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Section One
A Note from the Academic Dean
A Note from the Academic Dean

American College of Education welcomes you.

Your College was founded in the digital age, designed to enhance leadership skills for the classroom, school, community, organizations, and far beyond through online delivery of the highest quality curriculum and services. The result is a vibrant institution, bringing graduate studies through technology, from us to you.

As you select your 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.
Section Two

Administrative Office and Ownership
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
Section Three

About American College of Education
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 2024-2025. 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.

**Academic Outcome I**
Apply what is known through **Evidenced-based Learning and Assessment**
- Mastery of content and specialized, field-based knowledge
- Develop, promote and employ assessment methods
- Measure personal and professional learning
- Use field-appropriate evaluation and assessment techniques
- Analyze research for the purpose of application

**Academic Outcome II**
Justify actions based upon **Theory, Standards, and Frameworks**
- Use theories, standards, principles within a framework
- Analyze and evaluate programs
- Address improvement issues
- Gather and conduct research
- Remain current and relevant

**Academic Outcome III**
Differentiate the use of situation-appropriate **Intellectual Processes**
- Analytical inquiry
- Use of informational resources (technology)
- Engage diverse perspectives
- Ethical reasoning
- Quantitative fluency
- Critical and creative endeavors
- Innovation
- Self-efficacy
- Lifelong learning

**Academic Outcome IV**
Establish comprehensive **Communication and Collaboration**
- Build relationships
- Community relationships
- Partnerships and stakeholders
- Technology

**Academic Outcome V**
Understand and interpret the impact of **Civic and Global Learning**
- Policy making/Create positions
- Laws, guidelines, regulations
- Advocacy
- Responsibility/Accountability beyond organization
- Context (operating within a field of study)
- Local community and beyond
- Diversity and unity

**Academic Outcome VI**
Build **Professional Skills and Performance**
- Create appropriate environments
- Continue to develop personal and professional abilities
- Professional development
- Appropriate use of APA style

**Academic Outcome VII**
Enhance **Leadership**
- Utilize resources
- Create and apply research to promote continuous improvement at the organizational or program level
- Data analysis
- Establish a collaborative vision, mission, and goals
- Active role in continuous progress towards goal
- Data-driven decision-making
- Remain current and relevant
- Establish a cohesive culture
- Know and utilize established priorities
- Create criteria for decision-making
- Evaluate overall performance, program, institution
- Capacity building
- Shared governance
College Accreditation
Regional Accreditation
American College of Education is accredited by The Higher Learning Commission (230 South LaSalle Street, Suite 7-500, 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, antidiscrimination and equal opportunity laws, rules, and regulations, including Title IX of the Education Amendments of 1972, and Department of Veteran’s Affairs regulations. ACE does not engage in harassment or discrimination against any person because of race, color, religion 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 that 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
Section Four

Student Right to Know and 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 Doctoral and Specialist Degrees Conferred

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NOTE: Per IPEDS definitions, Degrees Conferred date range: July 1st to June 30th of the following year. The above table indicates, for example, that five doctoral and specialist degrees were conferred between July 1, 2015 and June 30, 2016.

Total Master’s Degrees Conferred

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NOTE: Per IPEDS definitions, Degrees Conferred date range: July 1st to June 30th of the following year. The above table indicates, for example, that 1541 master’s degrees were conferred between July 1, 2015 and June 30, 2016. Three students earned two degrees within this time period; the demographic statistics here are unduplicated (# of degrees conferred = 1541; # of unduplicated students = 1538).
Master’s 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.Ed. in Curriculum and Instruction / CIP CODE 13.0301

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**NOTE**
Curriculum and Instruction degrees include BL and ESL specializations until 2012. As of 2012, English as a Second Language (ESL) and Bilingual (BL) degrees appear in a separate table under CIP CODE 13.0201.
### Master’s Degrees Conferred by Program:
**M.Ed. in Educational Leadership / CIP CODE 13.0401**

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### Master’s Degrees Conferred by Program:
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Master’s Degrees Conferred by Program:
M.A. in Secondary Teaching / CIP CODE 13.1205

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M.Ed. in Health and Wellness Education / CIP CODE 13.1307

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Master’s Degrees Conferred by Program:
M.Ed. in Teaching English Learners / CIP CODE 13.0299

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Licensure Pass Rates (State Licensure / Certification)

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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.
Section Five

Academic Calendars
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**November**

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Term Start and Term End

Graduate Catalog | © American College of Education
### Annual Calendar 2017 - Ten Week Non-Standard Terms (Internship & Student Teaching)*

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- **Term Start**
- **Term End**

**NOTE** * Students will have access to classes one week longer during their terms with students.
Section Six

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

Please Note: 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].

Degree Programs

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
    - General Track
- 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
    - Science
    - General Track
- M.Ed. in English as a Second Language and Bilingual Education
- 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
- M.Ed. in Early Childhood Education
- M.Ed. in Teacher Leadership
- M.Ed. in Advanced Studies
  - Majors
    - Cognitive Science
    - Engaging Learners
    - English and Communication
    - History and Government
    - Integrated Science
    - Mathematics
    - Social Science
  - Focus of Study Areas
    - Adult and Continuing Education
    - Higher Education
    - International Education
    - Instructional Leadership
    - Online Learning and Teaching
• M.Ed. in Integrated Curriculum
  ◦ Focus of Study Areas
    • Early Childhood Special Education
    • Integrated Curriculum
    • Instructional Leadership
    • Learning Behavioral Specialist
    • Mathematics and Sciences
    • Special Education
    • General Track

• M.Ed. in STEM Leadership
• M.Ed. in School Counseling (Available August 2017)
• M.Ed. in Educational Business Administration (Available in May 2017)
  ◦ Focus of Study Areas
    • School Business Official
    • Human Resources
    • Information Systems
    • Educational Entrepreneurship

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

Specialist (Ed.S.)
• Educational Specialist (Ed.S.) in Leadership
  ◦ Focus of Study Areas
    • Cognitive Science
    • English and Communication
    • History and Government
    • Integrated Science
    • Leadership
    • Mathematics
    • Online Learning and Teaching
    • Social Science

Doctorate (Ed.D.)
• Doctor of Education (Ed.D.) in Leadership
  ◦ Focus of Study Areas
    • Adult and Continuing Education
    • Curriculum and Instruction
    • Early Childhood Education
    • Educational and Community Organizations
    • Higher Education
    • Instructional Leadership
    • International Education
    • Online Education
    • STEM
    • General Track

Graduate Certificate Programs
• 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
• Certificate in Christian Education
• Certificate in Content Area Instruction
  ◦ Focus of Study Options
    • Cognitive Science
    • Engaging Learners
    • English and Communication
    • History and Government
    • Integrated Science
    • Mathematics
    • Social Science
• Certificate in Advanced Graduate Study
• Certificate in Higher Education
• Certificate in Teacher Leadership
• Certificate in Virtual Instruction
• Certificate in Teaching English Learners

NOTE
* This program leads to licensure.
** This program leads to licensure in Indiana.
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.

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 Programs 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.

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

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] for Indiana licensure requirements.

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.

1None 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/acadprog.aspx] to view its listing of approved programs. For more information, please contact the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky 40601.

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

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. (Notes appear at the end of a section).

English as a Second Language, Bilingual Education, Early Childhood Special Education, Learning Behavior Specialist I coursework in Illinois
The English as a Second Language, Bilingual Education, Early Childhood Special Education, and Learning Behavior Specialist I (LBSI) courses are recognized by the Illinois State Board of Education as meeting the coursework requirements for endorsement in these areas only. Illinois content area in italics.

### English as a Second Language Endorsement Course List (18 Semester Credits)

- ED5123 Diverse Learners (ESL Elective)
- ES5063 Linguistics for TESOL (Linguistics)
- BE5013 Foundations of ESL and Bilingual Education (Theoretical foundations of teaching ESL)
- BE5023 Assessment of ESL and Bilingual Students (Assessment of bilingual students)
- BE5033 Methods and Materials for Teaching English as a Second Language (Methods and materials for teaching)
- BE5043 Cross-Cultural Studies for Teaching ELLs (Cross cultural studies for teaching limited English proficient students)
- BE5101 Internship Experience for ESL Education (As needed)

NOTE
BE5101 is required for students who do not have three months experience teaching ESL.

### Bilingual Education Endorsement Course List (18 Semester Credits)

- ED5123 Diverse Learners (Bilingual Elective)
- BE5013 Foundations of ESL and Bilingual Education (Foundations of bilingual education)
- BE5023 Assessment of ESL and Bilingual Students (Assessment of bilingual students)
- BE5033 Methods and Materials for Teaching English as a Second Language (Methods and materials for teaching English as a second language)
- BE5043 Cross-Cultural Studies for Teaching ELLs (Cross cultural studies for teaching limited English proficient students)
- BL5063 Methods and Materials for Teaching Bilingual Education (Methods and materials for teaching limited English proficient students in bilingual programs)
- BL5101 Internship Experience for Bilingual Education (As needed)

NOTE
BL5101 is required for students who do not have three months experience teaching bilingual education.

### Early Childhood Special Education Endorsement Course List (12 Semester Credits)

- RES5313 Research Methods for Early Childhood Education (Early childhood special education methods)
- ED5423 Family, School, and Community, OR
  - SPED5043 Building Collaborative Relationships (Child, family, and community relationships)
• SPED5073 Language: The Foundation for Reading *(Development of language in young children)*
• SPED5083 Early Childhood Assessment and Intervention *(Early childhood special education assessment)*

**Learning Behavior Specialist I (LBSI) Endorsement**

**Course List (12 Semester Credits)**

• EDS403 The Exceptional Child *(Survey of exceptional child)*
• SPED5053 Developmental Characteristics of Exceptional Learners *(LBSI categorical characteristics)*
• SPED5013 Strategies for Teaching Diverse Learners *(LBSI categorical methods)*
• SPED5063 Diagnostic Intervention *(Psychological diagnosis)*

**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://www.nasdtec.net/?page=Interstate](http://www.nasdtec.net/?page=Interstate).

**Field-Based Experiences**

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 or ways to obtain hours during courses. Students request the manner in which they wish to obtain these documented hours on a student request form. If the manner includes enrolling in an additional course, 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 appropriate course 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 Courses and NBCT Credit
PDELFL Educational Leadership Test Preparation (Florida)
This non-credit bearing professional development course provides an examination of the standards and competencies of educational leadership in Florida—Instructional Leadership, Operational Leadership, and School Leadership—and the skills that principals exhibit as a result of mastering these competencies. The course provides preparation for the Florida Educational Leadership Examination (FELE), including the written performance assessment.

The FELE Prep course is a comprehensive review of the material tested in the exam. The course includes video information, data reviews, discussion boards, practice exams, writing samples and a study guide. The course allows students to work at their own pace as they review for the 6.5 hour exam versus attending a one-day (8-hour) cram session. Feedback is provided, and students will have an opportunity to ask questions from 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 (Texas)
This non-credit bearing module covers requirements for Texas Educational Leadership (EL) student participation in the (TExES) Principal Exam (068) administered by Educational Testing Service (ETS). 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 (TX).

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 TExES 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 TExES representative tests. Test clearance will expire six months from the date of issue. Fees apply.

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 (Ohio)
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.

PDELIN Educational Leadership Test Preparation (Indiana)
This non-credit bearing professional development course provides an examination of Indiana standards, domains, and competencies of educational leadership, preparing students for the Indiana Building Level Administrator Licensure Exam (039). The School Building Leader standards for human capital management, instructional leadership, personal behavior, building relationships, culture of achievement, and organizational, operational, and resource management, reflect the most current research on effective educational leadership and advance a new and powerful vision of principal effectiveness. The standards define those skills and abilities that school leaders must possess to produce greater levels of success for all students.

The Assessment Framework and Exam Structure consists of 6 domains directly aligned to 6 REPA School Leader-Building Level Administrator Standards:

I. Human Capital Management (REPA Standard 1)
II. Instructional Leadership (REPA Standard 2)
III. Personal Behavior and Relationships (REPA Standard 3 & Standard 4)
IV. Culture of Achievement (REPA Standard 5)
V. Organizational, Operational, and Resource Management (REPA Standard 6)

Bringing significant improvement to student achievement and teacher effectiveness requires an unapologetic focus on the principal’s role as driver of student growth and achievement. The standards provide a basis for professional preparation, growth, and accountability. However, the standards should not be viewed as ends in themselves; rather, they provide clarity for building leaders about the actions they are expected to take in order to drive student achievement and teacher effectiveness outcomes. The Indiana standards for School Leader—Building Level Administrator consists of “core” and “supplementary” content and skills. Content and skills considered “core” are indicated with bold text. Supplementary content and skills are indicated with non-bold text. It should be noted that all of Standard 6 is supplementary, including both the standard and the essential elements of knowledge within the standard.

PDELIL Education Leadership Test Preparation (Illinois)
This non-credit bearing professional development course provides an examination of Illinois standards, domains, and competencies of educational leadership, preparing students for the Illinois Principal as Instructional Leader (195 & 196) Exam, which focuses on principals serving as instructional leader with an emphasis on planning, change, and accountability; instructional improvement, visionary leadership, collaboration, contexts of education, school management, and legal/ethical guidelines.

This non-credit bearing course provides an examination of the test framework and subtest areas of the Illinois Licensure Testing System (ILTS) to prepare educational leadership students for principal licensure in Illinois, as the exam focuses on Principal as Instructional Leader (Field: 195 & Field: 196), and as the framework applies to Planning, Change, and Accountability, Instructional Improvement, Visionary Leadership, Collaboration, and Contexts of Education, School Management and Legal/Ethical Guidelines.

The purpose of the principal licensure test is to measure the requisite knowledge and skills that a principal in an Illinois public school must possess. The test is made up of 2 Field Areas (195 & 196) and (Subtest 1 & Subtest 2), and is a requirement for candidates seeking Illinois Principal Licensure.

Additionally, the Illinois exam framework illustrates the alignment of State Board of Education adopted content-area standards with the Illinois Licensure Testing System’s (ILTS) licensure tests. The frameworks provide a set of objectives upon which the tests are based and also represent the content knowledge that is assessed on the Illinois licensure tests.
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).

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.
Section Seven

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

Program Outcomes
1. 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. (VII)
2. 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. (I, III)
3. 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. (IV)
4. Implement skills, concepts, and practices to structure an educationally enriched, technology-enhanced, positive and safe school environment. (VI)
5. Manage human and fiscal resources effectively which includes prioritizing decisions based on the school’s academic achievement goals. (VII)
6. 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. (VI)
7. Promote strong parent, family, and community relations by modeling equity, fairness, and respect among all school stakeholders. (IV)
8. Demonstrate shared decision making and an effective communication network through various media modes and accessibility for the purpose of maintaining positive community/school relationships. (IV)
9. 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. (V)
10. 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. (I, II)

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 (28 Semester Credits)
- EL5033 Creating Safe and Supportive Learning Environments (Initial Course) OR
- SPED5093 Strategies for Leading and Teaching Diverse Learners (IL Students)
- 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
• EL5983 Internship Experience for Educational Leadership (10-wk Format) OR
  ◦ ELIN5983 Internship Experience for Educational Leadership (Indiana)
  ◦ ELIL5983 Internship Experience for Educational Leadership (Illinois)
  ◦ ELFL5983 Internship Experience for Educational Leadership (Florida)
  ◦ ELOH5983 Internship Experience for Educational Leadership (Ohio)
• EL5091 Capstone Experience for Educational Leadership (1 semester credit; 5-wk Format) (Concurrent enrollment with final academic course) OR
  ◦ ELIN5091 Capstone Experience for Educational Leadership (Indiana)
  ◦ ELIL5091 Capstone Experience for Educational Leadership (Illinois)
  ◦ ELFL5091 Capstone Experience for Educational Leadership (Florida)
  ◦ ELOH5091 Capstone Experience for Educational Leadership (Ohio)

NOTE EL5113 Educational Leadership Internship Completion is scheduled if students need to earn additional internship hours above what was required and earned in the EL5983 course.

Course List for Residents of Texas (34 semester credits)

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) (Initial Course)
• 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)
• ELX5753 Law and Policy (TX)
• ELX5983 Internship Experience for Educational Leadership (TX) (10-wk Format)
• ELTX5091 Capstone Experience for Educational Leadership (Texas) (1 Semester Credit; 5-wk Format) (Concurrent enrollment with final academic course)

Internship Requirements for State Licensure
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.
**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.

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**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 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.
- Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
- 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].
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
1. Practice professional skills and abilities in integrating technology in educational environments to facilitate experiences addressing the diverse needs of all learners. (VI)
2. 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. (II)
3. 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. (I)
4. 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. (VII)
5. Model safe and healthy, legal, and ethical uses of digital information while effectively demonstrating approaches to civic and global accountability. (V)
6. 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. (III)
7. Enhance leadership capacity and shared governance through the articulation of ways to establish, enhance, and expand virtual, collaborative communities, developing partnerships in diverse settings through effective communication. (IV, VII)

Focus of Study Options

**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)

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 Practices for Evaluating Technological Resources (Initial Course)
• ET5033 Technology for Learning and Assessment
• ET5043 Technology Curriculum and Planning
• ET5063 Creating Professional Environments in a Virtual World
• ET5073 Educational Technology Planning and Delivery
• ET5083 Educational Technology Systems Management
• ET5091 Capstone Experience for Educational Technology (1 Semester Credit) (Concurrent enrollment with final academic course)

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

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

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

**General Track**
Any three courses selected from above.

**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.
- Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
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
1. Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic achievement for 21st century learners. (V)
2. 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. (II)
3. Design and implement research-supported assessment plans and strategies leading to continuous improvement of student achievement. (I)
4. Analyze student data and apply research to adapt instruction and to select appropriate materials to improve student performance and enhance inquiry and critical thinking. (I, III)
5. Apply research-based principles to establish positive, safe, and secure student-centered learning environments which value effective communication and collaboration. (IV)
6. Engage in leadership opportunities, research, and participate professionally in ongoing learning. (VI, VII)
7. Apply research-based instructional strategies to develop competency in multiple literacies and knowledge and skills in reading/language arts and all content areas. (II)

Focus of Study Options

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.

**Science**

The 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.
# 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) (Concurrent enrollment with final academic course)

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

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**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
MATH5213 Measurement, Data, Geometry, and Problem Solving
MATH5223 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

**Science**
SCI5203 Foundations of Integrated Science Education
SCI5213 Engaging Diversity in the Science Classroom
SCI5223 Modern Learning and Integrated Science Education

**General Track**
Any three courses selected from above.

**NOTE**
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- Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
Master of Education (M.Ed.) in English as a Second Language and Bilingual Education

Program Description
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
1. 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. (I)
2. 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. (II, III)
3. Develop assessment instruments, select materials, and monitor learning outcomes to enhance the academic development of English learners. (I)
4. Establish a culturally relevant environment by incorporating evidenced-based instructional resources, materials, and technology. (VI)
5. Demonstrate multiple ways to establish and maintain partnerships among school, family, and community, and advocate for the academic and social growth of English learners. (IV)
6. Engage in ongoing learning and leadership communities to analyze data and instructional practices and conduct research to enhance understanding of new language learners and their academic and social needs across diverse settings. (V, VII)

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 Standards-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 (1 Semester Credit) (Concurrent enrollment with final academic 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 (EBL5101: Internship Experience for ESL and Bilingual Education) 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.

**NOTE**

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- Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state](http://www.ace.edu/admissions/programs-by-state).
- 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.
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
1. 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. (III)
2. Apply standards-based, data-driven decision making using appropriate theories, standards, frameworks, technologies, and tools to improve achievement for all students. (VII)
3. Develop and implement evidence-based assessment strategies, and use assessment results to inform instructional decision making. (I)
4. Demonstrate the requirements for well-organized, student-centered, positively managed, and safe learning environments, and analyze their impact on instructional effectiveness and student achievement. (VI)
5. Participate in continuous professional learning and inquiry, and collaborate with others in a community of learners to improve student achievement. (IV, VI)
6. Conduct research to improve practice, and apply knowledge of scientifically-based research to plan and deliver instruction for the purpose of improving the achievement and critical thinking of all students. (II, III)
7. 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. (V)

Focus of Study Options

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.

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.

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) (Concurrent enrollment with final academic course)

Digital Learning and Teaching/Technology Courses (6 Semester Credits)
- DLS013 The Digital Learner
- DLS023 The Digital Educator
Leadership Courses (3 credits)
- LEAD5393 Teacher Leadership

Curriculum and Instruction Courses (6 Semester Credits)
- CI5103 Curriculum and Instructional Design for Diversity
- CI5353 Standards-Driven Learning

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

**Content**
SCI5073 Science Instruction in Elementary Education
MATH5083 Mathematics Instruction in Elementary Education
LIT5143 Social Studies and Reading/Language Arts for Elementary Teachers

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

**NOTE**
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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
1. Design, construct, and implement evidence-based developmentally and culturally appropriate health education programs to promote and improve healthy life choices. (I)
2. 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. (II)
3. Implement principles of program design, incorporating critical thinking to increase the integration of content within courses and publications to build knowledge of the ever-changing climate of health issues. (III)
4. 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. (V, VII)
5. Coordinate and manage communication of school and community concerns to impact needed change in personal, situational, and community factors influencing health-related behaviors. (IV, V)
6. Engage in leadership opportunities through building collaborative relationships, establishing research-based and theory-driven approaches, utilizing technical options, and serving as an expert resource. (IV, VII)
7. 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. (VI, VII)

Course List (31 Semester Credits)

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
- LEAD5433 Leadership in Health Education
- HLTH5443 Technology, Leadership, and Health Informatics
- HLTH5091 Capstone Experience for Health Education (1 Semester Credit) (Concurrent enrollment with final academic course)

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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
1. 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. (I)
2. 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. (II)
3. 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. (III)
4. Employ and evaluate instructional and technical design solutions to enhance communication and foster collaborative relationships. (IV)
5. 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. (V)
6. 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. (VI)
7. 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. (VII)

Course List (31 Semester Credits)

Research Courses (3 Semester Credits)
- RES5153 Research Methods

Digital Learning and Teaching/Technology Courses (28 Semester Credits)
- DL5703 Instructional Design Fundamentals (Initial Course)
- DL5713 Digital Age Learning Environments
- DL5723 Applying Learning Theories in Instructional Design
- 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 (1 Semester Credit) (Concurrent enrollment with final academic course)

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

Program Description
This program is intended to prepare educators to be successful in supporting English Learners (ELs) in a variety of school settings. As the EL 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 ELs 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
1. 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. (III)
2. 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. (II)
3. Promote the development of language acquisition skills by utilizing assessment instruments, critically evaluated materials, and targeting specific learning outcomes. (I)
4. Establish a culturally relevant environment by incorporating evidenced-based instructional practices and resources, materials, and technology and through the influence of social interaction. (VI)
5. Construct a framework for establishing and maintaining partnerships between the school, family, and community by advocating for academic and social growth for English learners within civic and global settings. (IV, V)
6. Conduct research to heighten understanding of issues facing new language learners, their academic and social needs, by collecting, analyzing, and evaluating instructional practices. (II)
7. Support continuous learning while fostering leadership skills through intentionally designed opportunities to engage in professional development. (VII)

Course Sequence (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
- BE5043 Cross-Cultural Studies for Teaching ELLs
- BE5053 Advocacy and Leadership
- BL5063 Methods and Materials for Teaching Bilingual Education
- ES5063 Linguistics for TESOL
- ES5073 Applied Linguistics (Pre-req: ES5063)
- TEL5091 Capstone Experience for Teaching English Language Learners (1 Semester Credit) (Concurrent enrollment with final academic course)

NOTE
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- Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
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
1. Demonstrate critical application of theoretical and operational processes essential for reading and writing instruction. (III)
2. Design developmentally and culturally appropriate literacy curricula and instructional units to improve learner equity, establish and build relationships, and promote academic achievement. (V)
3. 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. (II)
4. Apply research-based strategies to cultivate an environment which enhances literacy knowledge and skills in reading/language arts across all content areas. (VI)
5. Design and implement research-supported assessment and intervention plans by creating programs leading to continuous improvement of student achievement. (I)
6. Analyze student data and apply research to support program and instructional approaches in traditional classrooms, resource rooms, and individualized learning situations. (IV)
7. Engage in leadership opportunities and research, and participate professionally in ongoing learning. (VII)

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 (1 Semester Credit) (Concurrent enrollment with final academic course)

NOTE
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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
1. Design and implement appropriate curriculum and instructional practices to promote growth and development across physical, cognitive, social, and emotional domains of development. (I)
2. Employ program specific standards to develop curriculum to meet individual developmental needs of children in specific content areas. (II)
3. Develop a working knowledge of developmental theory, standards, frameworks, and concepts in relation to classroom practices. (II)
4. 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. (III, VI)
5. 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. (IV)
6. Conduct research to heighten understanding of issues facing young children and early childhood programs and their academic and social needs by collecting, analyzing, and evaluating instructional practices and current data within local communities, national, and international settings. (II, V)
7. Support continuous learning while fostering leadership skills through intentionally designed opportunities to engage in professional development. (VII)

Course List (31 Semester Credits)

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 Education (1 Semester Credit) (Concurrent enrollment with final academic course)

NOTE
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• Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
Master of Education (M.Ed.) in Teacher Leadership

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

Course Sequence (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 (1 Semester Credit) (Concurrent enrollment with final academic course)

ESL/BL/TESOL Courses (3 Semester Credits)
- BE5053 Advocacy and Leadership

NOTE
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Master of Education (M.Ed.) in Advanced Studies

Program Description
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

1. 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. (I)
2. 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. (II)
3. 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. (III)
4. 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. (IV)
5. 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. (V)
6. Apply advanced skills, including the ability to document, to improve observation and organization of critical elements within a discipline. (VI)
7. 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. (VII)

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

Major Options (18 Semester Credits)

**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 major investigates ways to improve performance, enhance the ability to make quality decisions, and design environments to accomplish their designated purpose.

**Engaging Learners**
Integrating cognitive factors with social science understanding, this coursework examines adult engagement in order to promote attention and motivation within learning environments. A range of issues are explored in order to enhance understanding of factors influencing how adults interact with concepts, acquire new literacies, and respond to societal contexts.

**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 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.

**Focus of Study Options (12 Semester Credits)**

**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)**

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

**Education and Teaching Core Courses (1 Semester Credit)**
- ED5091 Capstone Experience for Advanced Studies (1 Semester Credit) (Concurrent enrollment with final academic course)

**Choose a Six-Course 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

**Engaging Learners**
ED5213 Designing Learning Environments
ED5223 Transforming Teaching and Learning
ED5263 Fundamentals of Integrated Thinking
LIT5373 21st Century Literacies OR ED5363 Conceptualization in Learning
SOSC5113 The Influence of Culture
SOSC5143 Performance of the Intellect OR ED5253 Cognition and Critical Thinking

**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 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

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

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

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.
• Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
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
1. Promote the design, development, and implementation of differentiated instructional strategies, resources, and relevant professional development to accelerate progress, performance, and achievement while enhancing post-secondary college and career readiness. (V)
2. Employ research-based strategies and resources to target specific learning objectives, educational and organizational goals. (I)
3. 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. (II, III)
4. Promote the utilization of technology-based learning applications and resources throughout the school, organization, or community to enhance learning and foster higher levels of achievement. (IV)
5. Establish and maintain a climate of mutual respect, trust, collaboration, collegiality, and support to enhance stakeholder involvement throughout culturally diverse schools, organizations, and communities. (IV)
6. Construct a framework and create networking opportunities for stakeholders including business and industry leaders to develop and promote a common vision for meeting needs as they apply to post-secondary college and career readiness. (V)
7. 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. (VII)
8. 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. (V)

Focus of Study Options

*Early Childhood Special Education*
Young learners with special needs require knowledgeable guidance to acquire critical foundational skills necessary for future learning. This coursework helps to establish understanding of assessment and intervention practices while building skills in research. By engaging families and communities, young learners are exposed to language as an essential skill for reading. This Focus of Study is designed to meet the Illinois requirements for endorsement.

