns influenced by human involvement. While using an integrated approach, this course spotlights content-rich components dedicated to biology, chemistry, and physics.
The everyday task of cooking brings chemistry into the practical. Through the use of measurement and the interaction of energy, sources of food are changed yielding predictable results. The ability to understand how energy and matter are related establishes a cause-and-effect relationship essential to understanding reactions and interactions. Using a model-based inquiry approach, learners investigate terms such as extraction, denaturation, and transference. While using an integrated approach, this course spotlights content-rich components dedicated to biology, chemistry, and physics.

This course explores the formation of natural structures and how these form levels dependent upon the density and type of matter. In a similar fashion, manmade structures are dependent upon the relationship between the properties of materials and how those materials are expected to function. By processing information about structure and form, learners examine how the shape and substructure of objects and living things can create layers of complexity. While using an integrated approach, this course spotlights content-rich components dedicated to biology, chemistry, and physics.

Change is evident across time. What may appear stable at one level may not be static at a different layer. Using weather as the backdrop, this course explores static and dynamic equilibrium, considering how scale and proportion influence a resulting phenomenon such as a flash flood or mass migration. By understanding the influence of size on how or why something occurs, changes in the elements or components of a system can be adjusted to create different outcomes and possible solutions for sustainability. While using an integrated approach, this course spotlights content-rich components dedicated to biology, chemistry, and physics.

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From the smallest particles to constellations in the universe, systems exist. As a way to define order and organization, theories guide the identification of characteristics found in repeatable patterns which predict interactions between systems and their environment whether these are on earth or in space. This course utilizes a universal view of various systems as they relate to current problems. By examining models to diagnose potential issues, learners explore ways to solve problems while determining what and how various forces are influencing the system. While using an integrated approach, this course spotlights content-rich components dedicated to biology, chemistry, and physics.

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<td>Practical Science</td>
<td>3</td>
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<td>Layers and Levels</td>
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