*Integrated Curriculum*
The ability to build relationships and establish connections across ideas is a function of integration. This Focus of Study provides a foundational understanding of how to think about integration and guides in the development of skills necessary to create critical connections. By establishing principles and demonstrating how to implement them, a framework is created which can be utilized in a variety of circumstances.

*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.

**Learning Behavior Specialist**
The Learning Behavior Specialist coursework provides a survey of issues related to working with exceptional children, including characteristics, expected behaviors, and potential methods and materials appropriate for student needs. Through application of assessment protocols, students consider appropriate intervention responses to the diagnosis. This Focus of Study is designed to meet the Illinois requirements for endorsement.

**Mathematics and Sciences**
The integrated science and mathematics 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 such as STEM. The courses offer a holistic overview of historical and current issues and trends impacting integrated science education while cultivating research-based strategies to improve student learning. The courses are sequenced to provide the educator of an integrated curriculum with the technological and didactic skill sets required for empowering 21st century learning in a global, digital society.

**Special Education**
The Special Education Focus of Study prepares participants to enhance their knowledge and skills to work collaboratively with diverse and struggling learners. This coursework focuses on legal and ethical laws, policies, issues, and strategies to assist students’ access to the general curriculum. It also emphasizes accommodations and modification to meet the diverse needs of students with exceptionalities, gathering and analyzing ongoing data on which educational and instructional decisions are based, and developing collaborative environments designed to positively impact outcomes for students with exceptionalities. The courses are sequenced to provide foundational knowledge and skills, which will allow individuals to compete in the ever-changing and growing global, digital society.

**Course List (31 Semester Credits)**

**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

**Curriculum and Instruction Courses (4 Semester Credits)**
- CI5113 Design of Integrated Curriculum
- ICS091 Capstone Experience for Integrated Curriculum (1 Semester Credit) (Concurrent enrollment with final academic course)

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

**Early Childhood Special Education**
- ED5423 Family, School, and Community OR SPED5043 Building Collaborative Relationships
- RES5313 Research Methods for Early Childhood Education
- SPED5073 Language: The Foundation for Reading
- SPED5083 Early Childhood Assessment and Intervention
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

Learning Behavior Specialist
ED5403 The Exceptional Child
SPED5053 Developmental Characteristics of Exceptional Learners
SPED5013 Strategies for Teaching Diverse Learners
SPED5063 Diagnostic Intervention

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.

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.
• Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
Master of Education (M.Ed.) in STEM Leadership

Program Description
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
1. Design environments for scientific investigations, fostering integrated STEM curriculum which engages diverse learners in authentic problem solving through the utilization of resources. (I)
2. Build capacity for accessing, evaluating, and utilizing learning resources which accurately reflect those used by the scientific and engineering community. (I)
3. Utilize theories and standards within a research framework to facilitate scientific inquiry through scaffolding, differentiation, and assessment strategies. (II)
4. 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. (II)
5. 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. (III)
6. Establish environments supporting the capacity for collaborative interactions to promote independence and interdependence which support conflict resolution, self-discipline, time management, and team-building. (IV)
7. Demonstrate evidence-based decision making appropriate for the needs of a global society. (V)
8. Investigate relevant issues and problems which impact communities, regions, and beyond. (V)
9. Analyze research in the field of integrated science, technology, engineering, and mathematics education to identify best practices for engaging learners. (VI)
10. Promote personal inquiry as an aspect of developing dynamic relationships between ideas and individuals supporting expectations within the fields of STEM. (VII)

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 (1 Semester Credit) (Concurrent enrollment with final academic course)

NOTE * Course credits transferred from Accelerate Learning, American College of Education partner.
Master of Education (M.Ed.) in School Counseling (August 2017)

Program Description
School counselors are professionals embracing the role and responsibilities of an advocate for change within the dynamic setting of a K-12 environment. This program is designed for experiential learning, through the exploration of counseling theories and models embedded in real contexts which challenge current understandings. By examining values, beliefs, and attitudes and through the use of standards and principles, learners engage in activities to enhance leadership and collaboration which shapes the culture and dynamics of the school environment.

Program Outcomes
1. Evaluate key components of a school counseling program formulated from results-based processes which analyze individual and responsive services, direct and indirect student services, and approaches to collaboration and consultation strategies. (I)
2. Establish foundational philosophies and principles to deliver effective individual, group, and classroom guidance, serving a range of critical issues by assessing, designing, and creating planned engagement. (I)
3. Utilize foundational knowledge and understanding of theories and models to shape interaction, relationship building, and application of techniques and strategies as a means to influence change. (II)
4. Demonstrate appropriate attitudes through the use of essential abilities and skills required for the roles and responsibilities of a school counselor including integrating the knowledge of human growth and development by planning, developing, and implementing appropriate levels of interaction for children and adolescents. (III)
5. Integrate the knowledge of human growth and development by planning, developing, and implementing appropriate levels of interaction for children and adolescents. (III)
6. Establish assessable methodologies to engage individuals, groups, and classes in direct experiences relevant to life. (IV)
7. Design ways to assess, counsel, and inform stakeholders of historical, present, and future issues and concerns influencing current choices and behaviors. (IV)
8. Apply and model ethical standards framed by principles integral to the counseling profession which ensures and promotes academic achievement, career potential and planning, and individual development on a personal and social level. (V)
9. Select techniques and strategies to empower diversity in perspectives, understanding of cultural and social characteristics as an avenue to identify and eliminate barriers to personal and social interaction. (V)
10. Engage in activities demonstrating a commitment to personal and professional growth within the field of school counseling. (VI)
11. Utilize a systems approach to program analysis and evaluation, conceptualizing ways to integrate theories, models, and strategies which measure outcomes, assess the value of intervention, and use of technology while promoting relationships. (VI)
12. Demonstrate the ability to manage, direct, deliver and report on program components supporting academic achievement, career development, and personal/social qualities essential for learning, occupational planning, and relevant lifespan values. (VII)

Course List (49 Semester Credits)

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

Education and Teaching Core Courses (9 Semester Credits)
• ED5543 Foundations of Ethical Practice
• ED5553 Crossing the Lifespan of Human Development
• ED5023 Assessment Strategies

Curriculum and Instruction Courses (3 Semester Credits)
• CI5103 Curriculum and Instruction Design for Diversity
Leadership Courses (3 Semester Credits)
  • LEAD5403 Leadership in School Counseling

Counseling Courses (31 Semester Credits)
  • COUN5343 Principles of School Counseling
  • COUN5303 Counseling and Career Program Development
  • COUN5353 Programs in School Counseling
  • COUN5363 Techniques in School Counseling
  • COUN5333 Counseling Children and Adolescents
  • COUN5323 Group Encounters
  • COUN5313 Responsive Counseling
  • COUN5091 Capstone Experience for School Counseling (1 Semester Credit) (Concurrent enrollment with final academic course)
  • COUN5373 Practicum in School Counseling
  • COUN5301 Internship in School Counseling (1 credit increments for a minimum of 6)

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.
  • Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
Master of Education (M.Ed.) in Educational Business Administration *(May 2017)*

**Program Description**
The M.Ed. in Educational Business Administration emerges in response to the critical demand for increased fiscal and ethical accountability to improve learning amid changing economic conditions on a local, national, and global scale. Designed for those seeking to possess or enhance business and leadership skills utilized in an educational setting, the program blends financial and operational insight with the foundations of effective learning environments for continuous improvement and sustainable growth. Students pursuing senior administrative roles are presented with opportunities to build the expertise that will assist them in navigating educational environments and making data-driven financial and operational decisions – while maximizing resources utilizing sound business strategies and practices. Framed by the standards from the Association of School Business Officials International (ASBO), the program leverages multiple perspectives to prepare strategic leaders for a variety of settings, including public, charter, and private schools, community colleges, and other educational institutions or learning organizations.

**Program Outcomes**
1. Employ evidence-based strategies to collect, organize, assess, and disseminate appropriate data necessary to support responsible fiscal and organizational decision making in the use of resources. (I)
2. Analyze and evaluate procedures established to measure operational and strategic benchmarks to remain aligned to ethical, evidence-based business practices identified by research to improve overall efficiency. (II)
3. Engage in the pursuit of relevant intellectual understanding related to critical aspects of managing human resources and relationships to resolve conflicts, supporting problem solving, and maximizing the benefits of diverse thoughts. (III)
4. Effectively communicate the mission and vision of the organization. (IV)
5. Utilize collaborative team building to strengthen professional relationships and facilitate strategic planning to improve institutional effectiveness. (IV)
6. Apply legal, ethical, and policy constraints and principles to financial and business operations to ensure the highest values of social interaction within the climate, culture, and diversity of learning environments. (V)
7. Implement appropriate practices, using skills, concepts, and expertise in building and sustaining technology-enhanced, ethically managed facilities that promote the academic and social success of individuals. (VI)
8. Demonstrate sound leadership principles in managing financial resources, including budget planning, auditing, and reporting on institutional operations through the use of technology. (VII)
9. Analyze contributing economic factors related to the development, delivery, and evaluation of instruction including professional development, program changes, and continuous improvement. (VII)

**Course List (35 Semester Credits)**

**Research Courses (3 Semester Credits)**
- RES5453 Research Methods for Educational Business Administrators

**Educational Business Courses (17 Semester Credits)**
- EBUS5401 Introduction to Educational Business Administration (1 Semester Credit) (Initial Course)
- EBUS5203 Management of Financial Resources
- EBUS5213 Human Resource Management
- EBUS5423 Data Analytics and Reporting
- EBUS5433 Law, Labor, and Negotiations
- EBUS5443 Risk Management
- EBUS5091 Capstone Experience for Educational Business Administration (1 Semester Credit) (Concurrent enrollment with final academic course)
Leadership Courses (6 Semester Credits)
- LEAD5223 Communication and Collaboration through Ethical Leadership
- LEAD5233 Cultural Leadership

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

Educational Entrepreneurship
EBUS5253 Strategic Innovation and Educational Entrepreneurship
EBUS5263 Innovative Learning Environments
MRKT5403 Marketing Management

Human Resources
EBUS5463 Human Resources Fundamentals
EBUS5473 Employment Law
EBUS5483 Strategic HR Management

Information Systems
DL5713 Digital Age Learning Environment
EBUS5493 Information Systems
ET5063 Creating Professional Environments in a Virtual World

School Business Official
ACCT5303 Managerial Accounting
EBUS5413 Operations and Facility Management
ECON5203 Education Economics

Optional Internship Courses, taken as a Student-at-Large after graduation, if needed

Educational Business Courses (3 or 6 Semester Credits)
- EBUS5556 Internship in Educational Business Administration (6 Semester Credits)
- EBUS5553 Internship in Educational Business Administration

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.
- Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
Section Eight

Master of Education Dual Degree Programs
Master of Education (M.Ed.) Dual Degree Programs

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

- Graduate with 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
- Graduate with an M.Ed. in STEM Leadership, then earn an M.Ed. in Integrated Curriculum
- Graduate with an M.Ed. in Integrated Curriculum, then earn an M.Ed. in STEM Leadership

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 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)**

**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 (10-week format) OR
  - ELIN5983 Internship Experience for Educational Leadership (Indiana)
  - ELIL5983 Internship Experience for Educational Leadership (Illinois)
  - ELFL5983 Internship Experience for Educational Leadership (Florida)
  - ELOH5983 Internship Experience for Educational Leadership (Ohio)
- EL5091 Capstone Experience for Educational Leadership (1 Semester Credit; 5-wk format) (Concurrent enrollment with final academic course) OR
  - ELIN5091 Capstone Experience for Educational Leadership (Indiana)
  - ELIL5091 Capstone Experience for Educational Leadership (Illinois)
  - ELFL5091 Capstone Experience for Educational Leadership (Florida)
  - ELOH5091 Capstone Experience for Educational Leadership (Ohio)

**NOTE**
- This program is designed to prepare students for eligibility for principal/building administrator licensure.
- This program has been approved as meeting the principal/building administrator licensure requirements in the states of Florida, Indiana, and Ohio.
- This program does not prepare residents of Georgia 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.
- Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].

**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 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 (1 Semester Credit) (Concurrent enrollment with final academic course)

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.
- Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
Master of Education 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)

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

Education and Teaching Courses (6 Semester Credits)
- ED5053 Community Engagement, Outreach, and Collaboration
- ED5123 Diversity Learners

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 (1 Semester Credit) (Concurrent enrollment with final academic course)

NOTE
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- Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
Master of Education in Elementary Education
For graduates of the M.Ed. in Curriculum and Instruction

Graduates of the American College of Education M.Ed. in Curriculum and Instruction 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)

Education and Teaching Core Courses (4 Semester Credits)
• ED5193 Foundations of Education
• EE5091 Capstone Experience for Elementary Education (1 Semester Credit) (Concurrent enrollment with final academic 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)

Content
SCIS073 Science Instruction in Elementary Education
MATH5083 Mathematics Instruction in Elementary Education
LIT5143 Social Studies and Reading/Language Arts for Elementary Teachers

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

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.
• Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
Master of Education in STEM Leadership
For graduates of the M.Ed. in Integrated Curriculum (other than the focus in Mathematics and Science)

Program Description
Graduates of the American College of Education M.Ed. in Integrated Curriculum are eligible to earn a second degree, the M.Ed. in STEM Leadership by completing a sequence of eight courses, which includes a capstone experience. This option applies exclusively to graduates of American College of Education.

Course List (22 Semester Credits)

Science Courses (3 Semester Credits)
- SCI5243 Creating an Environment for STEM Learning
- SCI5253 Building Scientific Understanding in Students
- SCI5263 Applied Science and Engineering Practices
- 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
- SCI5091 Capstone Experience for STEM Leadership (1 Semester Credit) (Concurrent enrollment with final academic course)

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.
- Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
Master of Education in Integrated Curriculum
For graduates of the M.Ed. in STEM Leadership

Program Description
Graduates of the American College of Education M.Ed. in STEM Leadership are eligible to earn a second degree, the M.Ed. in Integrated Curriculum by completing a sequence of eight courses, which includes a capstone experience. This option applies exclusively to graduates of American College of Education.

Course List (22 Semester Credits)

Education and Teaching Core Courses (12 Semester Credits)
• ED5253 Cognition and Critical Thinking
• ED5263 Fundamentals of Integrated Thinking
• ED5363 Conceptualization in Learning
• ED5373 Implementing Integrated Curriculum

Curriculum and Instruction Courses (4 Semester Credits)
• CI5113 Design of Integrated Curriculum
• IC5091 Capstone Experience for Integrated Curriculum (1 Semester Credit) (Concurrent enrollment with final academic course)

Literacy Courses (3 Semester Credits)
• LIT5083 New Literacies in Curriculum Integration

Digital Teaching and Learning Courses (3 Semester Credits)
• DL5713 Digital Age Learning Environments

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.
• Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
Section Nine

Master of Arts 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
1. Design and deliver integrated, differentiated instruction with integrity that is responsive to student diversity and differences and promotes high achievement for all students. (I)
2. Apply standards-based, data-driven decision making, and integrated differentiated instruction using appropriate technologies and tools to improve the achievement of all students. (VII)
3. Demonstrate in-depth understanding of assessment, and use assessment results to inform instructional decision making. (I)
4. 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. (IV, VII)
5. Engage in continuous professional growth, intellectual development, inquiry, and research reflective of educational needs and goals within a changing national and international society. (III, V, VI)
6. 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. (I, II)

Course List (34 Semester Credits)

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 Elementary Student Teaching Seminar (1 Semester Credit; 10-wk Format)
- EDTT5161 Elementary Student Teaching (1 Semester Credit; 10-wk Format) (Taken concurrently with EDTT5131)
- MATE5091 Capstone Experience for Elementary Teachers (1 Semester Credit; 10-wk Format) (Taken with Elementary Student Teaching Seminar and Elementary Student Teaching)

Digital Learning and Teaching/Technology Courses (3 Semester Credits)
- DLS5013 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

**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.
- Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
- 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].
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
1. Design and deliver integrated, differentiated instruction with integrity that is responsive to student diversity and differences and promotes high achievement for all students. (I)
2. Apply standards-based, data-driven decision making and integrated differentiated instruction using appropriate technologies and tools to improve the achievement of all students. (VII)
3. Demonstrate in-depth understanding of assessment, and use assessment results to inform instructional decision making. (I)
4. 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. (IV, VII)
5. Engage in continuous professional growth, intellectual development, inquiry, and research reflective of educational needs and goals within a changing national and international society. (III, V, VI)
6. 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. (I, II)

Course List (34 Semester Credits)

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)
- EDTO5031 Orientation to Secondary Teaching (1 Semester Credit) (Initial Course)
- EDTO5353 Adolescent Development and the Learning Process
- EDTO5333 Content Specific Methodology
- EDTO5313 Instructional Practice and Delivery
- ED5023 Assessment Strategies
- ED5053 Community Engagement, Outreach, and Collaboration
- EDTO5141 Secondary Student Teaching Seminar (1 Semester Credit; 10-wk Format)
- EDTO5171 Secondary Student Teaching (1 Semester Credit; 10-wk Format) (Taken concurrently with EDTO5141)
- MAT5091 Capstone Experience for Secondary Teachers (1 Semester Credit; 10-wk Format) (Taken with Secondary Student Teaching Seminar and Secondary Student Teaching)

Digital Learning and Teaching/Technology Courses (3 Semester Credits)
- DL5013 The Digital Learner
- DL5023 The Digital Educator

Curriculum and Instruction Courses (3 Semester Credits)
- CI5033 Creating Safe and Supportive Classrooms
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 and Secondary Teaching programs are approved by the Indiana Department of Education as preparing students for initial teacher licensure. For Indiana teacher licensing requirements, see: [http://www.doe.in.gov/student-services/licensing].

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

Licensure Testing
It is the responsibility of the student to know the requirements of and to make appropriate arrangements to fulfill all licensure testing requirements for the state of Indiana and in some cases in the state in which they intend to teach.
Suicide Prevention Training
Effective July 1, 2013, the department may not issue an initial teaching license (includes instructional, student services and administrative licenses) at any grade level to an applicant for an initial teaching license unless the applicant shows evidence that the applicant has successfully completed education and training on the prevention of child suicide and the recognition of signs that a student may be considering suicide. This requirement does not apply to a completed license application submitted and paid for in the LVIS online application system prior to July 1, 2013 even though the license may not be processed by licensing advisors or OELD staff until July 1, 2013 or after.

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

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.
Section Ten

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

Focus of Study Options

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 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)

Research Courses (9 Semester Credits)
- RES6021 Research Tool: Creating and Analyzing Measures (1 Semester Credit; 5-wk Format)
- RES6011 Research Tool: APA and Bibliographic Software (1 Semester Credit; 5-wk Format)
- RES6013 Research Methods
- RES6003 Applied Statistics
- RES6221 Crafting a Concept Paper

Leadership Courses (16 Semester Credits)
- LEAD6001 Introduction to Advanced Studies (1 Semester Credit; 5-wk Format) (Initial Course)
- LEAD6123 Management of Financial Resources
- LEAD6133 Models of Leadership and Coaching
- LEAD6143 Strategic Operations Planning and Innovation
- LEAD6163 Management of Human Capital
- CAP6923 Capstone in Leadership (Final Course)

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

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
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

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

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

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

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

NOTE
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• Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
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
1. Collaborate in diverse communities of learning and build partnerships with states, school districts, or other organizations. (IV)
2. Contribute to solutions for complex problems of practice with actions based upon theory, standards, and frameworks. (II, VII)
3. Analyze and promote best practices in leadership. (VI, VII)
4. Demonstrate evidence-based decision-making, integrating principles of equity, ethics, and social justice of civic concern in local and global communities. (III, V)
5. Develop and implement personal- and organization-level knowledge and skills including technology. (VI)
6. Demonstrate mastery of content knowledge through the utilization of critical and creative thinking. (I)
7. Demonstrate competence in the application of multiple research methods. (II)
8. Contribute to professional knowledge bases through the dissemination of applied research. (VI)

Focus of Study Options

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.

Early Childhood Education
The Early Childhood Education focus of study will provide an in-depth exploration of theory, research, and practical applications relevant to professionals working in the early childhood field. Students will gain advanced knowledge of developmental theories and modern early childhood practices which influence children, educators, families, stakeholders, and public policy.

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.

**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.

**Course List (64 Semester Credits)**

**Research Courses (21 Semester Credits)**
- RES6021 Research Tool: Creating and Analyzing Measures (1 Semester Credit; 5-wk Format)
- RES6011 Research Tool: APA and Bibliographic Software (1 Semester Credit; 5-wk Format)
- RES6031 Research Tool: Information Display Strategies (1 Semester Credit; 5-wk Format)
- 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 (1 Semester Credit; 5-wk Format) (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 (1 Semester Credit; 5-wk Format)
• SEM6611 Doctoral Seminar II (Pre-req: SEM6601, RES6013, RES6033) (1 Semester Credit; 5-wk Format)
• SEM6621 Doctoral Seminar III (Pre-req: RES6611) (1 Semester Credit; 5-wk Format)

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

Early Childhood
EC6013 Research and Trends in Early Childhood Education
EC6023 Theories and Foundations of Child Development
EC6033 Collaborative Partnerships in Early Childhood Practices
SPED6083 Early Childhood Assessment and Intervention

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

**STEM (Choose any Four Science Courses, or those listed below)**
- 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

**General Track**
Any four courses selected from above or any four graduate courses transferred in.

**NIH and CITI Training**
All students pursuing advanced degrees are required to have completed the NIH Training in Protecting Human Research Participants. This is usually accomplished within RES6013 Research Methods. Students with transfer credit may not be required to take RES6013 but are still subject to completing the required training prior to graduation.

A recommendation, but not a requirement, is a certificate of completion for the Collaborative Institutional Training Initiative (CITI®) in Human Subjects Research. Expect additional fees. This is strongly recommended for students who anticipate conducting dissertation research involving human subjects. The CITI offers training modules for a Social-Behavioral-Educational (SBE) track, as well as additional modules of interest. More information can be found on the CITIProgram.org website.

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 (31 credit hours)

Students must bring in a completed Ed.S. with degree conferred as an admission requirement. Additional courses complete the 64 semester credits required for this pathway.

Transferred Completed Ed.S. (33 Semester Credits)

To Be Completed (31 Semester Credits)

Research Courses (6 Semester Credits) (Classes to be determined in transcript review)
- RES6013 Research Methods
- RES6003 Applied Statistics
- RES6023 Quantitative Research Designs
- RES6033 Qualitative Research Designs

Dissertation Courses (6 Semester Credits, All Required)
- RES6201 Dissertation I
- RES6501 Crafting a Dissertation (taken concurrently with RES6201 for the first enrollment; can be repeated as needed); 4 credits must be earned
- RES6301 Dissertation II (Pre-req: RES6201, RES6501) (Final Course)

Leadership Courses (1 Semester Credits)
- LEAD6001 Introduction to Advanced Studies (1 Semester Credit; 5-wk Format) (Initial Course)

Seminar Courses (3 Semester Credits)
- SEM6601 Doctoral Seminar I (1 Semester Credit; 5-wk Format)
- SEM6611 Doctoral Seminar II (Pre-req: SEM6601, RES6013, RES6033) (1 Semester Credit; 5-wk Format)
- SEM6621 Doctoral Seminar III (Pre-req: RES6611) (1 Semester Credit; 5-wk Format)

Selected Electives (15 Semester Credits) (Classes to be determined in transcript review)
- 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
ABD to Ed.D. Program Version (28 credit hours)

All But Dissertation (ABD) students must have completed all doctoral coursework but not completed the dissertation. Additional courses complete the 64 semester credits required for this pathway.

Transferred Completed (36 Semester Credits)

To Be Completed (28 Semester Credits)

Research Courses (6 Semester Credits Required) (Classes to be determined in transcript review)
- RES6013 Research Methods
- RES6003 Applied Statistics
- RES6023 Quantitative Research Designs
- RES6033 Qualitative Research Designs

Dissertation Courses (6 Semester Credits, All Required)
- RES6201 Dissertation I
- RES6501 Crafting a Dissertation (taken concurrently with RES6201 for first enrollment; can be repeated as needed); (4 credits must be earned)
- RES6301 Dissertation II (Pre-req: RES6201, RES6501) (Final Course)

Leadership Courses (1 Semester Credit)
- LEAD6001 Introduction to Advanced Studies (1 Semester Credit; 5-wk Format) (Initial Course)

Seminar Courses (All Required, 3 Semester Credits)
- SEM6601 Doctoral Seminar I (1 Semester Credit; 5-wk Format)
- SEM6611 Doctoral Seminar II (Pre-req: SEM6601, RES6013, RES6033) (1 Semester Credit; 5-wk Format)
- SEM6621 Doctoral Seminar III (Pre-req: RES6611) (1 Semester Credit; 5-wk Format)

Selected Electives (12 Semester Credits) (Classes to be determined in transcript review)
- 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

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.
- Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
Section Eleven

Graduate Certificate Programs
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
1. Design and deliver instruction that is responsive to student diversity and differences and promotes high achievement for all students. (I, III, VII)
2. Support the achievement of all students through standards-based, data-driven decision making and integrated, differentiated instruction that effectively uses appropriate technologies and tools. (VI, VII)
3. Demonstrate in-depth understanding of assessment, and use assessment results to inform instructional decision making. (I)
4. Recognize the importance of well-organized, positively managed, and safe learning environments and their impact on instructional effectiveness and student achievement. (IV, VII)
5. Use knowledge of scientifically based research to plan and deliver instruction in content areas, including reading, language arts, math, science, social studies, fine arts, health, wellness, and physical education, for the purpose of improving the achievement of all students. (I, II)

Course List (24 Semester Credits)

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 Elementary Student Teaching Seminar (1 Semester Credit; 10-wk Format)
- EDTT5161 Elementary Student Teaching (1 Semester Credit; 10-wk Format) (Taken concurrently with EDTT5131)

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

**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.
- Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state](http://www.ace.edu/admissions/programs-by-state).
- 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).
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
1. Design and deliver instruction that is responsive to student diversity and differences and promotes high achievement for all students. (I, III, VII)
2. Apply standards-based, data-driven decision making and integrated differentiated instruction using appropriate technologies and tools to improve the achievement of all students. (VI, VII)
3. Demonstrate in-depth understanding of assessment, and use assessment results to inform instructional decision making. (I)
4. Establish well-organized, positively managed, and safe learning environments, and analyze their impact on instructional effectiveness and student achievement. (IV, VII)
5. Use knowledge of scientifically based research to plan and deliver instruction in content areas, including reading, language arts, math, science, social studies, fine arts, health, wellness, and physical education, for the purpose of improving the achievement of all students. (II)

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; 10-wk Format)
• EDTT5171 Secondary Student Teaching (1 Semester Credit; 10-wk Format) (Taken concurrently with EDTT5141)

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

Note
This program is designed to prepare students for eligibility for initial teacher licensure.
This program has been approved as meeting the initial teacher licensure requirements in the state of Indiana.
Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
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 as least three (3) years of full-time employment as an administrator in a P-12 school system. See: [www.aisde.edu].
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
Information about field-based experiences precedes Academic Programs section of this publication. 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 appropriate department through the process outlined in the Student Teaching Handbook.

Professional Licensure
The Transition to Teaching (T2T) in Elementary Education and Secondary Education certificate programs are approved by the Indiana Department of Education as preparing students for initial teacher licensure. For Indiana teacher licensing requirements, see: [http://www.doe.in.gov/student-services/licensing]. The requirements for professional licensure, certification, endorsement, salary increase, and related employment benefits vary from state to state and district to district. It may be necessary for candidates seeking such benefits to satisfy additional state or district specific requirements. The College neither implies nor guarantees that the completion of an American College of Education degree or certificate program will result in eligibility for licensure, certification, endorsement, salary increase, or related employment benefit. Prospective students are strongly advised to verify the benefit(s) for which they may be eligible upon completion with their state’s licensure agency prior to enrolling in an American College of Education degree or certificate program.

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

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

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

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

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

NOTE
- 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.
- Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].

Illinois Endorsements
English as a Second Language and Bilingual Education are recognized by the Illinois State Board of Education as meeting the coursework requirements for endorsement in these areas only.

English as a Second Language Endorsement
Course List (18 Semester Credits)
- ED5123 Diverse Learners
- ES5063 Linguistics for TESOL
- BE5013 Foundations of ESL and Bilingual Education
- BE5023 Assessment of ESL and Bilingual Students
- BE5033 Methods and Materials for Teaching English as a Second Language
- BE5043 Cross-Cultural Studies for Teaching ELLs
- BE5101 Internship Experience for ESL Education (As needed)
Bilingual Education Endorsement
Course List (18 Semester Credits)

- ED5123 Diverse Learners
- BE5013 Foundations of ESL and Bilingual Education
- BE5023 Assessment of ESL and Bilingual Students
- BE5033 Methods and Materials for Teaching English as a Second Language
- BE5043 Cross-Cultural Studies for Teaching ELLs
- BL5063 Methods and Materials for Teaching Bilingual Education
- BL5101 Internship Experience for Bilingual Education (As needed)

NOTE: BL5101 and BE5101 are required for students who do not have three months experience teaching ESL.
Certificate in Adult Education and Corporate Training

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

Course List (18 semester credits)

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

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.
- Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
Certificate in Christian Education

Certificate Description
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
1. Construct a philosophy of education based on a critical examination of personal presumptions, biases, and values from a Christian perspective. (VI)
2. Integrate faith and learning by developing non-indoctrinatory, academically rigorous, and critically reflective lessons and curriculum. (II)
3. Reflect on relational models of teaching and learning that affirm individual “worth” of students through differentiated instruction. (III)
4. Develop organizational values, mission, and strategic initiatives that address the unique cultural and contextual needs of school populations. (VII)
5. 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. (V)

Course List (15 semester hours)

Christian Education Courses (15 Semester Credits)
• CE5103 Philosophy of Education for Christian Educators
• CE5113 Relational Teaching and Learning
• CE5123 Methods of Faith and Learning Integration
• CE5133 Cultural Contextualization for Christian Schools
• CE5143 Christian Schools and Social Change

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.
• Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
Certificate in Content Area Instruction

Certificate Description
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
1. 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. (II)
2. Establish relationships between theoretical perspectives and professional application to create opportunities for reflective practices which engage students in appreciating and using principles in practice. (I, VI)
3. Analyze approaches to understanding traditional modes of communication, including writing and speaking, within a media-driven culture. (IV)
4. 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. (V)
5. 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. (III)

Areas of Focus Options

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.

Engaging Learners
Integrating cognitive factors with social science understanding, this coursework examines adult engagement in order to promote attention and motivation within learning environments. A range of issues are explored in order to enhance understanding of factors influencing how adults interact with concepts, acquire new literacies, and respond to societal contexts.

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 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 hours)**

**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

**Engaging Learners**
ED5213 Designing Learning Environments  
ED5223 Transforming Teaching and Learning  
ED5263 Fundamentals of Integrated Thinking  
LIT5373 21st Century Literacies OR ED5363 Conceptualization in Learning  
SOSC5113 The Influence of Culture  
SOSC5143 Performance of the Intellect OR ED5253 Cognition and Critical Thinking

**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 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

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 neither designed nor approved (as of the publication date of this Catalog) to prepare students for licensure, certification, or endorsement in any state.
• Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
Certificate in Advanced Graduate Study

Certificate Description
The Certificate in Advanced Graduate Study (CAGS) is a post-master’s certificate of advanced study. Students can major in leadership, teaching and learning, or interdisciplinary educational studies. Structured for those seeking to enhance graduate level skills through a student-designed program of study, this certificate offers a range of selected courses tailored to align to personal and professional goals. The certificate includes nine courses plus a three credit project-based capstone course, for a total of 30 semester hours. Credits earned in the CAGS program are transferrable to the Ed.S. or Ed.D. in Leadership at American College of Education.

Certificate Outcomes
1. 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. (I)
2. 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. (II)
3. 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. (III)
4. 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. (IV)
5. 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. (V)
6. Apply advanced skills, including the ability to document, to improve observation and organization of critical elements within a discipline. (VI)
7. 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. (VII)

Course Sequence (30 Semester Credits)
Choose a nine-course Major (27 semester credits) in Leadership, or Teaching and Learning, or Interdisciplinary Educational Studies.

Leadership
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
LEAD6203 Law, Compliance, and Governance in Higher Education
LEAD6213 Resource Management in Higher Education
LEAD6223 Student Affairs
LEAD6233 Issues in Higher Education
LEAD6243 International Development and Policy
LEAD6253 The Role of International Organizations and Global Foundations (Pre-req: LEAD6243)
LEAD6263 Education and International Migration
LEAD6273 International Programs, Curricula and Pedagogies
LEAD6283 Instructional Leadership
LEAD6293 Designing and Leading Professional Learning
LEAD6303 Achievement and Accountability
LEAD6313 The Art of Decision Making

**Teaching and Learning**
CI6103 Curriculum and Instructional Design for Diversity
CI6113 Standards-Driven Learning

ED6013 Adult Learning
ED6023 Instructional Strategies for the Adult Learner
ED6033 Evaluating Instructional Programs
ED6043 Assessing Adult Learners
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
ED6053 Assessment Strategies

LIT6003 Strengthening Literacy

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

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
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

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

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

**Interdisciplinary Educational Studies**
Choose any nine courses from the Leadership or Teaching and Learning clusters.

**Capstone (3 Semester Credits) (Required)**
CAGS6923 Capstone in Advanced Graduate Study (Final Course)
Certificate in Higher Education

Certificate Description
This certificate prepares higher education leadership in to meet the needs of adult learners, faculty, and staff while addressing issues related to governance and policy. By investigating the constraints of law, students develop skills in applying theory and research to institutional practices.

Certificate Outcomes
1. Evaluate the factors impacting adult learning within the environment of higher education. (I, III)
2. Investigate the constraints of law and governance as they apply to program delivery and student engagement. (V)
3. Apply and promote skills in leadership by incorporating collaborative, data-driven decision making influenced by research. (IV, VII)

Course List (18 Semester Credits)

Education and Teaching Core Courses (6 Semester Credits)
- ED5503 Adult Learning
- ED5523 Evaluating Instructional Programs

Leadership Courses (12 Semester Credits)
- LEAD5103 Law, Compliance, and Governance in Higher Education
- LEAD5113 Resource Management in Higher Education
- LEAD5123 Student Affairs
- LEAD5133 Issues in Higher Education

NOTE
- Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
Certificate in Teacher Leadership

Certificate Description
Developed to enhance professional skills, the certificate in teacher leadership provides an opportunity for teachers to develop skills in supporting senior level leadership by interpreting research, utilizing learning theory, best practices in assessment and motivation and using evidence-based instructional strategies to engage professional development in others. Course curriculum addresses diverse perspectives, personal and professional goal setting, reflective inquiry and critical thinking.

Certificate Outcomes
1. Apply leadership models and frameworks to promote shared governance, capacity building, and collaboration to influence teaching and learning to impact student success. (IV, VII)
2. Model high performance in teaching by demonstrating expert abilities in curriculum design, instructional strategies, assessment and intervention, reflective and lifelong learning, decision making skills and intellectual processes. (III)
3. Promote and influence school transformation to achieve goals, improve learning and achievement through collaborative engagement by developing teachers using mentoring, coaching and guidance. (II, VI)

Course List (18 Semester Credits)

Education and Teaching Core Courses (6 Semester Credits)
- ED5223 Transforming Teaching and Learning (Initial Course)
- ED5213 Designing Learning Environments

Leadership Courses (12 Semester Credits)
- EL5703 School Improvement
- LEAD5053 Designing and Leading Professional Learning
- LEAD5073 The Art of Decision Making
- LEAD5393 Teacher Leadership

NOTE: Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
Certificate in Virtual Instruction

Certificate Description
The Virtual Instruction certificate provides opportunities for students to practice technology integration for the purpose of implementing rich virtual learning experiences for diverse populations in a variety of educational settings. Graduate-level coursework focuses on a broad range of digitally based frameworks, models, methods, and strategies to identify, comprehend, analyze, synthesize, and evaluate curricula and evidence-based instruction for virtual delivery. Grounded in current research and best practices, authentic, application-based assignments enable students to demonstrate leadership in this rapidly evolving field; investigate relevant, complex problems and determine solutions; and promote continuous improvement in virtual instruction and technology integration to meet the needs of 21st century learners.

Certificate Outcomes
1. Practice professional skills and abilities in integrating technology in educational environments to facilitate experiences addressing the diverse needs of all learners, through collaborative engagement. (VI)
2. 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. (II)
3. 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 aligned to standards within the field. (I)
4. 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. (VII)
5. 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. (III)

Course Sequence (22 Semester Credits)

Digital Learning and Teaching/Technology Courses (22 Semester Credits)
- ET5013 Responsible Technological Change
- ET5023 Practices for Evaluating Technological Resources
- ET5033 Technology for Learning and Assessment
- ET5043 Technology Curriculum and Planning
- ET5053 Design of Learning Environments
- ET5063 Creating Professional Environments in a Virtual World
- ET5073 Educational Technology Planning and Delivery
- ET5081 Certificate Capstone in Virtual Instruction (1 Semester Credit) (Concurrent enrollment with final academic course)

NOTE
- Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
Certificate in Teaching English Learners

Certificate Description
Teachers of English Learners (EL) are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

Certificate Outcomes

1. 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. (I, III)
2. Apply knowledge of linguistics and language acquisition and development to develop relevant curriculum and foster appropriate instructional practices and assessment to teach English Learners. (VI)
3. 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. (II)
4. Promote the development of language acquisition skills by utilizing assessment instruments, critically evaluated materials, and targeting specific learning outcomes. (I)
5. Establish a culturally relevant environment by incorporating evidenced-based instructional practices and resources, materials and technology and through the influence of social interaction. (VI)
6. 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. (IV, V, VII)

Course Sequence (16 Semester Credits)

EL/BSL/TESOL (16 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 Teaching English Language Learners
- ES5063 Linguistics for TESOL
- TEL5081 Certificate Capstone in Teaching English Learners (1 Semester Credit) (Concurrent enrollment with final academic course)

NOTE
- Check availability in your state on the Programs by State section of the ACE website [http://www.ace.edu/admissions/programs-by-state].
Section Twelve

Computer Requirements
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 backup 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.
- 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.
Section Thirteen

Student Services and Support
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 1-800-280-0307, Option 3 or [bursar@ace.edu] for assistance. The Bursar's Office is open from 9 am to 6 pm Eastern, Monday through Friday.

Disability Support Services (DSS)
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 at any time upon enrollment.

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

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

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

In addition, Student Services will periodically send out email communications to students in the College. Please be certain to check “junk mail” and/or ensure ACE is on your allowed list.

The Office of Academic Excellence (OAE) provides academic leadership and services to faculty and students in their pursuit of academic excellence. Services provided by OAE are as follows:

- 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].
Section Fourteen

General Information
General Information

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

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>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Dishonesty</td>
<td>Academic dishonesty which includes but is not limited to plagiarism, collusion, abuse of resource materials, conspiracy to plagiarize, or cheating on an examination or other academic work is subject to disciplinary action. Student work created for a specific assignment in a course will be subject to plagiarism sanctions if reused for any other purpose. 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.</td>
</tr>
<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 admissions and/or registration 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>
<tr>
<td>Admitted</td>
<td>An applicant who has been reviewed and has met admissions standards for the program and term start date on his/her application.</td>
</tr>
<tr>
<td>Active Waiting for Class</td>
<td>Status that students are placed in if they are actively enrolled at ACE and do not have a current class. This is the result of a course drop or stop-out during the program.</td>
</tr>
<tr>
<td>Appeal</td>
<td>For candidates or students wanting to appeal a policy or decision at ACE. Can be used for admissions, grade, or general policies/decisions.</td>
</tr>
<tr>
<td>Applicant</td>
<td>An individual who has applied or is applying to a program or course of student at ACE. Someone in this status has not been admitted to the College yet and must be reviewed by admissions.</td>
</tr>
<tr>
<td>Cancel</td>
<td>A school status issued to new students who have enrolled at ACE and never start classes. The student may submit a cancellation form or can be administratively cancelled due to non-payment or non-activity in his/her class.</td>
</tr>
<tr>
<td>Collusion</td>
<td>A scheme to defraud.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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<td>-----------------------------------------</td>
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</tr>
<tr>
<td>Complete degree not conferred</td>
<td>A school status issued to individuals who have completed their classes; but a degree cannot be conferred due to the individual not being in good standing with the College (financial).</td>
</tr>
<tr>
<td>Conflict of Interest</td>
<td>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.</td>
</tr>
<tr>
<td>Degree Conferral</td>
<td>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.</td>
</tr>
<tr>
<td>Degree Seeking</td>
<td>A student who has been admitted into an academic program that leads to an American College of Education degree.</td>
</tr>
<tr>
<td>Dissertation</td>
<td>The final documentation of a doctoral candidate, demonstrating scholarly expertise by completing an original research project.</td>
</tr>
<tr>
<td>Dismissed</td>
<td>ACE-Initiated separation of a student from the institution according to the Satisfactory Academic Policy (SAP), maximum time to completion policy, or academic integrity policy. Re-Application or Re-entry requirements are outlined in the SAP policy.</td>
</tr>
<tr>
<td>Drop</td>
<td>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.</td>
</tr>
<tr>
<td>Engagement</td>
<td>To maintain registration in the course, students must complete the Mandatory Attendance Verification form by Friday the first week.</td>
</tr>
<tr>
<td>Enrolled</td>
<td>An admitted student who has been registered in their program at ACE and course(s) for upcoming term(s) at ACE.</td>
</tr>
<tr>
<td>Employment Verification</td>
<td>Evidence of full-time teaching assignment from the chief academic/department head or human resources official of the school at their current employment.</td>
</tr>
<tr>
<td>Enrollment Agreement</td>
<td>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.</td>
</tr>
<tr>
<td>Field Experience</td>
<td>A field experience requires a student to engage in an authentic setting for purposes expected by the degree including observation and/or participation.</td>
</tr>
<tr>
<td>Focus of Study: Doctoral</td>
<td>At the Doctoral level, a focus of study is a series of four 3-semester credit courses in an area of study, approved by ACE’s Curriculum and Assessment Committee. Upon completion of the degree requirements, including the focus of study and the dissertation, the Doctor of Education will be conferred. The focus of study will be listed on the transcript.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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</tr>
<tr>
<td>Focus of Study: Specialist</td>
<td>A focus of study is comprised of a series of four 3-semester credit courses concentrated in an area 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.</td>
</tr>
<tr>
<td>Focus of Study: Masters</td>
<td>A focus of study is comprised of a series of three or four 3-semester credit courses concentrated in an area 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.</td>
</tr>
<tr>
<td>Fabrication</td>
<td>Making up data or results and recording or reporting them.</td>
</tr>
<tr>
<td>Falsification</td>
<td>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.</td>
</tr>
<tr>
<td>Incomplete</td>
<td>An incomplete contract results in a grade of “I” being awarded. 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. A student can have no more than two incompletes during his/her enrollment at the College.</td>
</tr>
<tr>
<td>Leave of Absence</td>
<td>Student initiated absence from the institution for extenuating circumstances and for a specified length of time.</td>
</tr>
<tr>
<td>Major</td>
<td>A major is comprised of six 3-semester credit courses in a specific area of study. If a program requires a major to be selected, these courses are required to be completed before the degree or certificate can be conferred. The major selected/earned will appear on the College transcript and diploma/certificate.</td>
</tr>
<tr>
<td>Medical Leave of Absence</td>
<td>A leave of absence that can be approved retroactively due to a medical reason. Reasons for approval are listed in the Medical Leave of Absence Policy.</td>
</tr>
<tr>
<td>Non-Degree Seeking</td>
<td>A student who has been admitted as a Student at Large or into a Certificate program at ACE.</td>
</tr>
<tr>
<td>Payment Agreement</td>
<td>Completed Agreement with the College indicated payment arrangements for tuition.</td>
</tr>
<tr>
<td>Pending Graduate</td>
<td>An ACE school status for students who have completed their courses at ACE and are awaiting for their degree to be conferred via the conferral process.</td>
</tr>
<tr>
<td>Provisionally Admitted</td>
<td>An applicant who has been reviewed by the admissions team and has been admitted to his/her program as indicated on his/her application with conditions surrounding the admission that must be met (i.e. GPA in first two terms or official document provided by end of first term).</td>
</tr>
</tbody>
</table>
Re-Entry
Re-entry is a way for an individual who has withdrawn from the College to return without having to apply again. In order to be eligible to re-enter, an individual’s last date of attendance needs to be within 365 days of the expected return date. All other requirements outlined in the Re-entry policy will apply.

Rubric
A matrix which describes and defines criteria used to measure the quality of performance on a given task.

Student
ACE defines a student 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 Identification
Students access courses through use of login usernames and passwords, which serve to verify identity.

Unregister
Process by which a student is removed from a course during the “unregister” period, the first week of a term.

Withdrawn or Withdraw from the College
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.

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

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

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

Grade Appeal
Students at ACE have the right to appeal a final course grade that they allege to be the result of arbitrary or capricious grading. To do so, the student utilizes the appeal form available on Student or Doctoral Commons, providing a written rationale and documentation for the grade dispute after following prescribed steps outlined in the Student Handbook.
Complaints Process
Both informal and formal complaints exist which require appropriate attention. An informal complaint constitutes a difference of perspective or expectation, which can be resolved with additional communication through appropriate channels. More general concerns such as contacting a 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.

For additional information (See “Student Complaint Policy” on page 156).
Section Fifteen

Admissions Information
Admissions Information

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

Admissions Requirements
All applicants to American College of Education must:

- Complete the Admissions Application, Enrollment Agreement, and Payment Agreement.
- Submit the 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 [tea.texas.gov].

International Transcript Requirements
Transcripts from international Colleges or universities and/or not in English must be evaluated through any evaluation agency credentialed through NACES [www.naces.org].

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

- 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

<table>
<thead>
<tr>
<th>Program</th>
<th>Minimum Level of Education Required</th>
<th>Minimum Grade Point Average on a 4.0 Scale for Full Admission</th>
<th>Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission</th>
<th>Other Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Education in Curriculum and Instruction</td>
<td>2.75</td>
<td>2.50</td>
<td>Applicants whose overall GPA, or GPA in the last 60 hours is below 2.50 will not be admitted to the degree program.</td>
<td></td>
</tr>
<tr>
<td>Master of Education in Elementary Education</td>
<td>2.75</td>
<td>2.50</td>
<td>Applicants whose overall GPA, or GPA in the last 60 hours is below 2.50 will not be admitted to the degree program.</td>
<td></td>
</tr>
<tr>
<td>Master of Education in English as a Second Language and Bilingual Education</td>
<td>2.75</td>
<td>2.50</td>
<td>Applicants whose overall GPA, or GPA in the last 60 hours is below 2.50 will not be admitted to the degree program.</td>
<td></td>
</tr>
<tr>
<td>Master of Education in Integrated Curriculum</td>
<td>2.75</td>
<td>2.50</td>
<td>Applicants whose overall GPA, or GPA in the last 60 hours is below 2.50 will not be admitted to the degree program.</td>
<td></td>
</tr>
<tr>
<td>Master of Education in Literacy</td>
<td>2.75</td>
<td>2.50</td>
<td>Applicants whose overall GPA, or GPA in the last 60 hours is below 2.50 will not be admitted to the degree program.</td>
<td></td>
</tr>
<tr>
<td>Master of Education in STEM Leadership</td>
<td>2.75</td>
<td>2.50</td>
<td>Applicants whose overall GPA, or GPA in the last 60 hours is below 2.50 will not be admitted to the degree program.</td>
<td></td>
</tr>
<tr>
<td>Master of Education in Teacher Leadership</td>
<td>2.75</td>
<td>2.50</td>
<td>Applicants whose overall GPA, or GPA in the last 60 hours is below 2.50 will not be admitted to the degree program.</td>
<td></td>
</tr>
</tbody>
</table>

**Ohio Applicants:**
In addition to the general requirements for the M.Ed. in Educational Leadership, the following are required:
- Submit an Educational 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 with the department chair or designee.
- Submit an Educational Leadership essay.
- Have their school district submit a sealed and signed Teacher Service Record.

To comply with the Texas Education Agency requirements, admits must confirm, in writing, acceptance of the admission offer.

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.

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.

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.
<table>
<thead>
<tr>
<th>Master of Education in Advanced Studies</th>
<th>Master of Education in Early Childhood Education</th>
<th>Master of Education in Educational Business Administration</th>
<th>Master of Education in Educational Technology</th>
<th>Master of Education in Health and Wellness Education</th>
<th>Master of Education in Higher Education</th>
<th>Master of Education in Instructional Design and Technology</th>
<th>Master of Education in Teaching English Learners</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Minimum Level of Education Required</th>
<th>Minimum Grade Point Average on a 4.0 Scale for Full Admission</th>
<th>Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission</th>
<th>Other Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s or Highest Post-Baccalaureate degree earned</td>
<td>2.75</td>
<td>2.50 Applicants whose overall GPA, or GPA in the last 60 hours is below 2.50 will not be admitted to the degree program.</td>
<td>Additional evidence may be required to fulfill state requirements, including but not limited to verification of professional experience, test scores, or an interview.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Master of Arts in Elementary Teaching</th>
<th>Master of Arts in Secondary Teaching</th>
<th>Transition to Teaching in Elementary Education Certificate</th>
<th>Transition to Teaching in Secondary Education Certificate</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Minimum Level of Education Required</th>
<th>Minimum Grade Point Average on a 4.0 Scale for Full Admission</th>
<th>Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission</th>
<th>Other Requirements</th>
</tr>
</thead>
</table>
| Bachelor’s or Highest Post-Baccalaureate degree earned | Cumulative 3.0 or 2.5 and, at least, 5 years of documented professional experience related to the content area in which the applicants seek licensure; 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. | Applicants to the above listed programs must meet the following requirements:  
  - 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. in Elementary Teaching applicants: submit evidence of passing scores on required Indiana examination for Elementary Education. Information is available at the websites listed below.  
  
  
  Applicants are not required to provide proof of passing required Indiana content area tests prior to admission. Proof of successful completion will be required prior to enrollment in the third course of the program at the College.  
  
  *For additional information on testing requirements, see: http://www.doe.in.gov/improvement/educator-effectiveness/teacher-testing or visit ETS at http://www.ets.org/praxis/in/requirements/ |
## Ed.D. and Ed.S. in Leadership

<table>
<thead>
<tr>
<th>Minimum Level of Education Required</th>
<th>Minimum Grade Point Average on a 4.0 Scale for Full Admission</th>
<th>Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission</th>
<th>Other Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s or doctoral level</td>
<td>3.0</td>
<td>Provisional Admissions is not permitted.</td>
<td>Submit a current curriculum vitae (preferred) or resume.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Submit a goal statement, demonstrating a clear expression of purpose and anticipated personal and professional goals. The statement needs to be two pages in length excluding the title and reference pages.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Complete an Interview.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Minimum Level of Education Required</th>
<th>Minimum Grade Point Average on a 4.0 Scale for Full Admission</th>
<th>Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission</th>
<th>Other Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s or Highest Post- Baccalaureate degree earned</td>
<td>2.5*</td>
<td></td>
<td>For students taking courses on an at-large basis there is no limit to the number of graduate, credit-bearing courses that may be taken.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>For students taking courses in a degree program sequence, a maximum of 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 focus of study sequence may be eligible to be applied toward the related degree program upon approval of the department chair or designee.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A grade of B or better must be earned in each course for consideration of application to the degree program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Only courses taken within 5 years will be considered for application to a degree program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>All academic standards for academic achievement and conduct apply.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Applicants that meet the above education level requirements but have a GPA between 2.0 and 2.49 can be considered for admission if any of the following apply:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1) Degree for GPA was conferred over ten years from start date at ACE.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2) Applicant has 5 or more years of experience in the field of education.</td>
</tr>
</tbody>
</table>

*2.0 - 2.49
### Category 2: Provisional Student-At-Large

<table>
<thead>
<tr>
<th>Bachelor’s or Highest Post-Baccalaureate degree earned</th>
<th>2.0</th>
</tr>
</thead>
</table>

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.

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 ACE determined 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.

### Student-At-Large at the Doctoral Level

<table>
<thead>
<tr>
<th>Minimum Level of Education Required</th>
<th>Minimum Grade Point Average on a 4.0 Scale for Full Admission</th>
<th>Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission</th>
<th>Other Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate level</td>
<td>3.0</td>
<td>Provisional Admissions is not permitted.</td>
<td>Applicants are required to meet the general admission 3.0 GPA. All academic standards for academic achievement and conduct apply. For students taking courses on an at-large basis, a limit of four credit-bearing courses may be taken. For students taking courses in a degree program sequence, a maximum of four courses taken at ACE as a student-at-large are eligible for application the doctoral degree program. A grade of B or better must be earned in each course for consideration of application to the degree program.</td>
</tr>
</tbody>
</table>

### Master’s Level Certificates

<table>
<thead>
<tr>
<th>Minimum Level of Education Required</th>
<th>Minimum Grade Point Average on a 4.0 Scale for Full Admission</th>
<th>Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission</th>
<th>Other Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s Degree</td>
<td>2.5 Bachelor’s</td>
<td>Provisional Admissions is not permitted.</td>
<td>Restricted to the number of courses per certificate.</td>
</tr>
</tbody>
</table>
### 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 fulfill 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 or the new 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 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 four courses taken consecutively to be fully admitted into their previously applied degree program.

- Students must complete an application to the new program and pay the applicable application fee and submit all required documents.
- Student must meet current admissions eligibility requirements of the new program.
- Not more than four 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 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 Major or Focus of Study
Students who are enrolled in a program that requires a Major or Focus of Study, who wish to change or add an additional Major or Focus of Study, can do so by submitting a Major or Focus of Study selection form. A few things to note:

- Only courses part of the new Major or Focus of Study will count towards credit requirements.
- A change in Major or 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 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 may be enrolled in a bridge course worth 1, 2, or 3 semester credits to meet the semester hour requirement of the current program.
Re-Entry or Readmission after Withdrawal or Administrative Withdrawal

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

Re-Entry:

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

Re-Apply:

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

Program Disclaimer

Program requirements may change over time and these changes will be reflected in a catalog or addendum. Students may request to move to a more recent program version by sending an email [registrar@ace.edu](mailto: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.
Section Sixteen

Attendance and Accommodation Policies
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 5:00p.m. PST on Friday of the first week.

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

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

Requirements for any Leave of Absence:
• Student is a degree-seeking student.
• Student has no financial obligations.
• 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 (LOA)
A student must be in good academic standing (minimum GPA of 3.0) to qualify for a Leave of Absence. The 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 (MLOA)
The MLOA can be requested at any time during a term or break period, but must be accompanied with appropriate documentation on official letterhead bearing the signature of the attending physician indicating the leave is warranted. If the student is incapacitated for either physical or mental health problems and unable to provide documentation, the MLOA may be granted retroactively. Medical Leave of Absences can be granted for any of the following reasons:
1. To care for a serious mental or physical condition;
2. To care for an immediate family member (spouse, child or parent) with a serious health condition; and
3. To accommodate the placement of a child with the student for adoption or foster care.

Military Leave of Absence
Students who are deployed on military service and provide deployment orders will be granted a Leave of Absence for the time of their deployment. No limit exists to the number of LOAs granted, nor is there a maximum time limit for LOAs granted for documented military deployment.
General Information about an LOA/MLOA:
- Access to ACE Technology Platforms - Students will be able to access to the following: 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 maximum number of enrollments in a course, failure to submit official required document(s) for admission or registration (transcript, test scores, or service records), or failure to return from leave of absence.

Verification of Graduation for Professional License, Endorsement, or Certification
American College of Education has a dedicated staff member in the Registration Office who is responsible for processing requests from graduates to verify completion of a state-approved program. This verification is required by a number of state licensing boards.

Once students have received an email from the Registration Office that the degree has been conferred, they may request verification of program completion at [http://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 professional’s 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

- 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](mailto: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.
Section Seventeen

Student Contact, Protection, and Privacy
Student Contact, Protection and Privacy

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

ACE also may contact students by cellular phone or other wireless device using automated telephone dialing equipment or artificial or pre-recorded voice or text messages. Contact with students may also be made through social media.

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

Title IX applies to gender-based discrimination, such as denying a student the ability to take specific action due to his gender, and gender-based harassment. Gender-based harassment occurs where a student is harassed either for exhibiting what is perceived as a stereotypical characteristic for their sex, or for failing to confirm to stereotypical notions of masculinity or femininity. Harassment constitutes a Title IX violation when it is sufficiently serious that it creates a hostile environment and such harassment is encouraged, tolerated, not adequately addressed, or is ignored by school employees. Students who reasonably believe they have a claim under Title IX should contact ACE dedicated Title IX Coordinator (See “Title IX Coordinator” on page 120). 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 a 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 Disclosure Notice)

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

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

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

Application materials submitted to American College of Education become the property of the College and will not be returned to the applicant.
Section Eighteen

Academic Policies
Academic Policies

Standards of Student Behavior
A College is a marketplace of ideas, and in the course of the search for truth, it is essential that freedom exists for contrary ideas to be expressed. American College of Education students are expected to conduct themselves as responsible members of the College’s academic community. This requires the demonstration of mutual respect and civility in academic and professional discourse. As such, it is mandatory students interact with other students and all College faculty, administrators, and staff with respect and in a professional manner.

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

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

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

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

A student has the right to appeal this decision.
**Academic Integrity**

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

Academic dishonesty, which includes but is not limited to plagiarism, collusion, abuse of resource materials, fabrication, conspiracy to plagiarize, or cheating on an examination or other academic work, is subject to disciplinary action. Student work created for a specific assignment in a course will be subject to plagiarism sanctions if reused for any other purpose.

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.

Students are allowed to reference course materials while taking quizzes and tests due to their emphasis on application; however, exams must be taken independently.

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

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

1. Documented Counseling.
2. A reduction of grade in the course.
3. Administrative Withdrawal from the course with a grade of “F”.
4. Dismissal for a specific period of time.
5. Permanent dismissal from the College.
6. Filing of criminal charges.

Please see procedures listed in the Student Handbook.

**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*

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

Field-Based Experiences, including internships, student teaching, and practicums, require a minimum of 80% for each artifact. All artifacts must be completed to receive a passing score or the course must be retaken in the next term.

NOTE

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

** All courses attempted will appear on the transcript. For courses that are repeated, only the highest 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. The grade received at the end-of-term for incomplete work due is the grade earned.

Grade Record Change

A faculty member or department chair can initiate an official grade change after official grades are posted due to computational or technical errors. Grades may also be changed from an “I” to an earned grade.

Grade Appeal

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

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

Students at American College of Education have the right to appeal a final course grade that they allege to be the result of arbitrary or capricious grading. To do so, the student would follow the Appeals Process as stated above. The deadline for appealing a final grade is Week 2 of the following term.

Late Assignment

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 to establish 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.
Discussion Boards
Students may submit discussion board posts until the discussion closes on Saturday. Posts submitted after the Saturday deadline will not be awarded credit. Posts submitted late during the discussion time frame will be accepted with a late penalty.

Quizzes/Exams
Quizzes and Exams must be completed by the specified deadlines. Late submissions of quizzes and exams are not accepted except in the case of extenuating circumstances.

Peer Review
The peer review is a time sensitive element of the course as feedback informs future efforts. Students who submit the initial draft after the Wednesday deadline are responsible for contacting the professor to request a peer’s work to review. Late submission of the draft will result in a 10% penalty per day the work is late. No draft submissions will be accepted past Thursday. No credit will be awarded for peer feedback submitted after the Friday deadline.

Last Day of Class
No work will be accepted after the last day of class except in the case of extenuating circumstances or when an incomplete grade has been granted.

For Students Requesting Extensions Due to Extenuating Circumstances Only: Extenuating circumstances are limited to any emergency which can be clearly documented, including, but not limited to, a death in the family, medical emergency/illness requiring medical attention for the student or family member, or related urgent issues beyond the student’s control. The documentation must show the event resulting in the late submission occurred no more than two (2) days prior to the deadline. Students must submit all documentation within 48 hours after the original assignment deadline.

Satisfactory Academic Progress

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

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

Provisional Admission
If the applicant’s overall GPA (grade-point average) does not meet the minimum requirements for full admission outlined in the admissions policy, the applicant will be allowed to enroll as a provisionally admitted student. Provisional Admission could also be the result of an admissions appeal. 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. The one exception is if a student on Academic Warning receives a “C” and this grade results in raising his/her GPA to a 3.0 CUM GPA, he/she will not be dismissed. Students who have been academically dismissed are restricted to one petition for Re-Entry or Readmission to the College. (See Re-Entry or Readmission procedures).

**Repeating a Course**

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

**Academic Course Load & Multiple Course Requests**

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

**Certificate/Master Level Students**

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

**Certificate/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:

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

Course Numbering
Course numbers are set by a defined, consistent system for course identification aligned with higher education standards and readily understood on transcripts. The course numbering system uses a prefix, unique course number identifier and credit hour value.

• The prefix consists of 2-4 alphabetic characters for the subject area designation. It may include a 2 letter state code for courses specific to a particular state. Course numbers begin with the course level designation as follows:
  ◦ 3000-4000 level courses designate baccalaureate level courses.
  ◦ 5000 level courses designate Master’s level courses.
  ◦ 6000 level courses designate Educational Specialist (Ed.S.) or Doctoral level (Ed.D.).

• Course numbers end with the number of semester credits the student earns by successfully completing the course.
  ◦ A course that ends in a “1” (i.e. LEAD6001) signifies a one (1) credit hour course.
  ◦ A course that ends in a “3” (i.e. LEAD6003) signifies a three (3) credit hour course.

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 ABD guidelines.
• If transfer credit is granted and the student leaves the College, upon return, the transfer credit will be re-evaluated 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:

1. Admitted as a student-at-large may receive up to twelve semester credits.
2. Completing a certificate program at ACE may transfer credits into a degree program which meet the general requirements, including earned grade.
3. Requesting admission into the M.A.T. program may transfer credits earned in the Transition-to-Teaching program which meet the general requirements.
4. Seeking a dual degree may receive credit for courses required for both programs.
5. Seeking to “change programs” receives credit for those courses required for both programs contingent upon final grade earned in the course.
6. 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.
7. Seeking to change from an ACE Ed.S. to the Ed.D. program, will receive transfer credit for all courses credit meeting the general requirements.

Credit Transfer from External Programs
Credits earned from regionally accredited institutions are transferrable to ACE programs as established by the general guidelines.

1. 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.
2. Masters of Arts in Teaching: A MAT 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.

Transfer Credit for 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. In addition, students can transfer in up to four classes (sixteen credit hours) into a focus of study.

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

Ed.S. or All But Dissertation (ABD) Candidates
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 requirements must apply.

I. Official Ed.S. transcript must be received before transfer to completion pathway version.
II. 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.

I. Official transcript confirming coursework completion must be received before transfer to completion pathway version.
II. 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>Times for Completion (x number times length)</th>
<th>Years Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>2.5 Terms</td>
<td>N/A</td>
</tr>
<tr>
<td>Master’s</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 master’s 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.

**Maximum Number of Enrollments in Capstone and Internship**

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, students can be re-enrolled in these courses as long as they do not exceed the maximum number of enrollments as defined below. If a student is not successful after the designated number of course registrations, they will be administratively withdrawn from the College.

- **Internship:** Students can take the Internship course (10-week course) no more than three times (30 weeks of course time) during an enrollment at ACE.
- **Capstone:** Students can take the Capstone course (5-week course) no more than five times (25 weeks of course time) during and enrollment at ACE.

**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.
- 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. “Pending” status implies all academic and financial obligations will be completed within a reasonable timeframe related to commencement.

In addition to the above requirements, Ed.D. students must successfully defend their dissertation at least 30 days prior to commencement. If the dissertation is not successfully defended for any reason, the candidate will no longer be able to participate in 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.
Section Nineteen

Information Literacy, Library, and Technology Policies
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.

NOTE
* Effective January 1, 2017—this service will no longer be available.

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.
Section Twenty

Research Policies
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.

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.

Human Subjects Protection
American College of Education realizes it has responsibility for protecting the rights and welfare of human subjects involved in research at ACE. ACE also accepts responsibility for following the local, state and federal laws as they relate to the research. The Institutional Review Board (IRB) will review, approve, reject or require changes in research involving human subjects. For additional information, use the IRB Handbook.

Research Confidentiality of Information
American College of Education 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.
Section Twenty-One

Total Cost of Attendance
### Total Cost of Attendance

Effective January 1, 2017 for all new students and any student not continuously enrolled at ACE and wishing to return or change programs.

**Certificate Programs Tuition and Fees**

<table>
<thead>
<tr>
<th>Certificate in Transition To Teaching - Elementary Education</th>
<th>Total Cost of Attendance</th>
<th>$ 7,270.00</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition</strong></td>
<td></td>
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<tr>
<td>Tuition per Credit Hour</td>
<td>$ 235.00</td>
<td></td>
</tr>
<tr>
<td>Total Credits in Program</td>
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<tr>
<td>Total Tuition</td>
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<td><strong>Non-Refundable Fees</strong></td>
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<tr>
<td>Technology and Library</td>
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<td>Application</td>
<td>$ 50.00</td>
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<tr>
<td>Program Conferral</td>
<td>$ 100.00</td>
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<tr>
<td><strong>Additional Fees</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone or Dissertation</td>
<td>$ N/A</td>
<td></td>
</tr>
<tr>
<td>Student Teaching</td>
<td>$ 1,000.00</td>
<td></td>
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<table>
<thead>
<tr>
<th>Certificate in Transition To Teaching - Secondary Education</th>
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<th>$ 5,740.00</th>
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</thead>
<tbody>
<tr>
<td><strong>Tuition</strong></td>
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<tr>
<td>Tuition per Credit Hour</td>
<td>$ 235.00</td>
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<tr>
<td>Total Credits in Program</td>
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<tr>
<td>Total Tuition</td>
<td>$ 4,230.00</td>
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<td><strong>Non-Refundable Fees</strong></td>
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<td>Program Conferral</td>
<td>$ 100.00</td>
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<tr>
<td><strong>Additional Fees</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone or Dissertation</td>
<td>$ N/A</td>
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<td>Student Teaching</td>
<td>$ 1,000.00</td>
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<table>
<thead>
<tr>
<th>Certificate in Christian Education</th>
<th>Total Cost of Attendance</th>
<th>$ 3,975.00</th>
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</thead>
<tbody>
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<td><strong>Tuition</strong></td>
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<td>Tuition per Credit Hour</td>
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<td>Total Credits in Program</td>
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<td><strong>Non-Refundable Fees</strong></td>
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<td><strong>Additional Fees</strong></td>
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</tr>
<tr>
<td>Capstone or Dissertation</td>
<td>$ N/A</td>
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</tr>
<tr>
<td>Student Teaching</td>
<td>$ N/A</td>
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<table>
<thead>
<tr>
<th>Certificate in Teaching English Learners</th>
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<th>$ 4,230.00</th>
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</thead>
<tbody>
<tr>
<td><strong>Tuition</strong></td>
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<tr>
<td>Tuition per Credit Hour</td>
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</tr>
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<td>Total Credits in Program</td>
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<td><strong>Additional Fees</strong></td>
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<td></td>
</tr>
<tr>
<td>Capstone or Dissertation</td>
<td>$ N/A</td>
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</tr>
<tr>
<td>Student Teaching</td>
<td>$ N/A</td>
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<tr>
<td>Certificate in English as a Second Language and Bilingual Education</td>
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</tr>
<tr>
<td></td>
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<td>Technology and Library</td>
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<tr>
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<td>Application</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$ 4,230.00</td>
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<tr>
<td>Certificate in Virtual Instruction</td>
<td>Total Cost of Attendance</td>
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</table>
# Degree Programs Tuition and Fees

## M.A. in Elementary Teaching

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Non-Refundable Fees</th>
<th>Additional Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per Credit Hour $235.00</td>
<td>Technology and Library $680.00</td>
<td>Capstone or Dissertation $N/A</td>
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<tr>
<td>Total Credits in Program 34</td>
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<td>Total Tuition $7,990.00</td>
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## Total Cost of Attendance $9,820.00

## M.A. in Secondary Teaching

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<tr>
<td>Tuition per Credit Hour $235.00</td>
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## Total Cost of Attendance $7,990.00

## M.Ed. in Curriculum and Instruction

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<th>Non-Refundable Fees</th>
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<tr>
<td>Tuition per Credit Hour $235.00</td>
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## Total Cost of Attendance $8,820.00

## M.Ed. in Educational Leadership

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## Total Cost of Attendance $8,055.00

## M.Ed. in Educational Technology

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<tr>
<th>Tuition</th>
<th>Non-Refundable Fees</th>
<th>Additional Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per Credit Hour $235.00</td>
<td>Technology and Library $680.00</td>
<td>Capstone or Dissertation $N/A</td>
</tr>
<tr>
<td>Total Credits in Program 34</td>
<td>Application $50.00</td>
<td>Student Teaching $N/A</td>
</tr>
<tr>
<td>Total Tuition $7,990.00</td>
<td>Program Conferral $100.00</td>
<td></td>
</tr>
</tbody>
</table>

## Total Cost of Attendance $8,055.00

## M.Ed. in English as a Second Language and Bilingual Education

## M.Ed. in Advanced Studies

## M.Ed. in Higher Education

## M.Ed. in Instructional Design and Technology

## M.Ed. in Health and Wellness Education

## M.Ed. in Teaching English Learners

## M.Ed. in Literacy

## M.Ed. in Early Childhood Education

## M.Ed. in Teacher Leadership

## M.Ed. in Integrated Curriculum

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Non-Refundable Fees</th>
<th>Additional Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per Credit Hour $235.00</td>
<td>Technology and Library $680.00</td>
<td>Capstone or Dissertation $N/A</td>
</tr>
<tr>
<td>Total Credits in Program 31</td>
<td>Application $50.00</td>
<td>Student Teaching $N/A</td>
</tr>
<tr>
<td>Total Tuition $7,285.00</td>
<td>Program Conferral $100.00</td>
<td></td>
</tr>
</tbody>
</table>

## Total Cost of Attendance $8,055.00

## M.Ed. in STEM Leadership*

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Non-Refundable Fees</th>
<th>Additional Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per Credit Hour $235.00</td>
<td>Technology and Library $500.00</td>
<td>Capstone or Dissertation $N/A</td>
</tr>
<tr>
<td>Total Credits in Program 25</td>
<td>Application $50.00</td>
<td>Student Teaching $N/A</td>
</tr>
<tr>
<td>Total Tuition $5,875.00</td>
<td>Program Conferral $100.00</td>
<td></td>
</tr>
</tbody>
</table>

## Total Cost of Attendance $6,525.00

---

**NOTE**  
* 6 credits taken through Accelerate Learning/National Institute for STEM Education (NISE) and 25 credits taken through ACE.
<table>
<thead>
<tr>
<th>Program</th>
<th>Tuition per Credit Hour</th>
<th>Total Credits in Program</th>
<th>Total Tuition</th>
<th>Non-Refundable Fees</th>
<th>Total Cost of Attendance</th>
<th>Additional Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed. in Educational Business Administration (May 2017)</td>
<td>$235.00</td>
<td>35</td>
<td>$8,225.00</td>
<td>Technology and Library: $700.00 Application: $50.00 Program Conferral: $100.00</td>
<td>$9,075.00</td>
<td>Capstone or Dissertation: N/A Student Teaching: N/A</td>
</tr>
<tr>
<td>M.Ed. in School Counseling (August 2017)</td>
<td>$235.00</td>
<td>49</td>
<td>$11,515.00</td>
<td>Technology and Library: $980.00 Application: $50.00 Program Conferral: $100.00</td>
<td>$12,645.00</td>
<td>Capstone or Dissertation: N/A Student Teaching: N/A</td>
</tr>
<tr>
<td>Ed.S. in Leadership</td>
<td>$306.00</td>
<td>37</td>
<td>$11,322.00</td>
<td>Technology and Library: $1,110.00 Application: $100.00 Program Conferral: $150.00</td>
<td>$12,682.00</td>
<td>Capstone or Dissertation: N/A Student Teaching: N/A</td>
</tr>
<tr>
<td>Ed.D. in Leadership</td>
<td>$306.00</td>
<td>64</td>
<td>$19,584.00</td>
<td>Technology and Library: $1,920.00 Application: $100.00 Program Conferral: $150.00</td>
<td>$21,950.00</td>
<td>Capstone or Dissertation: $200.00 Student Teaching: N/A</td>
</tr>
</tbody>
</table>
### Dual Degree Programs Tuition and Fees

#### M.Ed. in Educational Leadership for graduates of M.Ed. in Curriculum and Instruction

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

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Non-Refundable Fees</th>
<th>Additional Fees</th>
<th>Total Cost of Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per Credit Hour</td>
<td>$235.00</td>
<td>Technology and Library</td>
<td>$320.00</td>
</tr>
<tr>
<td>Total Credits in Program</td>
<td>16</td>
<td>Application</td>
<td>$50.00</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$3,760.00</td>
<td>Program Conferral</td>
<td>$100.00</td>
</tr>
</tbody>
</table>

#### M.Ed. in Curriculum and Instruction for graduates of M.Ed. in Elementary Education

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

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Non-Refundable Fees</th>
<th>Additional Fees</th>
<th>Total Cost of Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per Credit Hour</td>
<td>$235.00</td>
<td>Technology and Library</td>
<td>$380.00</td>
</tr>
<tr>
<td>Total Credits in Program</td>
<td>19</td>
<td>Application</td>
<td>$50.00</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$4,465.00</td>
<td>Program Conferral</td>
<td>$100.00</td>
</tr>
</tbody>
</table>

#### M.Ed. in STEM Leadership for graduates of M.Ed. in Integrated Curriculum

**M.Ed. in Integrated Curriculum for graduates of M.Ed. in STEM Leadership**

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Non-Refundable Fees</th>
<th>Additional Fees</th>
<th>Total Cost of Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per Credit Hour</td>
<td>$235.00</td>
<td>Technology and Library</td>
<td>$440.00</td>
</tr>
<tr>
<td>Total Credits in Program</td>
<td>22</td>
<td>Application</td>
<td>$50.00</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$5,170.00</td>
<td>Program Conferral</td>
<td>$100.00</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 and Library Fees</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 semester credit</td>
<td>$235</td>
<td>$20</td>
<td>$255</td>
</tr>
<tr>
<td>2 semester credits</td>
<td>$470</td>
<td>$40</td>
<td>$510</td>
</tr>
<tr>
<td>3 semester credits</td>
<td>$705</td>
<td>$60</td>
<td>$765</td>
</tr>
</tbody>
</table>
Other Tuition and Fees

- NBCT Credit: $235 per credit
- Licensure Preparation Courses (i.e. PDELFL, PDELTX, etc.): $235 Tuition, $20 Technology and Library Fee
- Fees for Non-Required Courses: The following fees apply if the student may elect to take a support course that is not required:
  - ASMT5010 Reading Assessment for Texas students may have a $255 Course Support Fee (Not a required course)
  - ASMT6010 Benchmark: Research Competency Exam may have a $335 Course Support Fee (Not a required course)
  - ASMT6220 Benchmark: Crafting a Concept Paper may have a $335 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 6:00 p.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 cancelled (new students) for nonpayment or nonparticipation and wish to remain enrolled during the current term only, a $100.00 Reinstatement Fee will apply.

To remain enrolled for the current term, the student should contact the Bursar’s Office at 1-800-280-0307, Option 3 on or before Tuesday of Week 2 9:00 a.m.—1:00 p.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 2017 Academic Year

<table>
<thead>
<tr>
<th>Payment Due Date:</th>
<th>Course Start Date: Monday Week 1</th>
<th>Drop Deadline: Friday, Week 1</th>
<th>Reinstatement Dates: Monday and Tuesday the week following Term Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday Prior to Week 1/Term Start</td>
<td>First Day of Class</td>
<td>Final Payment and Change of Status (Change of Start Date, Cancel, Withdraw w/ Refund Deadlines</td>
<td>$100 Reinstatement Fee Assessed if Student Wishes to Remain Enrolled After Being Dropped</td>
</tr>
<tr>
<td>February 17, 2017</td>
<td>February 20, 2017</td>
<td>February 24, 2017</td>
<td>February 27 and 28, 2017</td>
</tr>
<tr>
<td>April 7, 2017</td>
<td>April 10, 2017</td>
<td>April 14, 2017</td>
<td>April 17 and 18, 2017</td>
</tr>
<tr>
<td>September 29, 2017</td>
<td>October 2, 2017</td>
<td>October 6, 2017</td>
<td>October 9 and 10, 2017</td>
</tr>
</tbody>
</table>
Tuition and Fee Payment
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.
- Payment in Installments: Pay program tuition and fees by course.
- 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:

<table>
<thead>
<tr>
<th>California</th>
<th>Colorado</th>
<th>Connecticut</th>
<th>Nevada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia</td>
<td>Illinois</td>
<td>Maryland</td>
<td>Pennsylvania</td>
</tr>
<tr>
<td>New Jersey</td>
<td>New York</td>
<td>Ohio</td>
<td></td>
</tr>
<tr>
<td>Texas</td>
<td>Washington</td>
<td>Florida</td>
<td></td>
</tr>
</tbody>
</table>

- 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 Cancellation
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.
Section Twenty-Two

Tuition Refund Policy
Tuition Refund Policy

General Refund Policy
The following tuition refund policy applies to all students except those who reside in Indiana, Florida, 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.

### Five Week Course Policy

<table>
<thead>
<tr>
<th># Days in Term</th>
<th>Max % of Course Completed</th>
<th>% of Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>4-14</td>
<td>39%</td>
<td>Pro-Rata based on % Completed</td>
</tr>
<tr>
<td>15+</td>
<td>40%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Ten Week Course Policy

<table>
<thead>
<tr>
<th># Days in Term</th>
<th>Max % of Course Completed</th>
<th>% of Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>4-27</td>
<td>39%</td>
<td>Pro-Rata based on % Completed</td>
</tr>
<tr>
<td>28+</td>
<td>40%</td>
<td>0%</td>
</tr>
</tbody>
</table>
**Indiana Residents**
The Indiana Board for Proprietary Education requires residents of Indiana receive a full refund of all tuition paid if the student cancels prior to the first day of the first week of the term, or if the student accepted was unqualified and the College did not secure a disclaimer, or if the College procured the student’s enrollment as the result of false representations in the written materials used by the College, or in oral representations made by or on behalf of the College. The College will issue full refunds within 10 business days of cancellation.

A student who withdraws or is administratively withdrawn after the three-business-day cancellation period shall be entitled to a pro rata tuition refund, as calculated below, less any amounts owed by the student for the current enrollment period, less the one-time application fee. 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><strong># Days in Term</strong></td>
<td><strong>Max % of Course</strong></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>
<tr>
<td>0-10</td>
<td>10%</td>
</tr>
<tr>
<td>11-18</td>
<td>25%</td>
</tr>
<tr>
<td>19-36</td>
<td>50%</td>
</tr>
<tr>
<td>37-54</td>
<td>60%</td>
</tr>
<tr>
<td>55+</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>Five Week Course Policy</th>
<th>Ten Week Course Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong># Days in Term</strong></td>
<td><strong>Max % of Course</strong></td>
</tr>
<tr>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>1-10</td>
<td>29%</td>
</tr>
<tr>
<td>11-24</td>
<td>69%</td>
</tr>
<tr>
<td>25+</td>
<td>70%+</td>
</tr>
<tr>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>1-20</td>
<td>29%</td>
</tr>
<tr>
<td>21-48</td>
<td>69%</td>
</tr>
<tr>
<td>49+</td>
<td>70%+</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>Five Week Course Policy</th>
<th>Ten Week Course Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong># Days in Term</strong></td>
<td><strong># Days in Term</strong></td>
</tr>
<tr>
<td><strong>Max % of Course</strong></td>
<td><strong>Max % of Course</strong></td>
</tr>
<tr>
<td><strong>% of Tuition Refund</strong></td>
<td><strong>% of Tuition Refund</strong></td>
</tr>
<tr>
<td>0-3 9% 90%</td>
<td>0-6 9% 90%</td>
</tr>
<tr>
<td>4-6 19% 80%</td>
<td>7-12 19% 80%</td>
</tr>
<tr>
<td>7-10 29% 60%</td>
<td>13-20 29% 60%</td>
</tr>
<tr>
<td>11-13 39% 40%</td>
<td>21-26 39% 40%</td>
</tr>
<tr>
<td>14-20 59% 20%</td>
<td>27-40 59% 20%</td>
</tr>
<tr>
<td>21+ 60%+ 0%</td>
<td>41+ 60%+ 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><strong># Days in Term</strong></td>
<td><strong># Days in Term</strong></td>
</tr>
<tr>
<td><strong>Max % of Course</strong></td>
<td><strong>Max % of Course</strong></td>
</tr>
<tr>
<td><strong>% of Tuition Refund</strong></td>
<td><strong>% of Tuition Refund</strong></td>
</tr>
<tr>
<td>0-7 20% 100%</td>
<td>0-14 20% 100%</td>
</tr>
<tr>
<td>8-10 29% 70%</td>
<td>15-20 29% 70%</td>
</tr>
<tr>
<td>11-14 40% 60%</td>
<td>21-28 40% 60%</td>
</tr>
<tr>
<td>15-17 49% 50%</td>
<td>29-34 49% 50%</td>
</tr>
<tr>
<td>18-21 60% 40%</td>
<td>35-42 60% 40%</td>
</tr>
<tr>
<td>22-35 100% 0%</td>
<td>43-70 100% 0%</td>
</tr>
</tbody>
</table>
Section Twenty-Three

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

[https://myseco.militaryonesource.mil/Portal/Media/Default/Collaterals_Catalog/Program_Overview/MyCAA-Helping-Spouses-Reach-Career-Goals.pdf]

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.
Section Twenty-Four

Grants and Scholarships
Grants and Scholarships

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

Board of Trustees Scholarship
Each term, 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].

Scholarships in Honor of Distinguished Current American College of Education Board of Trustee Members

The Dr. James Spaniolo Scholarship
The Dr. James Spaniolo Scholarship is awarded to a first generation graduate student who was the first person in his or her family to attend college at the undergraduate level, and who desires to support other first generation college students in their pursuit of academic excellence.

The Dr. Rod Paige Scholarship
The Dr. Rod Paige Scholarship is awarded to an inner city teacher who has demonstrated commitment to transforming the student experience.

The Dr. Deborah Jewell-Sherman Scholarship
The Dr. Deborah Jewell-Sherman Scholarship is awarded to a student within a large, urban, multicultural school system and demonstrating exemplary leadership.

The Dr. Don McAdams Scholarship
The Dr. Don McAdams Scholarship is awarded to a high-performing student who is interested in transforming the education system by stepping into a role in administration.

Scholarships in Honor of Distinguished Former American College of Education Board of Trustee Members

The Admiral Thomas B. Hayward Scholarship
The Admiral Thomas B. Hayward Scholarship is awarded each term 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 Dr. Kenneth Craycraft Scholarship
The Dr. Ken Craycraft Scholarship is awarded to an ACE student in recognition of a strong record of volunteerism and financial need.

The Dr. Robert Peterkin Scholarship
The Dr. Bob Peterkin Scholarship is awarded to an ACE urban student who wants to transform education by pursuing a degree to move into a leadership role.
Section Twenty-Five

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>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDELFL</td>
<td>Educational Leadership Test Preparation - Florida</td>
<td>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 apply.</td>
</tr>
<tr>
<td>PDELTX</td>
<td>Educational Leadership Test Preparation - Texas</td>
<td>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 apply.</td>
</tr>
<tr>
<td>PDELIL</td>
<td>Educational Leadership Test Preparation - Illinois</td>
<td>This non-credit bearing professional development course provides an examination of Indiana standards, domains, and competencies of educational leadership, preparing students for the Illinois Principal as Instructional Leader (195) &amp; 196) Exam, which focuses on principals serving as instructional leader with an emphasis on planning, change, and accountability; instructional improvement, visionary leadership, collaboration, contexts of education, school management, and legal/ethical guidelines.</td>
</tr>
<tr>
<td>PDELIL</td>
<td>Educational Leadership Test Preparation - Indiana</td>
<td>This non-credit bearing professional development course provides an examination of Indiana standards, domains, and competencies of educational leadership, preparing students for the Indiana Building Level Administrator Licensure Exam (039). The School Building Leader standards for human capital management, instructional leadership, personal behavior, building relationships, culture of achievement, and organizational, operational, and resource management, reflect the most current research on effective educational leadership and advance a new and powerful vision of principal effectiveness. The standards define those skills and abilities that school leaders must possess to produce greater levels of success for all students.</td>
</tr>
<tr>
<td>PDELOH</td>
<td>Educational Leadership Test Preparation - Ohio</td>
<td>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.</td>
</tr>
</tbody>
</table>
### Semester Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT5303</td>
<td>Managerial Accounting</td>
<td>3</td>
<td>This course focuses on communicating the financial status of an educational organization or institution in alignment with governing policies and procedures. Applying sound accounting practices, students examine financial reporting, contractual services, cash flow analysis, purchases, investments, policies and procedures, and forecasting within the legal constraints established by state and federal agencies.</td>
</tr>
<tr>
<td>ASMT5010</td>
<td>Reading Assessment (TX)</td>
<td>0</td>
<td>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.</td>
</tr>
<tr>
<td>ASMT6010</td>
<td>Benchmark: Research Competency Exam</td>
<td>0</td>
<td>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.</td>
</tr>
</tbody>
</table>
BE5013  Foundations of ESL and Bilingual Education  
3  
An essential course for all educators, this course provides students with an understanding of the historical, political, social, cultural, and educational concepts and issues that affect linguistically and culturally diverse students in the educational system. A review of local, state, and federal policies regarding entitlement and appropriate school services for English language learners, and important program models are analyzed. Current theories of Second Language Acquisition (SLA), bilingualism, and socio-cultural theories are explored for their pedagogical implications and specific program models within and outside the U.S. are examined for their contributions to student academic achievement.

BE5023  Assessment of ESL and Bilingual Students  
3  
Students in this course explore issues of assessment of second language learners within the larger framework of historical, social, cultural, and political contexts. Utilizing a variety of theoretical models related to second language acquisition and academic achievement, students 1) analyze the ways that second language students are diverse, 2) discuss equitable assessment of diverse learners, and 3) evaluate existing instruments for second language learners. Students examine and review relevant state standards for content matter learning and language proficiency, and examine how those are assessed in mandated, large-scale assessment and in classroom assessment (traditional and alternative).

BE5033  Methods and Materials for Teaching English as a Second Language  
3  
This course provides teachers methods for providing language and content instruction to second language learners. Students consider historical and current English as a second language (ESL) program models and second language acquisition theories, pedagogy, and methodology. Relevant federal, state, and local learning and assessment standards are reviewed and applied to their teaching. Students are guided in creating and presenting teaching units and lessons based on various methods, approaches, and techniques. Students discuss the selection, use, and evaluation of books, multimedia, technology, and other materials. Students examine the application of relevant learning and assessment standards to their teaching of second language learners.

BE5043  Cross-Cultural Studies for Teaching ELLs  
3  
With the increase of limited-English-proficient students in urban environments, this course examines the impact of culture on society and the educational system, and the importance of culture in addressing the needs of immigrant students. It explores the dynamic processes of acculturation and cultural conflict. Students examine the role of culture in the American educational system and how ethno-linguistic groups contribute to the dynamics of the classroom. Students examine behavioral expectations and learning styles of students from different backgrounds, how that changes the classroom dynamics, and how teacher expectations can affect perceptual judgments of students. Students learn how to design culturally relevant instruction to further the academic success of diverse groups, and learn ways to foster collaborative and dynamic learning environments.

BE5053  Advocacy and Leadership  
3  
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.

BE5101  Internship Experience for ESL Education  
1  
The ESL Internship is designed to guide aspiring ESL teachers through structured and semi-structured, supervised experiences focused on teaching ESL students.

BL5063  Methods and Materials for Teaching Bilingual Education  
3  
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.

BL5101  Internship Experience for Bilingual Education  
1  
The Bilingual Internship is designed to guide aspiring bilingual teachers through structured and semi-structured, supervised experiences focused on teaching bilingual students.
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 intercultural 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.

CI5033  
**Creating Safe and Supportive Classrooms**

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

CI5091  
**Capstone Experience for Curriculum and Instruction**

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

CI5103  
**Curriculum and Instructional Design for Diversity**

This course assists in the development of rigorous, appropriate curriculum and instruction. Multiculturalism, culturally relevant pedagogy, differentiated instruction, and thematic, interdisciplinary unit planning are emphasized. Using a curricular framework, students plan, evaluate, reflect on, and adapt curricula experiences to build successful learning environments for all learners.
CI5113  **Design of Integrated Curriculum**
3  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.

CI5203  **Differentiated Instruction: Theory to Practice**
3  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.

CI5223  **Differentiated Instruction: Principles in Action**
3  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.

CI5333  **Student Engagement**
3  This course prepares teachers to establish high expectations for all students and to effectively evaluate and implement theories of motivation and cognitive engagement in classroom learning. Emphasis will be placed on different theories of motivation and how classroom, school, work, and social environments shape and influence student motivation.

CI5353  **Standards-Driven Learning**
3  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.

CI5423  **Community of Learners**
3  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.

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

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

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

CI5911  **Independent Study for Curriculum and Instruction**
1  This course is an independent study of specific problems in the field of curriculum and instruction. Prerequisite: Permission of the department chair. May be repeated. In seeking permission to register in this course, the student will submit a proposed topic to the department chair. With an approved topic, the student will conduct an independent inquiry under the supervision of a faculty member. Work in CI5911 must be accomplished in a regular five-week session with all student products submitted through the learning management system. Through the student’s independent inquiry, the student will develop a product for review.
### CI5912  
**Independent Study for Curriculum and Instruction**  

2 credits  

This course is an independent study of specific problems in the field of curriculum and instruction. Prerequisite: Permission of 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.

### COUN5301  
**Internship in School Counseling**  

1 credit  

Designed to apply the knowledge, skills, and abilities acquired through the program, the internship identifies a range of experiences in direct service to students in a school setting, including individual counseling, small group intervention, classroom guidance, and consultation with specialists and families. Fees Apply. National Counselor Examination (NCE) – 600 hour internship. (One-credit increments for minimum of six credits)

### COUN5303  
**Counseling and Career Program Development**  

3 credits  

This course examines theories and models to foster college readiness and career development by considering assessment options, strategies for guiding career decisions, and utilizing technology. Elements of program design are evaluated, serving as a framework for delivering guidance lessons to special populations, small groups, and individuals within the context of a multicultural, global environment.

### COUN5313  
**Responsive Counseling**  

3 credits  

Responding to life events is an aspect of school counseling, including crisis management, trauma intervention, conflict resolution, and emergencies impacting individuals or the school as a whole. Research-based models, theories and strategies are examined as learners consider issues of exceptionality and diversity, family and community, and societal concerns such as divorce, suicide, grief, violence, abuse, neglect and terminal illness.

### COUN5323  
**Group Encounters**  

3 credits  

This course explores the range of therapeutic factors influencing the types and functions of groups. A theoretical foundation is established to assess the approaches for creating an appropriate group environment, questioning strategies to engage, clarify, confront or interpret information, and techniques for measuring progress. The qualities of effective facilitation are evaluated as an aspect of continued relationship building. Requires 10 hours of face-to-face or synchronous participation in small groups.

### COUN5333  
**Counseling Children and Adolescents**  

Evidence-based counseling theories and techniques are researched to inform professional practice in recognizing and alleviating frequent issues experienced by children and adolescents. This course critiques ways to assess needs, build and establish relationships, and measure outcomes of a counseling plan. Common issues include depression caused by broken relationships, divorce, social and emotional problems. Consideration is given to ways the family, school, peer groups, and the community can identify and support healthy relationships.
COUN5343  **Principles of School Counseling**

3  This overview investigates the roles, functions, and responsibilities of school counselors as an aspect of a broader community of service, including health care systems, external agencies and interorganizational relationships. Theories, principles and models are introduced in their historical context as a contrast to the growing need for specializations. A personal examination of beliefs, attitudes, and philosophy is conducted as part of a professional self-evaluation.

COUN5353  **Programs in School Counseling**

3  Counseling practice, performance, and research is regulated. This requires accountability, resource management, and a commitment to ensuring all students have appropriate services for their needs. This course explores current and future program issues impacting classrooms and schools, teachers and students in order to align practices and procedures. Consideration is given to ways schools function as advocates for social justice while encouraging higher aspirations for students. The role of technology is examined as an aspect of data-driven decisions focused on student support.

COUN5363  **Technique in School Counseling**

3  Utilizing theories and models, techniques and strategies are aligned for a selected audience. Hands-on applications are designed for rapport building, intervention, problem clarification, and establishing goals to create optional paths for success. This course is practical, guiding learners to use creative, student-focused approaches to assess issues in a timely manner through simple strategies and engage children and adolescence to foster genuine change.

COUN5373  **Practicum in School Counseling**

3  This practicum is formatted to provide specific practice with targeted situations in order to build and enhance skills and abilities when working with individual and group settings. Fees Apply. National Counselor Examination (NCE) – 100 hour practicum
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<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DL5013</td>
<td>The Digital Learner</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DL5023</td>
<td>The Digital Educator</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DL5091</td>
<td>Capstone Experience for Instructional Design</td>
<td>1</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 this Instructional Design and Technology program. It does this by having candidates produce 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 (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.</td>
</tr>
<tr>
<td>DL5103</td>
<td>Instructional Models for Digital Learning</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DL5703</td>
<td>Instructional Design Fundamentals</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DL5713</td>
<td>Digital Age Learning Environments</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DL5723</td>
<td>Applying Learning Theories in Instructional Design</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DL5733</td>
<td>Design of Instructional Media</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DL5743</td>
<td>Advanced Design of Instructional Media</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DL5763</td>
<td>Trends in Instructional Design</td>
<td>3</td>
<td>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.</td>
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</tbody>
</table>
DL5773  **Online Course Design**

3  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.

DL5783  **Engaging Learners in Online Instruction**

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

DL5803  **Evaluation and Assessment of Instructional Design**

3  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.
EB5401 | Independent Study in ELLs or Bilingual Education
---|---
1 | This course is an independent study of specific problems in the field of curriculum and instruction with specialization in ESL/BL. Prerequisite: Permission of the department chair. May be repeated. In seeking permission to register in this course, the student will submit a proposed topic to the department chair. With an approved topic, the student will conduct an independent inquiry under the supervision of a faculty member. Work in EB5401 must be accomplished in a regular five-week session with all student products submitted through the learning management system. Through the student’s independent inquiry, the student will develop a product for review.

EB5402 | Independent Study in ELLs or Bilingual Education
---|---
2 | This course is an independent study of specific problems in the field of curriculum and instruction with specialization in ESL/BL. Prerequisite: Permission of the department chair. May be repeated. In seeking permission to register in this course, the student will submit a proposed topic to the department chair. With an approved topic, the student will conduct an independent inquiry under the supervision of a faculty member. Work in EB5402 must be accomplished in a regular five-week session with all student products submitted through the learning management system. Through the student’s independent inquiry, the student will develop a product for review.

EB5403 | Independent Study in ELLs or Bilingual Education
---|---
3 | 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.

EBUS5091 | Capstone Experience for ESL and Bilingual Education
---|---
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 Educational Business Administration.

EBUS5203 | Management of Financial Resources
---|---
3 | Designed to explore fiscal and budget responsibilities, this course applies budgetary principles to interpret revenue sources, expenditures, tax implications, and federal regulations. Emphasis is placed on the budget process including the support of technology resources, facilities, and applications as it relates to reporting the management and oversight of funds and financial services.

EBUS5213 | Human Resource Management
---|---
3 | Designed to assist leaders in gaining knowledge and experience of legal and ethical standards, this course provides opportunities for students to explore aspects of employment, labor relations, and communicating critical information. Students learn the fundamentals of human resources, principles and strategies for gathering, analyzing, and communicating critical information. Including ways to conduct job and compensation analyses, proactive planning and implementation for hiring, staff and faculty development, and resolving conflicts along with other workplace issues.

EBUS5253 | Strategic Innovation and Educational Entrepreneurship
---|---
3 | In this course, students evaluate models, theories, and evidence-based best practices related to strategic management and innovation in educational entrepreneurship. Students learn the fundamentals of business planning and design, develop, and implement strategic models facilitating innovation and creativity to be used in diverse entrepreneurial endeavors.

EBUS5263 | Innovative Learning Environments
---|---
3 | Driven by organizational theory, this project-based course integrates aspects of sociology with adult learning theory to deliver on the online option for staff or faculty development. Students identify a learning solution in response to an organizational problem. Utilizing research-based theories, principles, models, and practices, concepts related to application are tested to determine value and appropriate action.
EBUS5413 | Operations and Facility Management
---
3 Based on the interdisciplinary study of business, operations, and facility management, this course effectively prepares students to coordinate people, budgets, infrastructure, logistics, spatial organization, purchasing, and other financial, material, and technological resources specific to educational settings. The concepts of operational efficiency, institutional resiliency, and contingency planning across departments is also explored to ensure academic continuity. The role of human resource management is considered with respect to communication, emergency planning, preparedness and recovery, environmental protection, property management, technology, and vendor management.

EBUS5423 | Data Analytics and Reporting
---
3 This course assists students in gaining the knowledge, experience, and resources needed to appropriately analyze and report organizational data to ensure quality, equitable, and informed decisions. To efficiently manage organizational needs, students examine ways to use technology to maintain, and retrieve relevant data, and prepare various documents for the purpose of maximizing resources in a variety of educational settings.

EBUS5433 | Law, Labor, and Negotiations
---
3 This course establishes the legal foundation of public schooling by examining authority from constitutional through local governance. Issues related to school and public works law are examined in case studies focused on liabilities, disabilities, and facilities delivering educational services. This includes laws related to labor relationships and contract negotiations, and building and construction contracts.

EBUS5443 | Risk Management
---
3 This course develops leaders in a wide range of educational and organizational settings, who can effectively forecast and evaluate financial risks challenging their institutions. To avoid or minimize risk in a proactive manner, students learn to utilize analysis, avoidance, minimization, or elimination of undesirable threats to protect present and future organizational interests. Through the identification, assessment, and prioritization of risks, students prepare to minimize, monitor, and control the probability and impact of negative events on an institution in a manner that does not detract from the institutional goals.

EBUS5463 | Human Resources Fundamentals
---
3 A comprehensive course designed to provide students with the tools needed for successful management of the critical human resources functions, including employee relations, professional development, and conflict management. Students gain an understanding of the importance of employee performance and satisfaction to organizational culture. By providing fundamentals in managing all levels of the workforce, from professional development to conflict management and resolution, students will be confident administering evaluations, documentation, and disciplinary actions while becoming familiar with appropriate communication when managing difficult situations.

EBUS5473 | Employment Law
---
3 Through an in-depth look at employment law and managing risk, this course will give students the tools needed to navigate a collective bargaining contract, along with required contractual policies and procedures. Students will gain a deeper understanding of workplace compliance laws, while exploring the differences between employees and independent contractors.

EBUS5483 | Strategic HR Management
---
3 This course thoroughly studies how human resources function as a strategic partner to all lines of business. Students will learn a multitude of skills ranging from the basic administration of personnel records, employee handbooks and policies, to the entire recruiting and hiring process. By providing a comprehensive study into compensation and benefits administration, students will leverage understanding of specific laws and regulations, including ACA regulations as these relate to payroll functions.

EBUS5493 | Information Systems
---
3 Using research, students acquire and utilize multiple resources designed to effectively and efficiently create, collect, filter, process, and distribute data through well-managed information systems. The course provides a solid foundation for maximizing available technological and organizational resources through the enhancement of operations and information systems support while also providing the knowledge, skills, and experience to administer such functions. This course further helps to prepare educational business leaders to successfully analyze and evaluate trends and best practices in information systems.

EBUS5553 | Internship in Educational Business Administration (Optional)
---
3 The optional 300-hour internship is created for students in states requiring field-based experiences as a component of licensure. Guided by an approved mentor, interns apply theories and strategies to effectively perform the role, function, and responsibilities of a school business officer.
EBUS5556 | Internship in Educational Business Administration (Optional) | EC6013 | Research and Trends in Early Childhood Education

6 The optional 600-hour internship is created for students in states requiring field-based experiences as a component of licensure. Guided by an approved mentor, interns apply theories and strategies to effectively perform the role, function, and responsibilities of a school business officer.

EC5091 | Capstone Experience for Early Childhood Education | EC6023 | Theories and Foundations of Child Development

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 the Master of Education in Early Childhood Education.

EC5403 | Foundations of Child Development | EC6033 | Collaborative Partnerships in Early Childhood Practices

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

EC5413 | Child Growth and Development | ECON5203 | Education Economics

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

EC5423 | Curriculum Development: Methods and Strategies | ED5023 | Assessment Strategies

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

EC5433 | Curriculum Development: Content Specific |  |  

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

EC5443 | Trends in Early Childhood Education |  |  

3 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.
ED5033  Community Engagement, Outreach, and Collaboration  
3  How can those within the community support the established teaching and learning goals set by the school? This course provides a foundation for developing relationships among stakeholders in the school community—students, school, parents, and the community at large— for the express goal of supporting student learning. In addition to examining research findings, students will explore family engagement, mutually beneficial community relationships, and student advocacy. The course culminates with a plan for continuing school improvement and professional growth.

ED5091  Capstone Experience for Advanced Studies  
1  The Capstone Experience is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout, and as a result of studies related to the Advanced Studies program.

ED5123  Diverse Learners  
3  This course reviews data related to the effectiveness of educational initiatives emphasizing evidence-based instructional design models used to assess and instruct students with diverse learning needs. Special attention is given to inclusion of traditionally underrepresented learner populations, i.e.; special education, LEP, economically disadvantaged, and ethnic minorities.

ED5193  Foundations of Education  
3  This course introduces students to the historical, political, and social influences on the development of the U. S. educational system. Topics include major philosophies of teaching and learning, the impact of educational theories on educational practice, legal aspects of education, and school effectiveness and student achievement.

ED5213  Designing Learning Environments  
3  Learning happens as a natural function of the brain. Regardless of the situation, the environment influences how the brain perceives and performs. This course considers how to customize elements within an environment to foster value and interest, success and productivity. Moving beyond the physical setting, consideration is given to accessibility, organizational structure, and compatibility in regards to ability and attitude. The role of technology integration in differentiating to meet learner needs will be discussed and applied.

ED5223  Transforming Teaching and Learning  
3  This course assists students in understanding teaching and learning processes and how to use this knowledge to increase the professional skills of colleagues for the purpose of increasing student achievement. Emphasis is placed on ways to model continuous learning and reflective practices and strategies to promote collaboration with colleagues to align instructional practices with school goals, mission, and vision. Technology integration and online delivery are major threads in the coursework.

ED5243  The Influence of Culture  
3  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.

ED5253  Cognition and Critical Thinking  
3  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.

ED5263  Fundamentals of Integrated Thinking  
3  Integrated thinkers view and often embrace variables within a problem to contain causal dynamics and connected relationships. This course analyzes the methodology for “big picture”, complex, and creative problem-solving relying on imagination, intuition, and reasoning to develop strategies, courses of action, and evaluation in a variety of schools and organizations.

ED5273  Performance of the Intellect  
3  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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<thead>
<tr>
<th>Course Code</th>
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</tr>
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<tbody>
<tr>
<td>EDS283</td>
<td>Theories and Constructs</td>
<td>3</td>
</tr>
<tr>
<td>EDS293</td>
<td>Principles of Knowing</td>
<td>3</td>
</tr>
<tr>
<td>EDS303</td>
<td>Principles of Human Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDS313</td>
<td>School and Community Issues</td>
<td>3</td>
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<td>EDS333</td>
<td>The Role of Neuropsychology</td>
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<td>EDS353</td>
<td>Principles of Program Design and Implementation</td>
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<td>EDS363</td>
<td>Conceptualization in Learning</td>
<td>3</td>
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<tr>
<td>EDS373</td>
<td>Implementing Integrated Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDS383</td>
<td>Principles of Integration</td>
<td>3</td>
</tr>
</tbody>
</table>

**EDS283 Theories and Constructs**

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.

**EDS293 Principles of Knowing**

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.

**EDS303 Principles of Human Learning**

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.

**EDS313 School and Community Issues**

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.

**EDS333 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.

**EDS343 Assessment and Evaluation**

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.

**EDS353 Principles of Program Design and Implementation**

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.

**EDS363 Conceptualization in Learning**

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.

**EDS373 Implementing Integrated Curriculum**

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.

**EDS383 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.
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<tr>
<td>ED5403</td>
<td><em>The Exceptional Child</em></td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ED5413</td>
<td><em>Observation and Assessment</em></td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ED5423</td>
<td><em>Family, School, and Community</em></td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ED5433</td>
<td><em>Child Guidance</em></td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ED5503</td>
<td><em>Adult Learning</em></td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ED5513</td>
<td><em>Instructional Strategies for the Adult Learner</em></td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ED5523</td>
<td><em>Evaluating Instructional Programs</em></td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ED5533</td>
<td><em>Assessing Adult Learners</em></td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ED5543</td>
<td><em>Foundations of Ethical Practice</em></td>
<td>3</td>
<td>Examining personal beliefs and values helps to shape an ethical stance required of professionals. In this course, legal and professional issues frame approaches to handling sensitive materials, incorporating technology, and ways to evaluate, assess and interpret data. This requires understanding the ethical nature of working within a diverse environment formed by a pluralistic society. Learners compare leadership and decision-making models as a framework for modeling ethical behavior.</td>
</tr>
<tr>
<td>ED5553</td>
<td><em>Crossing the Lifespan of Human Development</em></td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ED6013</td>
<td><em>Adult Learning</em></td>
<td>3</td>
<td>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.</td>
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<tr>
<td>ED6023</td>
<td><em>Instructional Strategies for the Adult Learner</em></td>
<td>3</td>
<td>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.</td>
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</tbody>
</table>
ED6033  **Evaluating Instructional Programs**  
3  
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.

ED6273  **Performance of the Intellect**  
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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.

ED6043  **Assessing Adult Learners**  
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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.

ED6238  **Theories and Constructs**  
3  
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.

ED6053  **Assessment Strategies**  
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.

ED6293  **Principles of Knowing**  
3  
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.

ED6213  **Designing Learning Environments**  
3  
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.

ED6293  **The Role of Neuropsychology**  
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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.

ED6253  **Cognition and Critical Thinking**  
3  
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.

ED6333  **Assessing Adult Learners**  
3  
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.

EDTT5013  **Assessment for Elementary Teachers**  
3  
This course develops competencies in utilizing formative and summative assessment practices and data to inform and guide curriculum development and instruction. Classroom and school-based assessment tools provide teachers with the knowledge and skills required to meet the needs of diverse learners. Embracing assessment is the first step toward “data-based” decision-making in education.
EDTT5021  **Orientation to Elementary Teaching**  
1 This introduction to the teaching field provides students a rich perspective on child development knowledge, observational strategies and skills, and ethics in education. Students increase their understanding and awareness of teacher roles and responsibilities in relation to the school climate and educational policy. The course also introduces students to the tools and technologies that they will need to successfully complete field experiences that are integrated throughout their coursework and the EDTT5161: Elementary Student Teaching.

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

EDTT5053  **Community Engagement for Elementary Teachers**  
3 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.

EDTT5131  **Elementary Student Teaching Seminar**  
1 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 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.

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

EDTT5161  **Elementary Student Teaching**  
1 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.

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

EDTT5313  **Instructional Practice and Delivery**  
3 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.
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<td>EDTT5333</td>
<td>Content Specific Methodology</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EL5053</td>
<td>Community Engagement, Outreach, and Collaboration</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDTT5353</td>
<td>Adolescent Development and Learning Process</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EL5091</td>
<td>Capstone Experience for Elementary Education</td>
<td>1</td>
<td>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.</td>
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<td>EE5091</td>
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<tr>
<td>ELS023</td>
<td>Assessment Strategies</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ELS033</td>
<td>Creating Safe and Supportive Learning Environments</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EL5091</td>
<td>Diverse Learners</td>
<td>3</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>
</tr>
<tr>
<td>ELS013</td>
<td>Independent Study for Educational Leadership</td>
<td>1</td>
<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 ELS013 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>
</tr>
<tr>
<td>ELS0123</td>
<td>Educational Leadership Internship Completion</td>
<td>3</td>
<td>This course is designed to assist students completing additional hours to meet licensure expectations. Additional internship hours must be completed within two years after final course enrollment.</td>
</tr>
<tr>
<td>ELS0123</td>
<td>Educational Leadership Internship Completion</td>
<td>3</td>
<td>This course is designed to assist students completing additional hours to meet licensure expectations. Additional internship hours must be completed within two years after final course enrollment.</td>
</tr>
<tr>
<td>ELS0601</td>
<td>Independent Study for Educational Leadership</td>
<td>1</td>
<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 ELS013 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>
</tr>
</tbody>
</table>

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**EL5602 Independent Study for Educational Leadership**

2 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, particularly balancing the needs of special populations, families, and underserved students.

**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.

**ELFL5091 Capstone Experience for Educational Leadership (Florida)**

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 the Educational Leadership program.

**ELFL5983 Internship Experience for Educational Leadership (Florida)**

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.

**ELIL5091 Capstone Experience for Educational Leadership (Illinois)**

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 the Educational Leadership program.
ELIL5983  *Internship Experience for Educational Leadership (Illinois)*

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.

ELIN5983  *Capstone Experience for Educational Leadership (Indiana)*

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 the Educational Leadership program.

ELX5033  *Creating Safe and Supportive Learning Environments (TX)*

3  
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.

ELOH5091  *Capstone Experience for Educational Leadership (Ohio)*

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 the Educational Leadership program.

ELX5053  *Community Engagement, Outreach, and Collaboration (TX)*

3  
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.

ELOHS5983  *Internship Experience for Educational Leadership (Ohio)*

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.

ELX5123  *Diverse Learners (TX)*

3  
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.

ELTX5091  *Capstone Experience for Educational Leadership (TX)*

3  
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.

ELX5623  *Developing Teachers (TX)*

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.
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<thead>
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| ELX5703    | Campus Improvement (TX)                          | 3       | 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.  
  
| ENG5013    | High Drama                                       | 3       | 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.  
  
| ELX5723    | Resource and Fiscal Management (TX)               | 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.  
  
| ENG5023    | The Culture of Literacy Expression               | 3       | 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.  
  
| ELX5753    | Law and Policy (TX)                               | 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.  
  
| ENG5033    | Revolutionary Words                              | 3       | 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.  
  
| ELX5983    | Internship Experience for Educational Leadership (Texas) | 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.  
  
| ENG5043    | The Message in the Bottle                        | 3       | 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.  
  
| ENG5003    | Writing as a Means to an End                     | 3       | 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.  
  
| ENG5053    | Teaching and Learning English                    | 3       | 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.  
  
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<td>ENG6023</td>
<td>The Culture of Literacy Expression</td>
<td>3</td>
<td>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.</td>
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<td>ENG6033</td>
<td>Revolutionary Words</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>ESS063</td>
<td>Linguistics for TESOL</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ESS073</td>
<td>Applied Linguistics</td>
<td>3</td>
<td>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: ESS063</td>
</tr>
<tr>
<td>ET5013</td>
<td>Responsible Technological Change</td>
<td>3</td>
<td>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.</td>
</tr>
</tbody>
</table>
ET5023  **Practices for Evaluating Technological Resources**  3
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.

ET5033  **Technology for Learning and Assessment**  3
In this course, learners apply fundamental concepts related to learning and assessment in online and blended environments, including continuous evaluation, formative and summative assessment, and alignment of assessment to student learning outcomes. Learners use and evaluate current and emerging technologies to improve learning and assessment in ways that ensure validity, reliability, and the security of student data. They are introduced to and use a variety of tools offering opportunities for the collection, tracking, and analysis of student achievement data. Learners then evaluate the ability of the technologies to support authentic and performance-based assessment in written assignments, simulations and games, individual and collaborative projects, and portfolios. Finally, learners link learning and assessment by developing a standards-based unit plan demonstrating the ability to clearly communicate assessment criteria, provide prompt and personalized feedback, monitor student progress, inform instruction, guide student management of coursework and resources, and develop interventions.

ET5043  **Technology Curriculum and Planning**  3
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.

ET5053  **Design of Learning Environments**  3
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.

ET5063  **Professional Environments in a Virtual World**  3
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 professional learning networks, and digital citizenship are major topics.

ET5073  **Educational Technology Planning and Delivery**  3
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.

ET5081  **Certificate Capstone in Virtual Instruction**  1
The Certificate Capstone is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout, and as a result of the Certificate in Virtual Instruction.
ET5083 | **Educational Technology Systems Management**
---
3 | Learners will become proficient in researching and evaluating networks, hardware and software commonly used in educational settings. Learners will investigate and share issues related to planning, purchasing, and integrating new systems and supporting existing systems. Operating systems maintenance and trouble-shooting strategies will be explored in the context of developing an instructional manual and training for a technology management team. Security concerns related to identity protection and filtering will also be explored.

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

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

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

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

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

ET5823 | **Special Topics: Research Inquiry into Digital Learning**
---
3 | 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.
H - I

HIST5403 | Historical Means and Methods
3      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
3      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.

HIST5423 | Revolution
3      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.

HIST5433 | The Americans
3      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.

HIST5443 | A New Nation
3      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 to course of nations. Forms of government are evaluated using primary documents, records and images, key pieces of legislature, and the reactions of the populace.

HIST5453 | The Legacy of History
3      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.

HIST6403 | Historical Means and Methods
3      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.

HIST6413 | Ancient Roads
3      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.

HIST6423 | Revolution
3      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.

HIST6433 | The Americans
3      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.
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<td>3</td>
<td>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 to course of nations. Forms of government are evaluated using primary documents, records and images, key pieces of legislature, and the reactions of the populace.</td>
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<td>HIST6453</td>
<td>The Legacy of History</td>
<td>3</td>
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<td>HIST6443</td>
<td>Human Development</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>HLTH5091</td>
<td>Capstone Experience for Health Education</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>HLTH5091</td>
<td>Capstone Experience for Integrated Curriculum</td>
<td>1</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 studies related to the Integrated Curriculum.</td>
</tr>
<tr>
<td>HLTH543</td>
<td>Technology, Leadership, and Health Informatics</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>HLTH5403</td>
<td>Behavioral Diversity in Health Education</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>HLTH5413</td>
<td>Principles and Practice in Health Education</td>
<td>3</td>
<td>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.</td>
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<td>Course Code</td>
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<tr>
<td>LEAD5003</td>
<td><em>International Development and Policy</em></td>
<td>3</td>
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<tr>
<td>LEAD5013</td>
<td><em>The Role of International Organizations and Global Foundations</em></td>
<td>3</td>
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<tr>
<td>LEAD5023</td>
<td><em>Education and International Migration</em></td>
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<td>3</td>
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<tr>
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<td><em>Designing and Leading Professional Learning</em></td>
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<tr>
<td>LEAD5063</td>
<td><em>Achievement and Accountability</em></td>
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<tr>
<td>LEAD5073</td>
<td><em>The Art of Decision Making</em></td>
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**LEAD5003 International Development and Policy**

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**

This course explores the role of international organizations, international aid agencies, non-governmental organizations, and global foundations in the provision of education internationally, with a focus on developing countries. After looking at guiding frameworks and financing issues in the LEAD6243/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**

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**

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**

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

**LEAD5053 Designing and Leading Professional Learning**

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.

**LEAD5063 Achievement and Accountability**

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

**LEAD5073 The Art of Decision Making**

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.
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>LEAD5103</td>
<td>Law, Compliance, and Governance in Higher Education</td>
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<tr>
<td>3</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>
</tr>
<tr>
<td>LEAD5113</td>
<td>Resource Management in Higher Education</td>
</tr>
<tr>
<td>3</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>LEAD5123</td>
<td>Student Affairs</td>
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<tr>
<td>3</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>
</tr>
<tr>
<td>LEAD5133</td>
<td>Issues in Higher Education</td>
</tr>
<tr>
<td>3</td>
<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>LEAD5223</td>
<td>Communication and Collaboration Through Ethical Leadership</td>
</tr>
<tr>
<td>3</td>
<td>Ways to develop and sustain a thriving school culture are examined through the utilization of effective communication and collaboration strategies within and beyond the community. Governance strategies for ethical and legal policies, organizational development and optimization, and decision making are covered. Students explore ways in which their ethical code protects and ensures equity, fairness, tolerance, and respect in various educational and organizational cultures.</td>
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<tr>
<td>LEAD6103</td>
<td>Evidence-based Learning and Teaching</td>
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<td>LEAD6113</td>
<td>Ethical Leadership and Social Justice</td>
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<td>LEAD6123</td>
<td>Management of Financial Resources</td>
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<td>LEAD6133</td>
<td>Models of Leadership and Coaching</td>
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<td>LEAD6143</td>
<td>Strategic Operations Planning and Innovation</td>
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<td>LEAD6153</td>
<td>Policy and Governance</td>
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<td>LEAD6163</td>
<td>Management of Human Capital</td>
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<td>LEAD6173</td>
<td>Global Perspectives</td>
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<td>LEAD6183</td>
<td>Grants Writing for Leaders</td>
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<td>LEAD6203</td>
<td>Law, Compliance, and Governance in Higher Education</td>
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<tr>
<td>LEAD6213</td>
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<td>LEAD623</td>
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<tr>
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<td>LEAD6293</td>
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<td>LEAD6313</td>
<td>The Art of Decision Making</td>
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**LEAD623: International Development and Policy**

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.

**LEAD6243: The Art of Decision Making**

Specifically, the course addresses the development techniques can be evaluated to improve outcomes. Decision making is 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.

**LEAD6253: The Role of International Organizations and Global Foundations**

This course explores the role of international organizations, international aid agencies, non-governmental organizations, and global foundations in the provision of education internationally, with a focus on developing countries. After looking at guiding frameworks and financing issues in the LEAD6243/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.

**LEAD6263: Education and International Migration**

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

**LEAD6273: International Programs, Curricula and Pedagogies**

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

**LEAD6283: Instructional Leadership**

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

**LEAD6293: Designing and Leading Professional Learning**

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

**LEAD6303: Achievement and Accountability**

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

**LEAD6313: The Art of Decision Making**

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

LIT5053  Emerging Literacy for Elementary Teachers  3  This course builds key concepts and principles related to phonemic awareness and phonics, shaping an emerging understanding of the connection between language and the written code. Essential components of effective reading instruction will be explored using a Response to Instruction (RtI) model. Learners will analyze critical elements of emerging skills to foster the use of appropriate strategies across developmental stages, content areas, technology, and diversity issues in learning to read.

LIT5063  Developing Literacy: Integrating Skills in Elementary Teacher Preparation  3  This course examines issues related to integrating reading skills to enhance fluency, vocabulary development, and comprehension in a variety of text structures and across content areas. A range of instructional strategies for assessment, intervention, and enrichment will be evaluated as to their effectiveness for supporting engagement and motivation in reading to learn. Key dimensions for the development of differentiated instruction will promote blending of resources from the school environment, community and abroad, including the use of technology. During the course, students complete 5-10 hours of embedded field experiences.

LIT5073  Developing Literacy: Integrating Skills for Elementary Teachers  3  This course examines issues related to integrating reading skills to enhance fluency, vocabulary development, and comprehension in a variety of text structures and across content areas. A range of instructional strategies for assessment, intervention, and enrichment will be evaluated as to their effectiveness for supporting engagement and motivation in reading to learn. Key dimensions for the development of differentiated instruction will promote blending of resources from the school environment, community and abroad, including the use of technology.

LIT5083  New Literacies in Curriculum Integration  3  New global curriculum standards support students becoming functionally literate not only with text, but also with graphics and images provided through multimedia. This course examines the value of balancing traditional and emerging instructional strategies for moving literacy past printed text and into the multimedia age. Online resources, mobile devices, instant communication, and state/federal accountability pressures require schools and organizations to realize the importance of affective learning as it relates to culturally and socially influencing emotions or feelings to enhance achievement.

LIT5091  Capstone Experience for Literacy  1  The Capstone Experience is designed for candidates to demonstrate and document the impact of their knowledge and competencies gained throughout, and as a result of the Master of Education in Literacy.

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

LIT5123  Implementing ELA in Context  3  This course examines the use of language and modes of communications through content specific examples of ELA in context, promoting connectedness in and across the disciplines, focusing on the transferrable skills of analyzing, determining and developing, researching and creating, and classifying and generalizing. Utilizing content-specific illustrations, learners examine major components of ELA to support conceptualization of knowledge in real-life application infusing learning with rigor and relevance. Prioritizing essential elements of thought characterized in a discipline, learners connect prior knowledge to authentic assessment options which support the Common Core State Standards.
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<tr>
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<td>LIT5143</td>
<td>Social Studies and Reading/Language Arts for Elementary Teachers</td>
<td>3</td>
<td>This course considers how to develop an appreciation for the world beyond the classroom as found in writings and other literacies in relation to significant historical events and global perspectives. Principles and methods of inquiry to foster critical and creative thinking are utilized to explore methods for introducing genres and core ideas which have shaped regional, state, national, and global understanding from past eras to present day. Response to Instruction (RtI) procedures will engage strategies and methods appropriate for the delivery of reading/language arts and social studies through the use of differentiated instruction.</td>
</tr>
<tr>
<td>LIT5153</td>
<td>Exploring Foundations of ELA</td>
<td>3</td>
<td>The course introduces the foundations of Common Core State Standards as illustrated by the integration of English and language arts applications for developing communication 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.</td>
</tr>
<tr>
<td>LIT5163</td>
<td>Establishing Communication in ELA</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>LIT5173</td>
<td>Extending Connections Beyond ELA</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>LIT5183</td>
<td>Investigating ELA Fundamentals</td>
<td>3</td>
<td>This course integrates English and language arts applications for developing communication 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.</td>
</tr>
<tr>
<td>LIT5193</td>
<td>Integrating ELA Concepts</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>LIT5203</td>
<td>Strengthening Literacy</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>LIT5213</td>
<td>Strengthening Literacy for Elementary Teacher Preparation</td>
<td>3</td>
<td>This course prepares students to implement a school-wide leadership initiative to improve a comprehensive range of literacy skills. Specific principles and theories of emerging and developmental reading instruction are evaluated in relation to currently employed practice so teachers can immediately strengthen instruction. Students examine the scientific research base underlying different models of reading instruction. Special attention is given to curriculum mapping, alignment, and the development of an implementation plan to strengthen literacy. Five to 10 hours of embedded field experiences are included in the course.</td>
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<tr>
<td>LIT5223</td>
<td><em>Strengthening Literacy for Elementary Education</em></td>
<td>3</td>
<td>This course prepares students to implement a school-wide leadership initiative to improve a comprehensive range of literacy skills. Specific principles and theories of emergent and developmental reading instruction are evaluated in relation to currently employed practice so teachers can immediately strengthen instruction. Students examine the scientific research base underlying different models of reading instruction. Special attention is given to curriculum mapping, alignment, and the development of an implementation plan to strengthen literacy.</td>
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<tr>
<td>LIT5233</td>
<td><em>Integrating Literacy Concepts</em></td>
<td>3</td>
<td>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.</td>
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<tr>
<td>LIT5233</td>
<td><em>Prescriptive Intervention for Reading Difficulties</em></td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>LIT5243</td>
<td><em>Strengthening Literacy for Educational Leaders</em></td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>LIT5313</td>
<td><em>Literacy in the Content Areas</em></td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>LIT5323</td>
<td><em>Investigating Literacy Fundamentals</em></td>
<td>3</td>
<td>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.</td>
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<td>LIT5333</td>
<td><em>Implementing Literacy in Context</em></td>
<td>3</td>
<td>This course examines the use of language and modes of communications through content specific examples of literacy in context, promoting connectedness in and across the disciplines, focusing on the transferrable skills of analyzing, determining and developing, researching and creating, and classifying and generalizing. Utilizing content-specific illustrations, learners examine major components of effective reading to support conceptualization of knowledge in real-life application infusing learning with rigor and relevance. Prioritizing essential elements of thought characterized in a discipline, learners connect prior knowledge to authentic assessment options.</td>
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<tr>
<td>LIT5343</td>
<td><em>Linguistics and Literature</em></td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>LIT5353</td>
<td><em>Literacy for Exceptional Learners</em></td>
<td>3</td>
<td>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.</td>
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<tr>
<td>LIT5363</td>
<td><em>21st Century Literacies</em></td>
<td>3</td>
<td>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.</td>
</tr>
</tbody>
</table>
LIT6003  *Strengthening Literacy*

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.
MATH513 | Methods for Modeling Mathematics
3
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.

MATH5123 | Problem-Solving: Exploring the Practical
3
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.

MATH5133 | Diversity in the Numbers
3
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.

MATH5143 | The Known Equation
3
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.

MATH5153 | The Culture of Mathematics
3
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.
MATH5203 | Number Sense, Operations, Algebraic Thinking, and Problem Solving
3
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.

MATH5213 | Measurement, Data, Geometry, and Problem Solving
3
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.

MATH5223 | Fractions, Decimals, and Problem Solving
3
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.

MATH5843 | Mathematical Structure
3
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, modeling with mathematics, and expressing regularity in repeated reasoning.

MATH5853 | Mathematical Reasoning
3
This course provides students an opportunity to become familiar with, reflect on, and develop practical ways to implement state standards and the Common Core State Standards for 6th, 7th, and 8th grade mathematics as they relate to mathematical reasoning. The content standards covered include expressions, equations, and functions. Standards of mathematical practice covered include making sense of problems and persevering in solving them, attending to precision, reasoning abstractly and quantitatively, and constructing viable arguments and critiquing the reasoning of others.

MATH5863 | Mathematical Models and Tools
3
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.

MATH6103 | Integrative Thinking: Algebra, Geometry, Trigonometry and Statistics
3
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.

MATH6113 | Methods for Modeling Mathematics
3
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.

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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.

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### ORG6203  Partnerships and Community

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

### ORG6213  Emerging Technology in Organizations

3  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.

### ORG6213  Communications and Advocacy for Leaders

3  This course provides a comprehensive view of advocacy strategies including polling, research, lobbying, and communicating with the media and stakeholders. Students will evaluate communication and best practices for nonprofit and education advocates working in the public policy process.

### ORG6233  Organizational Behavior and Culture

3  Students will recognize structure, values, and motivations within organizations.

### MATS5091  Capstone Experience for Secondary Teachers

1  The capstone experience provides an opportunity for students in the M.A.T. in 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 in teaching.

### MRKT5403  Marketing Management

3  As an introduction to foundational concepts of marketing, this course considers various perspectives from influencer to consumer. Marketing opportunities are explored for implementing strategic plans through the use of research and analysis. Students examine examples of brand development, positioning, and management of integrated marketing communications (IMC) campaigns, which can be highly beneficial for private and charter schools. Case studies and scenarios frame the examination of managed markets. The intersection of marketing with public and media relations is also explored.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RES5153</td>
<td>Research Methods</td>
<td>3</td>
<td>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.</td>
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<td>RES5163</td>
<td>Research Methods for Educational Leaders (TX)</td>
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<td>RES5173</td>
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<tr>
<td>RES5183</td>
<td>Research Methods for Elementary Teachers</td>
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<td>This course enables students to become informed consumers of educational research and to develop skills that prepare them to carry out action research in their schools and classrooms. An emphasis is placed on providing students with knowledge that they can apply in determining whether particular research findings are relevant to their leadership and instructional practices and to distinguish between trustworthy and non-trustworthy research. The course places action research within the context of various types of research and examines research in terms of basic concepts and various purposes, methods, data, and paradigms. Emphasis is placed on how research can become a vital and relevant tool for teachers and school leaders.</td>
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<tr>
<td>RES5303</td>
<td>Research Methods and Applied Statistics</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>RES5313</td>
<td>Research Methods for Early Childhood Education</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>RES5323</td>
<td>Research Design and Application</td>
<td>3</td>
<td>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.</td>
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<td>RES5453</td>
<td>Research Methods for Educational Business Administrators</td>
<td>3</td>
<td>This course enables students to become informed consumers of educational research and to develop skills to understand collecting, analyzing, organizing, interpreting, and communicated data for educational and organizational decision making. An emphasis is placed on data-mining principles students can apply to determine whether particular scientifically based research findings are trustworthy and relevant for use within complex data sets. Emphasis is placed on how action research can become a vital tool for school leaders working to improve educational business operations and activities.</td>
</tr>
</tbody>
</table>
**Applied Statistics**

**RES6003**

3 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.

**Research Tool: APA & Bibliographic Software**

**RES6011**

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

**Research Methods**

**RES6013**

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

**Research Tool: Creating and Analyzing Measures**

**RES6021**

1 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.

**Research Tool: Information Display Strategies**

**RES6031**

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

**Qualitative Research Designs**

**RES6033**

3 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.

**Research Tool: Information Display Strategies**

**RES6301**

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.

**Crafting a Concept Paper**

**RES6221**

1 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.

**Research Tool: APA & Bibliographic Software**

**RES6501**

1 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.
SCI5073  Science Instruction for Elementary Teachers

3  This course provides a foundation for teaching science to diverse elementary students. Students examine current standards in science, as well as the process of aligning curriculum and lesson plans to standards. Students develop a repertoire of content-specific instructional methods for planning, delivering, assessing, and remediating diverse elementary students understanding of the fundamental concepts and mastery of essential process skills associated with science, engineering, and technology. This course provides an integrated scientific inquiry approach using critical-thinking skills, literacy, and technology to explore social, cultural, and ethical aspects of science, including an investigation of the foundational concepts in the physical, Earth and space, and life sciences.

SCI5083  Science Instruction for Elementary Teacher Preparation

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SCI5091  Capstone Experience for STEM Leadership

3  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.

SCI5203  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. While using an integrated approach, this course spotlights content-rich components dedicated to biology, chemistry, and physics.

SCI5213  Engaging Diversity in the Science Classroom

3  The course will examine didactic strategies of pedagogy, andragogy, multiple intelligence theory, social learning theory and exchange theory to foster the innovative engagement of diverse learners. Emphasis will be placed on strategies related to the differentiation of instruction.

SCI5223  Modern Learning and Integrated Science Education

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

SCI5233  Inventing and Reinventing Mathematics and Science Curriculum: Elementary, Secondary, & College Level

3  This course examines best practice in developing curriculum to foster student learning in the field of mathematics and science. Emphasis is placed on instructional manipulatives, and the implementation and evaluation of curriculum for didactic improvement.

SCI5243  Creating an Environment for STEM Learning

3  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.

SCI5253  Building Scientific Understanding in Students

3  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.
SCI5263  Applied Science and Engineering Practices
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.

SCI5303  Systems of Science
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.

SCI5313  The Flow of Forces
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.

SCI5323  Practical Science
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.

SCI5333  Layers and Levels
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.

SCI5343  Weathering the Storm: Atmospheres and Environments
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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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.

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SEM6601 | Doctoral Seminar I
1
This first-year seminar addresses basic issues related to the research process, focusing on individual concerns regarding methodology and the alignment of research components. Students will specifically consider how to think about the research elements in relation to successfully completing their final original research project for Ed.S. or the dissertation for Ed.D. Pre-requisite: RES6013 Research Methods

SEM6611 | Doctoral Seminar II
1
This second-year seminar for Ed.D. students supports the development of the literature review in relationship to data analysis, addressing both qualitative and quantitative approaches in direct correlation to selected methodology. Concept paper and a mock IRB experience are included. Pre-requisites: SEM6601, RES6013, RES6033.

SEM6621 | Doctoral Seminar III
1
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.
SOSC5103  **Issues in Sociology**  3
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.

SOSC5113  **The Influence of Culture**  3
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.

SOSC5123  **Crossing the Lifespan of Human Development**  3
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.

SOSC5133  **The Role of Neuropsychology**  3
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.

SOSC5143  **Performance of the Intellect**  3
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.

SOSC5153  **Perception and Conceptualization**  3
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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Students with Exceptional Needs

1

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.

Strategies for Teaching Diverse Learners

3

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

3

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

3

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

3

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.

Developmental Characteristics of Exceptional Learners

3

Students investigate developmental issues experienced by individuals across transitional stages throughout the life span. Characteristics of individuals demonstrating patterns of thought or behavior potentially contributing to the identification of learning disabilities are examined. Neurological impairments, which change the functionality of the brain, are surveyed for factors creating unique risks across cognitive and sensory, social and emotional, and behavioral areas and conditions which impact academic learning.

Diagnostic Intervention

3

This course examines formal and informal methods of diagnosing academic and socio-behavioral issues related to those potentially identified with special needs. Designed to model appropriate planning and program delivery, students explore methods and materials utilized in the diagnostic-prescriptive process to monitor progress, measure benchmarks and gather data for application, i.e. Individualized Education Plans. This includes evaluating procedures used in schools to determine eligibility for special education services guided by testing measures. Attention is given to selecting and adapting tests for a variety of disorders and aligning appropriate instructional methods to measure student success.
SPED5073 | **Language: The Foundation for Reading**

3 Language forms the foundation for the acquisition of reading skills. In this course, atypical language development is contrasted with normal progression of linguistic skills to identify the type and cause of potential problems, addressing the difficulties associated with instruction and promoting practical methods for enhancing the required language skills needed for effective communication. Assessment, diagnostic, and development techniques for intervention and remediation are examined, including the exploration of augmentative language and the use of alternative and assistive technologies to support individuals with exceptional needs.

SPED5083 | **Early Childhood Assessment and Intervention**

3 Focused on early childhood developmental issues, this course includes formal and informal approaches to assessing young children while diagnosing potential concerns which lead to informed instructional and intervention choices. Choices in curriculum are aligned to needs to enhance student achievement.

SPED5093 | **Strategies for Leading and Teaching Diverse Learners**

3 Student diversity impacts learning, the environment, and classroom behavior for both teachers and leaders. This course examines the legal definitions, characteristics, prevalence, and educational adaptations for each primary category of exceptionality. Emphasis is placed on strategies to accommodate the needs of diverse learners through the selection or modification of curricula, materials, and procedures.

SPED6083 | **Early Childhood Assessment and Intervention**

3 Focused on early childhood developmental issues, this course includes formal and informal approaches to assessing young children while diagnosing potential concerns which lead to informed instructional and intervention choices. Choices in curriculum are aligned to needs to enhance student achievement.
TECH5103  *Online Learning and Teaching*
3  Students will compare theories of teaching and learning with applications to online instruction. Content includes emerging technology and use of Open Educational Resources.

TECH5113  *Creating Online Collaboration and Communities*
3  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.

TECH5123  *Designing Courses and Programs*
3  Students will implement and assess the concepts of Universal Design for accessible online courses and compare models of instructional design.

TECH5133  *Online Teaching and Assessment*
3  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.

TECH6303  *Online Learning and Teaching*
3  Students will compare theories of teaching and learning with applications to online instruction. Content includes emerging technology and use of Open Educational Resources.

TECH6313  *Creating Online Collaboration and Communities*
3  Students will critique research on social presence and best practices for connecting online with students or colleagues, as well as best practices for social media use within education organizations.

TECH6323  *Designing Courses and Programs*
3  Students will implement and assess the concepts of Universal Design for accessible online courses and compare models of instructional design.

TECH6333  *Online Teaching and Assessment*
3  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.

**TEL5091  Capstone Experience for Teaching English Learners**
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 the Master of Education in Teaching English Learners program.

**TL5091  Capstone Experience for Teacher Leadership**
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 Teacher Leadership program.

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

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.

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.
Section Twenty-Six

Leadership and Administration
Board of Trustees

Dr. James Spaniolo, Board Chairman, Former University President, University of Texas at Arlington
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College Administration

Executive Leadership Team
Shawntel Landry, Ed.D., President
Ron Kern, Ph.D., Academic Dean
Dan Holestine, M.B.A., Chief Operating Officer
Monica Carson, M.Ed., Senior Vice President of Enrollment Operations
Rick Volk, M.B.A., Chief Financial Officer

Leadership Team
Office of Academic Dean
Jerry Ausburn, Ed.D., Assistant Dean, Programs
Tiffany Hamlett, Ph.D., Department Chair, Teaching and Learning
Rebecca Wiehe, Ph.D., Academic Curriculum Director, Teaching and Learning
Crystal Neumann, D.B.A., Department Chair, Leadership
Catherine McKay, Ed.D., Department Chair, Professional Educational Studies
Natalie Pelham, M.Ed., Director, Faculty Training and Development
Byron Barton, Ph.D., Chair, Healthcare

Office of Academic Excellence
Kenneth Jandes, Ed.D., Associate Dean and Director, Office of Academic Excellence
Erin Maurer, M.S., Associate Director, Office of Academic Excellence

Curriculum Production
Lana Sloan, Ed.D., Vice President, Curriculum Development and Assessment
Jill Delcambre, M.Ed., Director, Curriculum Production

Administration and Human Resources
Jill Algate, B.A., Executive Assistant, Office Manager, and HR Liaison
KK Byland, P.H.R., Director, Human Resources

Bursar
Mary Martinez, B.A., Bursar

Information Technology
Swapnal Shah, M.A., Director of Enterprise Applications
Steve Carey, A.A.S., Manager, Infrastructure and Support

Institutional Effectiveness
Kathryn Talley, Ph.D., Director, Institutional Research and Effectiveness
Becky Gerambia, M.S., Assistant Director, Institutional Research and Effectiveness

Regulatory Affairs and Compliance
Alison Witherspoon, M.S., Director, Assessment and Accreditation
Robyn Burrell, Senior Director of State Licensing and Approvals
Tom Brouwer, Director of Regulatory Affairs and Compliance
Library
Sandra Quiatkowski, Ph.D., M.L.S., Director, ACE Library

Marketing and Enrollment
Melissa Markovsky, M.S., Senior Director, Marketing
Tony Miller, M.S., Executive Director, Field Operations and Partnerships
Nicky Wiley, B.S., Director, Enrollment Services

Student Operations
Stephanie Hinshaw, M.B.A., Assistant Provost & VP of Student Operations
Anissa Anderson, B.A., Senior Manager, Student Services
Courtney Shelton, M.M., Director, Admissions
Jeannie Taylor, B.A., Assistant Director, Admissions
Section Twenty-Seven

Faculty
Faculty
(September 30, 2016)

Executive Faculty

**Landry, Shawntel;** Ed.D. in Educational Leadership, Texas Christian University (Degree Conferred 2009); MBA in Business Administration, Texas Christian University (Degree Conferred 2009); M.Ed. in Gifted Education / Instructional Technology, University of Louisiana – Lafayette (Degree Conferred 1995); BA in Elementary Education, University of Louisiana – Lafayette (Degree Conferred 1993).

**Sloan, Lana;** Ed.D. in Educational Administration, Texas A&M University – Commerce (Degree Conferred 2013); M.Ed. in Educational Leadership, Texas A&M University (Degree Conferred 2011); BS in Elementary Education, North Texas State University, (Degree Conferred 1981).

**Tincher, D. Lee;** Ph.D. in Teaching and Learning, Capella University (Degree Conferred 2005); M.Ed. in Reading, Dallas Baptist University (Degree Conferred 2002); BA in Interdisciplinary Studies with Reading Minor, Colorado State University (Degree Conferred 1975).

Administrative Faculty

**Ausburn, Jerry;** Ed.D. in Educational Administration, Texas A&M University (Degree Conferred 2010); M.Ed. in Educational Leadership, Stephen F. Austin State University (Degree Conferred 2000); BS in Kinesiology, Stephen F. Austin State University (Degree Conferred 1991).

**Coomer, Traci;** Ph.D. in Higher Education, University of North Texas (Degree Conferred 2016); Educational Leadership, University of Texas at Arlington (Degree Conferred 2006); BS in Interdisciplinary Studies, University of Texas at Arlington (Degree Conferred 2004).

**Franklin, Rochelle;** Ed.D. in Teaching and Learning, Liberty University (Degree Conferred 2014); Ed.S. in Teaching and Learning, Liberty University (Degree Conferred 2009); M.Ed. in Educational Leadership, University of Central Florida (Degree Conferred 2007); BA in Liberal Studies, University of Central Florida (Degree Conferred 2005).

**Hamlett, Tiffany;** Ph.D. in Teaching and Learning, Child Development, Texas Woman’s University (Degree Conferred 2007); MS in Child Development, Texas Woman’s University (Degree Conferred 2004); BA in Psychology, Minor in English, University of Texas at Austin (Degree Conferred 2002).

**Jandes, Kenneth;** Ed.D. in Leadership and Educational Policy Studies, Northern Illinois University (Degree Conferred 1984); M.Ed. Educational Administration and Supervision, Loyola University, Chicago (Degree Conferred 1972); BS in Music Education, Illinois State University (Degree Conferred 1966).

**Landa, Katrina;** Ed.D. in ESL/BL, Special Education, Florida International University (Degree Conferred 2009); MS in Early Childhood Special Education and TESOL, University of Miami (Degree Conferred 2002); BS in Special Education and Psychology, University of Miami (Degree Conferred 2000). (Core Faculty and ESL/BL Program Coordinator)

**McKay, Catherine;** Ed.D. in Teacher Leadership, Walden University (Degree Conferred 2009); MS in Curriculum and Instruction, Walden University (Degree Conferred 2007), BA in Biology/Psychology, Indiana University (Degree Conferred 1985).

**Moore, Marsha;** Ph.D. in Child Development, Texas Woman’s University (Degree Conferred 2010); MS in Child Development, Texas Woman’s University (Degree Conferred 2004); BS in Early Childhood Education, Georgia State University (Degree Conferred 1993). (Core Faculty and MAT/T2T Program Coordinator)

**Neumann, Crystal;** D.B.A. in Business Administration, University of Phoenix (Degree Conferred 2011); MBA in Business Administration, American Intercontinental University (Degree Conferred 2006), BBA in Business Administration and Administration and Marketing, American Intercontinental University (Degree Conferred 2005).
Ochs, Kimberly; Ph.D. in Educational Studies Comparative and International Education, Oxford St. Cross College, UK (Degree Conferred 2005); M.Sc., in Comparative and International Education, Oxford St. Cross College, UK (Degree Conferred 2002); MA in Sociology, Boston College (Degree Conferred 1995); BA in Sociology, Boston College (Degree Conferred 1995).

Quiatkowski, Sandra; Ph.D. in Information Science, Loughborough University, UK (Degree Conferred 2010); MLS in Library and Information Science, Indiana University (Degree Conferred 1986); BA in Media Science, Purdue University (Degree Conferred 1984).

Talley, Kathryn, Ph.D. in Sociology, Northwestern University (Degree Conferred 1981); MA in Sociology, Northwestern University (Degree Conferred 1979); BA in Sociology, Drake University (Degree Conferred 1978).

Wiehe, Rebecca; Ph.D. in Curriculum and Instruction, Kent State University (Degree Conferred 2009); MA in Spanish, University of Cincinnati (Degree Conferred 1998); BS in Spanish Education, Miami University (Degree Conferred 1993); BA in Spanish, Miami University (Degree Conferred 1993).

Lead Instructional and Instructional Faculty
Akin, Imani; Ed.D. in Educational Leadership, University of Phoenix (Degree Conferred 2007); MS in Special Education, Chicago State University (Degree Conferred 2004); BA in Business Systems and Communications, DePaul University (Degree Conferred 2000).

Burch-Bynum, Stephanie; Ph.D. in Educational Policy Studies, University of Illinois (Degree Conferred 2002); MA in Educational Policy Studies, University of Illinois (Degree Conferred 2000); BS in Pre-medicine History, University of Illinois, (Degree Conferred 1996).

Spears, Sharon; Ed.D. in Instructional Leadership, Argosy University, Chicago (Degree Conferred 2011); M.Ed. in Curriculum and Instruction, Educational Leadership, Lewis University (Degree Conferred 2004); BS in Elementary Education, Southern Illinois University (Degree Conferred 2001).

Core Faculty
Bachelder, Francoise; Ph.D. in Curriculum and Instruction, Purdue University (Degree Conferred 1997); MA in French Language, San Diego State University (Degree Conferred 1983); MA in Ethnologie, Universite Paul Valery (Degree Conferred 1980).

Caudill, Jason; Ph.D. in Education, Instructional Technology, Specialization in Higher Education Administration, University of Tennessee (Degree Conferred 2009); MBA in Finance, Operation Management, New Venture Analysis, University of Tennessee (Degree Conferred 2002); BS in Operations Management, University of Tennessee (Degree Conferred 1989).

Cooper, Joyce; Ed.D. in Educational Leadership and Organizational Change, Roosevelt University (Degree Conferred 2002); MA in Education, Concordia University (Degree Conferred 1994); MA in Curriculum and Instruction, Concordia University (Degree Conferred 2013); BS in Finance, Roosevelt University (Degree Conferred 1979).

Davis, Bridgette, Ph.D. in Secondary Education, University of Southern Mississippi (Degree Conferred 2010); M.Ed. in Curriculum and Instruction, Secondary Science, Southeastern Louisiana University (Degree Conferred 2003); BS in Biology and Chemistry, Southeastern Louisiana University (Degree Conferred 1999).

Demoulin, Donald; Ed.D. in Leadership / Statistics, Mississippi State University (Degree Conferred 1987); Ed.S. in Curriculum / Supervision, Southern Illinois University at Edwardsville (Degree Conferred 1985); MA in Environmental Science / Human Ecology, Governors State University (Degree Conferred 1979); BS in Geology / Geography, Eastern Illinois University (Degree Conferred 1975).

Donaldson, Audrey, Ed.D. in Educational Leadership, Nova Southeastern University (Degree Conferred 1997); MS in Education Administration, National College of Education (Degree Conferred 1982); BA in English – Language Arts, Education, Loyola University, (Degree Conferred 1969).
**Funk, Doug**, Ed.D. in Educational Leadership, Texas Christian University (Degree Conferred 2009); MBA in Business Administration, Texas Christian University (Degree Conferred 2009); M.Ed. in Educational Administration, Tarleton State University (Degree Conferred 2005); BS in Exercise Sports Science, Texas Tech University (Degree Conferred 1994).

**Gilbert, Deborah**, Ed.D. in Educational Leadership, Nova Southeastern University (Degree Conferred 2005); M.Ed. in Curriculum and Technology, University of Phoenix (Degree Conferred 2002); BA in Spanish Literature, SUNY Oswego (Degree Conferred 1972).

**Hickman, Lesha Dawn**, Ph.D. in Professional Studies in Education, Capella University (Degree Conferred 2007); M.Ed. in Administration, Trevecca Nazarene University (Degree Conferred 2001); BS in Special Education, Tennessee Technological University (Degree Conferred 1989).

**Hsu, Chih-Hsin**, Ph.D. in Curriculum and Instruction, Walden University (Degree Conferred 1994); M.Ed. in Education and Professional Development, Heritage College (Degree Conferred 1991); BA in Mathematics (minor in chemistry), University of Hawaii, Manoa (Degree Conferred 1983); AS in Chemistry, College of Marin (Degree Conferred 1976).

**Hutchinson, Gretchen**, MSN/ED in Nursing, Health Care Education, University of Phoenix (Degree Conferred 2010); BSN in Nursing, University of Phoenix (Degree Conferred 2006); AAS in Nursing, Jackson Community College (Degree Conferred 1992).

**Johnson, Elizabeth**, Ed.D. in Educational Leadership, Jones International University (Degree Conferred 2011); M.Ed. in Curriculum Instruction and Assessment, Jones International University (Degree Conferred 2008); BS in Secondary Education Mathematics, Indiana University Southeast (Degree Conferred 2004).

**Kanai, Therese**, Ph.D. in Curriculum and Instruction, Walden University (Degree Conferred 1994); M.Ed. in Professional Development, Heritage College (Degree Conferred 1991); BA in Mathematics / Minor in Chemistry, University of Hawaii, Manoa (Degree Conferred 1983).

**Lee, Deborah**, Ed.D. in Educational Leadership, Georgia Southern University (Degree Conferred 2009); M.Ed.in Social Science, Georgia Southern University (Degree Conferred 1987); BA in History and Psychology, Georgia Southern University (Degree Conferred 1980).

**Mapp, David**, Ed.D. in Instructional Leadership, Argosy University (Degree Conferred 2008); Ed.S. in Curriculum/Educational Leadership, Argosy University (Degree Conferred 2005); MA in Social Science, University of South Florida (Degree Conferred 1999); BA in Psychology, University of South Florida (Degree Conferred 1997).

**Mathes, Jennifer**, Ph.D. in Educational Psychology, University of Illinois (Degree Conferred 2003); MS in Business Education, Illinois State University (Degree Conferred 1994); BA in Mass Communications, Illinois State University (Degree Conferred 1990); MBA in Business Administration, Keller Graduate School of Management (Degree Conferred 2012).

**Nank, Sean**, Ph.D. in Education with concentration in Curriculum and Instruction, University of California (Degree Conferred 2007); MA in Education, Curriculum and Instruction, University of California (Degree Conferred 2000); BS in Mathematics Education, Northern Illinois University (Degree Conferred 1996).

**Parker, Angie**, Ph.D. in Educational Leadership and Distance Education, Arizona State University (Degree Conferred 1994); M.Ed. in Instructional Design, Arizona State University (Degree Conferred 1991); BA in Education, Arizona State University (Degree Conferred 1982).

**Phelps, Marsha**, Ed.D. in Adult Continuing Education, Northern Illinois University (Degree Conferred 2002); MBA in Urban Education, Marketing, Finance, University of Chicago (Degree Conferred 1973); BS in Education, Chicago Teachers College (Degree Conferred 1968).

**Rooks-Dotson, Karen**, Ed.D. in Educational Leadership, Nova Southeastern University (Degree Conferred 2005); MA in Educational Administration, Governors State University (Degree Conferred 1991); BS in Curriculum and Instruction, Chicago State University (Degree Conferred 1974).
Scott, Denita; Ed.D. in Educational Leadership and Organizational Change, Roosevelt University (Degree Conferred 2003); M.Ed. in Curriculum, Reading, Governors State University (Degree Conferred 1992); BA in Education, Governors State University (Degree Conferred 1987).

Valdez, Carl; Ph.D. in Educational Psychology and School Psychology, Minor Additions Counseling and Language, Reading, Culture, University of Arizona (Degree Conferred 2003); M.Ed. in Special Education, University of New Mexico (Degree Conferred 1991); MA in American Studies, New Mexico Highlands University (Degree Conferred 1984); BA in Sociology, Minor Economics, University of New Mexico (Degree Conferred 1981).

Vessels, Gordon; Ed.D. in School Psychology, University of Georgia (Degree Conferred 1984); MA in Sociology / Social Work, Indiana State University (Degree Conferred 1978); BA in Education, Indiana University (Degree Conferred 1973).

Wynn, Julius; Ed.D. in Educational Leadership, University of South Florida (Degree Conferred 2010); MA in Educational Leadership, University of South Florida (Degree Conferred 1993); BS in Purchasing and Materials Manager – Minor Public Administration, Florida State University (Degree Conferred 1985).

Yalof, Barbara; Ed.D. in Educational Technology, Northcentral University (Degree Conferred 2012); M.Ed. in Therapeutic Recreation, Temple University (Degree Conferred 1978); BS in Art Education K-12, Temple University (Degree Conferred 1976).

National Faculty

Becerra, Sarah; Ph.D. in Family Studies, Texas Woman’s University (Degree Conferred 2006); MS in Family Therapy, Texas Woman’s University (Degree Conferred 1998); BA in Psychology and Sociology, University of Wisconsin (Degree Conferred 1995).

Brewer, Ellen; Ed.D. in Instructional Leadership and Curriculum, Nova Southeastern University (Degree Conferred 2010); MS in Library Science and Educational Administration, University of Alabama (Degree Conferred 2003); MA in English Education, Jacksonville State University (Degree Conferred 1990); BS in Secondary Education, University of Alabama (Degree Conferred 1994).

Dallas, Angela; Ed.D. in Instructional Leadership, Argosy University (Degree Conferred 2007); Ed.S. in Curriculum and Instruction, Argosy University (Degree Conferred 2006); M.S. in Education Administration and Supervisor K-12, University of West Alabama (Degree Conferred 2001); BS in Early Childhood Education, Concordia College (Degree Conferred 1997).

Deyoe-Chiullan, Rita; Ph.D. in Curriculum and Instruction and MC/BL, Kansas State University (Degree Conferred 1976); MA in Speech / Linguistics, Kansas State University (Degree Conferred 1971); BA in Speech / Linguistics, Kansas State University (Degree Conferred 1968).

Finn, Vicki; Ph.D. in Public Affairs University of Texas at Dallas (Degree Conferred 2009); M.Ed. in Educational Administration, University of Texas at Arlington (Degree Conferred 2000); BS in Elementary Education in Specialization in Elementary Education and English, Southwestern A/G University (Degree Conferred 1997).

Howard-Schwind, Michelle; Ph.D. in Educational Administration, Minor in Business, University of North Texas (Degree Conferred 2010); M.Ed. in Education, University of Texas at Arlington (Degree Conferred 1998); BFA in Fine Arts, University of Texas at Austin (Degree Conferred 1992).

Hughes, Joanne; Ph.D. in Public Affairs, University of Texas at Dallas (Degree Conferred 2010); M.Ed. Public School Administration, University of North Texas (Degree Conferred 1984); BS in Education, University of Texas at Austin (Degree Conferred 1973).

Krumnow, Patricia; Ed.D. in Educational Leadership, Georgia Southern University (Degree Conferred 2010); Ed.S. in Teaching and Learning, Georgia Southern University (Degree Conferred 2007); M.Ed. in Middle Grades Math and Science, Georgia Southern University; BS in Secondary Sciences Education, Charleston Southern University (Degree Conferred 1999).

Kuykendall, John; Ph.D. in Higher Education, Indiana University (Degree Conferred 2008); MS in Educational Leadership, Christian Brothers University (Degree Conferred 2002); BS in Education and Biological Science, University of Arkansas at Pine Bluff (Degree Conferred 1999).
Lamer, Maryann; Ph.D. in Education, Oklahoma State University (Degree Conferred 2007); MBA in Marketing, Southern Nazarene University (Degree Conferred 2000); MA in Journalism, University of Oklahoma (Degree Conferred 1994); BS in Communication, University of Tulsa (Degree Conferred 1991).

McPherson, Rebekah; Ph.D. in Curriculum and Instruction, University of North Texas (Degree Conferred 2010); MS in Computer Education and Cognitive System-Specialization in Instructional Systems Technology, University of North Texas (Degree Conferred 2005); BFA in Graphic Design, Baylor University (Degree Conferred 2003).

Mowery, Ann; Ed.D. in Educational Leadership in Curriculum and Instruction, University of Delaware (Degree Conferred 1994); MA in Elementary Education – Emphasis in Mathematics, Curriculum and computer Assisted Instruction, Arizona State University (Degree Conferred 1972); BA in Elementary Education, Arizona State University (Degree Conferred 1963).

Myers, Joyce; Ed.D. in Early Childhood Education, University of North Texas (Degree Conferred 2009); MRE in Christian Education, Southern Baptist Theological Seminary (Degree Conferred 1977); BA in History and Elementary Education, Mercer University (Degree Conferred 1963).

Quartermann, F. Camilla; Ph.D. in Educational Leadership, Liberty University (Degree Conferred 2010); Ed.S. in Integrated Studies, Lincoln Memorial University (Degree Conferred 2005); M.Ed. in Integrated Studies, University of Georgia (Degree Conferred 2001); BA in Science of Criminology, State University of West Georgia (Degree Conferred 1999).

Ratliff, Karen; Ed.D. in Educational Leadership, Specialization Curriculum and Instruction, Research Agenda, Qualitative, Quantitative and Mixed Methods, University of Phoenix (Degree Conferred 2010); MA in Workforce Education, Specialization, Human Resources, Training and Development, Research Agenda, Organizational Behavior, Southern Illinois University at Carbondale (Degree Conferred 2004); BS in Organizational Communications, Southern Illinois University at Carbondale (Degree Conferred 2003).

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).

Summerville, Jennifer; Ph.D. in Educational Technology, University of Northern Colorado (Degree Conferred 1997); MS in Computer Education and Cognitive Systems, University of North Texas (Degree Conferred 1993); BA in Marketing, Baylor University (Degree Conferred 1990).

Vowels, Kristine; Ed.D. in Supervision, Curriculum and Instruction, Texas A&M – Commerce (Degree Conferred 2005); M.Ed. in Educational Administration with Mid-Management Certification PreK-12, Texas A&M – Commerce (Degree Conferred 2002); BS in Education, Health and Physical Education, Stephen F. Austin State University (Degree Conferred 1982).

Weindorf, Justin; Ed.D. in Educational Leadership, Nova Southeastern University (Degree Conferred 2008); MS in Conflict Resolution, Nova Southeastern University (Degree Conferred 2002); BS in Criminology and Law, University of Florida (Degree Conferred 1998).Ash, George; Ed.D. in Administration Leadership, Walden University (Degree Conferred 2010); MS in Education, Franciscan University of Steubenville (Degree Conferred 2004); BA in Criminal Justice Law Environment, Fairmont State University (Degree Conferred 1996).

Weischadle, David; Ed.D. in Curriculum Theory and Development, Rutgers University Graduate School of Education (Degree Conferred 1970); M.Ed. in Curriculum and Instruction, Rutgers University Graduate School of Education (Degree Conferred 1964); BS in Social Sciences, English and Earth Science, Rutgers University (Degree Conferred 1963).

Wilson, Elaine; Ed.D. in Urban Education Leadership, University of Cincinnati (Degree Conferred 2008); M.Ed. in Educational Administration, University of Cincinnati (Degree Conferred 2002); BS in Early Childhood Education, University of Alabama and Mechanical University (Degree Conferred 1982).
Adjunct Faculty

Adney, Karley; Ph.D. in English, Northern Illinois University (Degree Conferred 2009); MA in English, St. Cloud State University (Degree Conferred 2003); BA in English, St. Cloud State University (Degree Conferred 2001).

Adolphine, Mamzelle; Ph.D. in Professional Studies in Education, Capella University (Degree Conferred 2008); MA in Teaching Science, Pace University (Degree Conferred 2004), New York; MA, School for International Training and Intercultural Management, Vermont (Degree Conferred 2000); BA in Gallatin School of Individualized Study, New York University (Degree Conferred 1994).

Aguilar, Erick; D.M. in Management, University of Phoenix (Degree Conferred 2009); MA in History, University of Nebraska (Degree Conferred 2015); MBA in Business Administration, Saint Leo University (Degree Conferred 2005); BS in Computer Information Systems (Degree Conferred 2002).

Aguilar, Sunddip; Ed.D. in Educational Leadership, University of Phoenix (Degree Conferred 2009); M.Ed. in Curriculum and Instruction, University of Phoenix (Degree Conferred 2006); B.Ed. in Secondary Education, University of British Columbia (Degree Conferred 2003); B.Sc. in Biology, Simon Fraser University (Degree Conferred 2002).

Alexander, Lonnette; Ed.S. in Educational Leadership, Argosy University (Degree Conferred 2010); MS in Educational Leadership, University of South Florida (Degree Conferred 2005); BS in Criminal Justice, University of Central Florida (Degree Conferred 1995).

Anderson, Mark; Ed.D. in Human Resources, Nova Southeastern University (Degree Conferred 2008); MS in Organizational Management, University of La Verne (Degree Conferred 1996); BA in Business Management, University of Phoenix (Degree Conferred 1995).

Ashton, Jennifer; Ed.D. in Instructional Technology and Distance Education, Nova Southeastern University (Degree Conferred 2015); MA in Elementary Education, University of Phoenix (Degree Conferred 2003); MA in Organizational Management, University of Phoenix (Degree Conferred 2001); BA in Business and Marketing, University of Central Florida (Degree Conferred 1999).

Austin, Karen; Ed.D. in Educational Leadership, Argosy University – Chicago (Degree Conferred 2008); MA in Curriculum and Instruction, National Louis University (Degree Conferred 2001); BA in Early Childhood, Chicago State University (Degree Conferred 1996).

Au, Angela; D.B.A. in Marketing, Walden University (Degree Conferred 2015); MBA in Global Management, University of Phoenix (Degree Conferred 2003); BA in Communications, Seattle University (Degree Conferred 1998).

Avella, John; Ed.D. in Education Administration, Nova Southeastern University (Degree Conferred 1999); M.Ed. in Education Administration, Georgian Court University (Degree Conferred 1986), BS in Special Education, Trenton State College, (Degree Conferred 1981).

Augustine, Dwaine; Ed.D. in Education Administration, Lamar University (Degree Conferred 2009); M.Ed. in Education Administration (Degree Conferred 2001); BA in English, Lamar University (Degree Conferred 1997); BS in Criminal Justice, Lamar University (Degree Conferred 1995).

Ayala, Sherry; Ed.D. in Educational Leadership, Arizona State University (Degree Conferred 2013); M.Ed. in Educational Technology, Northern Arizona University (Degree Conferred 2005); BA in Elementary Education, Arizona State University (Degree Conferred 1997).

Bateman, Tiffani; Ed.D. in Educational Leadership, University of Phoenix (Degree Conferred 2014); M.Ed. in Special Education, University of Mary (Degree Conferred 2002); BS in Secondary ED/SBS, University of Mary (Degree Conferred 1999).

Beck, Catherine; Ed.D. in Educational Administration, University of Phoenix (Degree Conferred 2008); MA in Educational Administration, University of Phoenix (Degree Conferred 2008); BA in Elementary Education, University of North Alabama (Degree Conferred 1982).
Belding, David; Ed.D. in Educational Leadership, Tarleton State University (Degree Conferred 2008); M.Ed. in Education Administration, Tarleton State University (Degree Conferred 1994); BA in Music Education, Texas Christian University (Degree Conferred 1987).

Bissonette, Devan; Ph.D. in American History, Binghamton University (Degree Conferred 2009); MA in American History, Binghamton University (Degree Conferred 2005); MA in Telecommunications, Michigan State University (Degree Conferred 2001); BA in Political Science, Michigan State University (Degree Conferred 1999).

Blood, Peggy; Ph.D. in Education Administration, Union Institute and University (Degree Conferred 1986); MA in Education Administration, Holy Names University (Degree Conferred 1987); MFA in Painting and Drawing, University of Arkansas (Degree Conferred 1972); BA in Art Education, University of Arkansas (Degree Conferred 1969).

Braden, Sharon; Ed.D. in Curriculum and Instruction, Tennessee State University (Degree Conferred 2012); Ed.S. in Curriculum and Instruction, Tennessee State University (Degree Conferred 2011); M.Ed. in Administration and Supervision, Tennessee State University (Degree Conferred 1999); BS in Elementary Education, Tennessee State University (Degree Conferred 1989).

Bretti, Anthony; Ed.D. in Educational Leadership, Argosy University (Degree Conferred 2004); MS in Human Resource Management (Degree Conferred 2000); BS in Human Resource Management, Troy University (Degree Conferred 1998).

Burrage, David; Ph.D. in Exceptional Education, Northcentral University (Degree Conferred 2015); M.Ed. in Education, University of Central Florida (Degree Conferred 2010); BA in Elementary Education, Florida Atlantic University (Degree Conferred 2006).

Carvery, Raymond; Ed.D. in Leadership, Nova Southeastern University (Degree Conferred 2010); MBA in Business Administration, University of North Florida (Degree Conferred 1998); BS in Computer and Information Sciences, University of North Florida (Degree Conferred 1996).

Chamberlain, Katia; Ed.D. in Educational Leadership and Special Education, Nova Southeastern University (Degree Conferred 2012); MA in Health Policy and Management, Florida International University (Degree Conferred 2008); BA in Political Science, Florida Atlantic University (Degree Conferred 2006).

Clark, Breanne; Ed.S. in Reading and Literacy, Capella University (Degree Conferred 2016); MS in Early Childhood Education, Capella University (Degree Conferred 2013), BS in Health Services, University of Southern Indiana (Degree Conferred 2010).

Curtis, Rebecca; Ed.D. in Global Training Development and Leadership, Northcentral University (Degree Conferred 2014); MS in Public School Policy and Administration (Degree Conferred 1993); BGS in Early Childhood, University of Kansas (Degree Conferred 1985).

Davis, Cheron; Ph.D. in Reading Education, Auburn University (Degree Conferred 2010); Ed.S. in Elementary Education/School Administration (Degree Conferred 2004); M.Ed. in Elementary Education, Auburn University (Degree Conferred 2001); BS in Elementary Education (Degree Conferred 2000).

Debay, Dennis; Ph.D. in Mathematics, Technology and Science (Curriculum and Instruction), Boston College Lynch School of Education (Degree Conferred 2013); M.Ed. in Mathematics Education, Boston College Lynch School of Education (Degree Conferred 2008); BS in Mathematics and Music, Dalhousie University (Degree Conferred 2001).

DeMarkis, David; M.Ed. in Education, Vanderbilt University (Degree Conferred 2015); MA in History, Maryville University (Degree Conferred 2012); BA in History, Middlebury College (Degree Conferred 2010).

Durden, Felicia; Ed.D. in Educational Leadership, Argosy University (Degree Conferred 2011); MA in Curriculum and Instruction (ESL focus), Chapman University (Degree Conferred 1999); BA in English Literature, Arizona State University (Degree Conferred 1996).
Ellis, Nita; Ed.D. in Educational Administration, Baylor University (Degree Conferred 2002); M.Ed., in Educational Administration, Tarleton State University (Degree Conferred 1980); BS in Secondary Education, Baylor University (Degree Conferred 1976).

Eltinay, Eiman; M.P.H. in Public Health, Walden University (Degree Conferred 2014); BA in Physical Science, Auburn University at Montgomery (Degree Conferred 2004).

Estes-Del Re, Darlene; Ph.D. in Education/Early Childhood, Walden University (Degree Conferred 2011); MS in Curriculum and Instruction, Kaplan University (Degree Conferred 2016); M.Ed. in Curriculum and Instruction Pre-K, Trevecca Nazarene University (Degree Conferred 1995), BS in Liberal Studies/Elementary Education, San Diego Christian College (Degree Conferred 1992).

Etheridge, Laurie; Ph.D. in Educational Research and Human Development, University of North Texas (Degree Conferred 2015); MS in Human Development and Family Studies, Texas Woman's University (Degree Conferred 2007); BBA in Personnel Management and Organizational Behavior, University of North Texas (Degree Conferred 1992).

Evans, Amanda; Ph.D. in Counselor Education and Supervision, Auburn University (Degree Conferred 2010); MSE.d. in Community Counseling (Degree Conferred 2007); BA in Religious Education, St. Vincent College (Degree Conferred 2003).

Everts, Sarah; Ph.D. in Pre-K-12 Leadership in Educational Administration, Capella University (Degree Conferred 2007); CAS in Education Administration, SUNY (Degree Conferred 2000); BA in Business Education, SUNY (Degree Conferred 1997); MS in Elementary Education, Elmira College (Degree Conferred 1988); BS in Elementary Education, SUNY Geneseo (Degree Conferred 1982).

Finkenberg, Mel; Ed.D. in Health and Physical Education, University of Houston (Degree Conferred 1975); M.Ed. in Health and Physical Education, Stephen F Austin State University (Degree Conferred 1971); BS in Health and Physical Education and Recreation, Southern Connecticut State University (Degree Conferred 1970).

Fisher, Harold; Ed.D. in Teacher Leadership, Walden University (Degree Conferred 2012); MA in Organizational Leadership, Summit University (Degree Conferred 2013); M.Ed., in Instructional Technology, American Intercontinental University (Degree Conferred 2004); BS in Biblical Studies, College of Biblical Studies (Degree Conferred 2002).

Fowler, Luster; Ph.D. in Educational Leadership, Administration, Foundations, Indiana State University (Degree Conferred 2013); MBA in Business Administration, Indiana Wesleyan University (Degree Conferred 2003); BS in Business Administration, Indiana Wesleyan University (Degree Conferred 1999).

Gardner, Guykesha; Ph.D. in Psychology, Capella University (Degree Conferred 2007); Ed.S. in Educational Psychology, UNLV University of Nevada Las Vegas (Degree Conferred 2002); MA in Human Behavior, Valparaiso University (Degree Conferred 1998); MA in Counseling, Purdue University (Degree Conferred 1997); BA in Psychology, Indiana University (Degree Conferred 1996).

Gatilin, Linda; Ph.D. in Curriculum and Instruction Science Leadership and Teacher Education, University of New Orleans (Degree Conferred 1998); MS in Education, University of Southern Mississippi (Degree Conferred 1976); BS in Family and Consumer Science, Delta State University (Degree Conferred 1972).

Gessert, Gail; Ph.D. in Educational Psychology, University of Arizona (Degree Conferred 1987); MA in Education, Arizona State University (Degree Conferred 1981); BA in Education, Arizona State University (Degree Conferred 1977).

Greene, Beverly; Ed.D. in Educational Leadership, DePaul University (Degree Conferred 2003); M.Ed. in Teaching and Learning, Curriculum Development, DePaul University (Degree Conferred 1995); BA in Communications, DePaul University (Degree Conferred 1993).

Grimshaw, Brian; Ed.D. in Educational Leadership/Curriculum and Instruction University of Phoenix (Degree Conferred 2012); MA in Learning and Technology, Western Governors University (Degree Conferred 2005); BS in Visual Art, Southern Utah University (Degree Conferred 1997).
Guidry, Wayne; Ed.D. in Educational Leadership, Lamar University (Degree Conferred 2008); M.Ed. in Educational Leadership, Lamar University (Degree Conferred 2004); BA in History, University of Texas (Degree Conferred 1997).

Hargrove, Brenda; Ed.D. in Educational Leadership, East Carolina University (Degree Conferred 2007); MSA in School Administration, East Carolina University (Degree Conferred 1999); BA in Community Health and Education, York College (CUNY) (Degree Conferred 1979).

Harrington, Terrance; Ph.D. in Instructional Leadership, University of Alabama (Degree Conferred 2011); MA in Secondary Education Math, University of Alabama (Degree Conferred 1994); BS in Business Computer Science, Jacksonville State University (Degree Conferred 1981).

Henderson, Yucel; D.M. in Management/Specialty in Global Leadership, Colorado Technical University (Degree Conferred 2014); MA in Management and Leadership, MA Webster University (Degree Conferred 2010); BFA in Architecture and Design, Bilkent University (Degree Conferred 1994).

Herring, Richard; Ph.D. in Educational Human Resource Development, Texas A&M University (Degree Conferred 1994); MA in Instructional Technology Education, Sam Houston State University (Degree Conferred 1988); BA Arts in Teaching, Sam Houston State University (Degree Conferred 1986).

Higa, Keith; Ph.D. in Curriculum and Social Foundations, Oklahoma State University (Degree Conferred 2010); M.Ed. in Instructional Media, University of Central Oklahoma (Degree Conferred 1999); BS in Elementary Education, University of Central Oklahoma (Degree Conferred 1996).

Horn, Amy; Ed.D. in Curriculum and Instruction, Northern Illinois University (Degree Conferred 2010); MS in Reading, Northern Illinois University (Degree Conferred 1997); BS in Elementary Education, Illinois State University (Degree Conferred 1993).

Izzard, Lakliesha; Ed.D. in Counselor Education and Supervision, Argosy University Sarasota (Degree Conferred 2014); MS in Mental Health Counseling, A&T State University (Degree Conferred 2007); BS in Psychology, Fayetteville State University (Degree Conferred 2002).

Jazzar, Michael; Ph.D. in Education Administration, Michigan State University (Degree Conferred 1992); Ed.S. in Education Administration, Michigan State University (Degree Conferred 1988); MA in Guidance Personnel, Western Michigan University (Degree Conferred 1978); BA in Language Arts, Western Michigan University (Degree Conferred 1973).

Johnson, Amy; Ph.D. in Child Development/Early Childhood Education, Texas Woman’s University (Degree Conferred 2016); MA in Curriculum and Instruction, Chapman University (Degree Conferred 2002); BA in English, San Diego State University (Degree Conferred 1997).

Johnson, Jason; M.Ed. in Educational Administration, Texas A&M Commerce (Degree Conferred 2006); BA in Marketing, University of North Texas (Degree Conferred 1998).

Johnson, Sandra; Ph.D. in Curriculum and Instruction/Learning Technology, New Mexico State University (Degree Conferred 2015); MS in Educational Technology, Walden University (Degree Conferred 2002); MA in Administrative Leadership, Western New Mexico University (Degree Conferred 2007); BS in Secondary Education/Science, New Mexico State University (Degree Conferred 2000).

Kaufman, Lori; M.S. in Medical Biology, concentration in Nutrition, LIU (Degree Conferred 1995); BA in Health Science, Townsend State University (Degree Conferred 1991).

Lawrence, Sharron; M.Ed. in Reading, Texas Women’s University (Degree Conferred 1990); BS in Elementary Education, English and Social Science, North Texas State University (Degree Conferred 1965).

Loewenstein, Wendy; Ed.D. in Educational Administration, University of Nebraska at Omaha (Degree Conferred 2015); MS in Educational Administration and Supervision, University of Nebraska at Omaha (Degree Conferred 2007); BS in Secondary Education English/Language Arts, University of Nebraska at Omaha (Degree Conferred 2001).
Lucas, Paul; Ph.D. in Educational Leadership, Oklahoma State University (Degree Conferred 2007); MS.Ed. in Reading Education, Bowling Green University (Degree Conferred 1974); BS.Ed. in English and Speech, Bowling Green State University (Degree Conferred 1971).

McCarney, Michelle; Ed.D. in Child and Youth Studies Curriculum Development, Nova Southeastern University (Degree Conferred 2000); MS in Exceptional Education, Nova Southeastern University (Degree Conferred 1994); BS in Liberal Arts and Educational Leadership, University of Central Florida (Degree Conferred 1991).

Miller, Shenequa; Ed.D. in Educational Leadership and Management, Capella University (Degree Conferred 2014); M.Ed. in Educational Administration, Lamar University (Degree Conferred 2009); MA in Counseling, Amberton University (Degree Conferred 2004); BA in Interdisciplinary Studies Psychology and Child Development, Dallas Baptist University (Degree Conferred 1999).

Mims, Nancy; Ed.D. in Administration and Leadership, Florida Atlantic University (Degree Conferred 1998); Ed.S. in Curriculum and Supervision, Florida Atlantic University (Degree Conferred 1984); M.Ed. in English Education, Florida Atlantic University (Degree Conferred 1981); BA in English, Florida Atlantic University (Degree Conferred 1978).

Moerland, Deborah; Ed.D. in Educational Leadership, Argosy University (Degree Conferred 2011); MA in Educational Technology and Instructional Design, Michigan State University (Degree Conferred 2000); BS in Secondary Education, Central Michigan University (Degree Conferred 1998).

Moffitt, Angila; Ed.D. in Educational Leadership/Curriculum & Instruction, University of Phoenix (Degree Conferred 2014); M.Ed. in Educational Leadership/Curriculum & Instruction, University of Phoenix (Degree Conferred 2009); BA in Elementary Education (K-8) & Special Education Learning Disability (K-12), Evangel University (Degree Conferred 1999).

Natividad, Suzy; Ed.D. in Education, University of Phoenix (Degree Conferred 2014); M.Ed. in Education, University of Phoenix (Degree Conferred 2001); BSB in Business, University of Phoenix (Degree Conferred 1998).

Navarro, Mar; Ph.D. in Psychology, University of Central Florida (Degree Conferred 2005); M.Ed. in Education, Texas A&M University (Degree Conferred 1988); BA in Psychology, University of Puerto Rico (Degree Conferred 1984).

Nixon, Tina; Ed.D. in Educational Leadership/Educational Technology, University of Phoenix (Degree Conferred 2013); M.Ed. in Educational Leadership/Administration, Concordia University (Degree Conferred 2009); BS in Sociology, Oklahoma State University (Degree Conferred 2000).

Portugal, Lisa; Ph.D. in Leadership of Higher Education, Capella University (Degree Conferred 2013); M.Ed. in Secondary Education, University of Phoenix (Degree Conferred 2005); BFA in Media Arts and Fine Arts, University of Arizona (Degree Conferred 2003).

Reichard, Joshua; Ph.D. in Human and Social Studies (Religion and Theology), University of the Western Cape (Degree Conferred 2010); D.Phil. in Social Research, Oxford Graduate School (Degree Conferred 2007); Ed.S. in Educational Leadership, Liberty University (Degree Conferred 2010); M.Litt. in Organizational Leadership, Oxford Graduate School (Degree Conferred 2005); BA in Applied Theology, Christian Education, Logos Christian College (Degree Conferred 2001).

Reichard, Sara; Ed.S. in Educational Leadership, Liberty University (Degree Conferred 2012); M.Litt. in Family Life Education, Oxford Graduate School (Degree Conferred 2005); BA in Christian Counseling, Vision International University (Degree Conferred 2004).

Reza, Fawzia; Ed.D. in Educational Leadership, California State University Long Beach (Degree Conferred 2013); MA in Early Childhood Education, California State University Long Beach (Degree Conferred 2009); BA in Liberal Studies, California State University Dominguez Hills (Degree Conferred 2007).
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).

Roach, Jeff; Ed.D. in Educational Leadership, Ball State University (Degree Conferred 1997); MS in Education Administration, Butler University (Degree Conferred 1985); BA in Elementary Education, Purdue University (Degree Conferred 1981).

Roberts, Kelly; Ed.S. in Educational Leadership, Nova Southeastern (Degree Conferred 2006); MA in Curriculum and Instruction, Concordia University (Degree Conferred 1998); BS in Elementary Education, Eastern Illinois University (Degree Conferred 1985).

Rouse, Angelise; Ph.D. in Education Leadership, Capella University (Degree Conferred 2011); MA in Education Leadership and Organizational Management, University of Phoenix (Degree Conferred 2002); BA in Sociology, Rutgers University (Degree Conferred 1997).

Scherzer, Barbara; Ph.D. in General Psychology, Northcentral University (Degree Conferred 2015); MBA in Management, Northcentral University (Degree Conferred 2000); BA in Psychology, National University (Degree Conferred 1994).

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).

Scott, Brian; Ed.D. in Elementary Education in Supervision and Curriculum and Instructional Technology, Ball State University (Degree Conferred 2012); Ed.S. in Curriculum and Supervision, Ball State University (Degree Conferred 2000); MAE in Elementary Education, Ball State University (Degree Conferred 1987); BS in Elementary Education, Indiana University (Degree Conferred 1982).

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, Dimitra; Ph.D. in Educational Leadership and Policy Studies Higher Education, Iowa State University (Degree Conferred 2010); M.Ed. in Education Leadership and Policy Student Affairs, Iowa State University (Degree Conferred 2005); BS in Psychology, University of Arkansas at Pine Bluff (Degree Conferred 2003).

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).

Stabile, Tara; Ed.D. in Organizational Leadership, Argosy University (Degree Conferred 2003); MA in Counseling, Webster University (Degree Conferred 1996); BS in Psychology, Indiana University of Pennsylvania (Degree Conferred 1993).

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).

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).

Tsambis, Anna; Ed.D. in Curriculum Development and Instruction, Nova Southeastern University (Degree Conferred 2008); MS in Educational Leadership, Nova Southeastern University (Degree Conferred 2005); BA in Elementary Education/ESE, University of South FL (Degree Conferred 1975).

Tucker, Kimberly; Ph.D. in Educational Leadership, Indiana State University (Degree Conferred 2014); Ed.S. in Education Administration, Indiana State University (Degree Conferred 2008); MA in English/Education, Indiana State University (Degree Conferred 1988); BS in English/Education, Indiana State University (Degree Conferred 1984).

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).

Velez, Verna; Ph.D. in Public Policy, Walden University (Degree Conferred 2014); MPA in Public Administration, Andrew Jackson University (Degree Conferred 2009); BBA in Federal Contracts Management, Strayer University (Degree Conferred 2009); BBA in Business Management, California Southern University (Degree Conferred 1995).

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).

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).

Willis, James; Ph.D. in Comparative Religion, King’s College London (Degree Conferred 2012); MLitt in Divinity, University of St. Andrews (Degree Conferred 2005); BA in Theology, Roanoke College (Degree Conferred 2004).

Wilson, Sharon; M.S. 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).

Woodward, James; Ed.D. in Teaching and Learning, Liberty University (Degree Conferred 2009); Ed.S. in Teacher Leadership, University of North Georgia (Degree Conferred 2005); M.Ed. in Physical Education, University of North Georgia (Degree Conferred 2001); BS in Middle Grades Education, University of North Georgia (Degree Conferred 1998).
Section Twenty-Eight

State Authorization to Operate
State Authorization to Operate, State Authorization Reciprocity Agreement (SARA) and Program Approvals

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 currently offers academic degree and certificate programs and courses in 49 states and the District of Columbia:

- maintains state authorization to operate in 7 states (including 5 SARA);
- is permitted to operate in 31 SARA participating states (see below for additional information related to SARA); and
- is permitted to operate in 11 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. As American College of Education expands its state authorizations, the most current information can be located on the ACE website.

**Alabama**
Alabama Commission on Higher Education  
100 North Union Street  
P.O. Box 302000  
Montgomery, AL 30104  
334-343-1998  
[http://www.ache.state.al.us/default.aspx](http://www.ache.state.al.us/default.aspx)

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

**Maryland**
Maryland Higher Education Commission  
6 North Liberty Street, 10th Floor  
Baltimore, MD 21201  
410-767-3301  
[www.mhec.state.md.us](http://www.mhec.state.md.us)

**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. This list is subject to change as a result of SARA agreements with states.

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):

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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:

Indiana Commission for Higher Education
101 W. Ohio Street, Suite 550
Indianapolis, IN 46204-1984
317.232.1090
E: [ksauer@che.in.gov]

See [http://nc-sara.org/] for additional information.

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” and the list is subject to change based on state regulations.

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 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: [www.osse.dc.gov]

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.
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.

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.

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.

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.

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

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
Telephone: 801-530-6701
Website: [http://www.consumerprotection.utah.gov](http://www.consumerprotection.utah.gov)

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
Telephone: 850-245-0505
Website: [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
Telephone: (317) 232-6610
Website: [www.doe.in.gov/idoe](http://www.doe.in.gov/idoe)

The M.Ed. in Educational Leadership program is approved as leading to principal certification in Indiana. The Transition to Teaching certificate programs and the Master of Arts in Teaching degree programs are approved as leading to initial teacher licensure in Indiana.

Ohio Board of Regents
25 South Front Street
Columbus, Ohio 43215-414
Telephone: 614-466-6000
Website: [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).
Texas Education Agency
1701 North Congress Avenue
Austin, Texas, 78701
Telephone: 512-463-9734
Website: [www.tea.state.tx.us]

The M.Ed. in Educational Leadership program is approved as leading to administrator/building principal certification in Texas.

State Course Sequence Approval

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

The Bilingual Education, English as a Second Language, Learning Behavior Specialist 1, and Early Childhood Special Education 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]
Section Twenty-Nine

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 ACE 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](mailto:ksauer@che.in.gov)

**Alabama**
Alabama Department of Postsecondary Education
PO Box 302130
Montgomery, Alabama 36130-2130
331-242-1198
[http://www.accs.cc/](http://www.accs.cc/)

**Alaska**
Alaska Commission on Postsecondary Education
PO Box 110505
Juneau, Alaska 99811-0505
800-441-2962
[http://acpe.alaska.gov/](http://acpe.alaska.gov/)

American College of Education program is exempt from authorization under AS 14.48 and 20 AAC 17.015 because the program is online and does not have a physical presence in the state.

**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](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/](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](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://attorneygeneral.delaware.gov/]

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.iowacollegeaid.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/]

Kentucky
Kentucky Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, Kentucky 40601
502-696-5389
[http://cpe.ky.gov/]

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  
[http://mhec.maryland.gov/Pages/default.aspx]

**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/]

Nevada
Nevada Commission on Postsecondary Education
8778 South Maryland Parkway, Suite 115
Las Vegas, Nevada 89123
[www.cpe.state.nv.us]

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
[www.hed.state.nm.us/]
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
[http://www.che.sc.gov/Home.aspx]

**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=051F93F5-03D4-9CCE-40FA9F46F2CD3C9D]

**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
[http://education.vermont.gov/documents/EDU-VTAOE-Complaint_Resolution_for_Postsecondary_Education.pdf]

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/]

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/]
Program Additions and Updates
Bachelor of Science in Health and Wellness Services Management
Added Program

Program Description
The Bachelor of Science in Health and Wellness Service Management provides students with the skills and knowledge to effectively serve as health and wellness leaders within their community. Through application-based coursework, students learn how to promote responsible health choices by becoming educators and program leaders within the diverse field of community health. After completing this program, students will have the training necessary to evaluate research, advocate for policies and effective procedures, and manage divergent populations while implementing strategic plans by taking on a variety of roles within the health and wellness field.

Program Outcomes
1. Demonstrate the ability to provide effective leadership and management skills in a changing healthcare environment. (VII)
2. Apply effective communication skills across diverse populations in the healthcare environment, including conflict resolution, negotiation, team building, collaboration, coaching, and interactions with internal and external stakeholders. (IV)
3. Promote personal and professional ethics and social responsibility in healthcare settings. Use technology to implement healthcare control systems, professional presentations, informational literacy techniques, and other aspects of healthcare management. (III, VII)
4. Communicate and advocate for illness prevention, health promotion, and wellness as integral components of overall health, and assess marketing opportunities in wellness programs, services, and facilities. (II)
5. Implement strategic planning and program evaluation to promote organizational excellence and continuous improvement. (VII)
6. Assess the impact of health policies and laws on organizational operations, and serve as an advocate for change when necessary. (V)
7. Apply best practices and principles in leading and managing human resources in diverse organizational environments. (VI)
8. Serve as an effective steward of organizational resources through knowledge of financial management, fiscal responsibility, and effective budgeting methods. (III)
9. Evaluate healthcare research, and analyze multiple forms of data to assist in ethical, effective decision making, identify gaps in service to diverse populations, and determine healthcare education needs. (I)

Course List (36 Semester Credits plus 84 hours of transfer credit for degree completion*)

Health and Wellness Courses
- HLTH4301 Introduction to Healthcare and Wellness (Initial Course)
- HLTH4303 Legal and Ethical Issues in Healthcare Management
- HLTH4313 Leading and Decision-Making in Health Services
- HLTH4323 Six Dimensions of Wellness
- HLTH4333 Health and Wellness Throughout the Lifespan
- HLTH4343 Health and Wellness Across Populations
- HLTH4353 Evidence-based Health Education and Literacy
- HLTH4363 Marketing for Health Services Managers
- HLTH4373 Human Resources for Health Services Managers
- HLTH4383 Finance for Health Services Managers
- HLTH4392 Communication and Advocacy for Health and Wellness
- HLTH4403 Healthcare Information Management
- HLTH4913 Senior Capstone Experience: Health and Wellness Services Management (Final Course)

* Total maximum allowable transfer credit of eighty four (84) semester hours. Non-general education courses may be applied to the degree as electives to meet the program admission requirement. Transfer credit must include thirty (30) required semester hours of general education with eighteen (18) of those based on Indiana’s Statewide Transfer General Education Core (STGEC) and must include three (3)
semester credit hours of English, Writing, or Literature; three (3) semester credit hours of Speech or Communications; three (3) semester credit hours of Mathematics; three (3) semester credit hours of Life and Physical Sciences; three (3) semester credit hours of Social Sciences; and three (3) semester credit hours of Humanities and Fine Arts.

Twelve (12) additional semester credit hours of General Education must include three (3) semester credits of English, Writing, or Literature; three (3) semester credit hours of Mathematics; three (3) semester credit hours of Life and Physical Sciences; and three (3) semester credit hours of Social Sciences as determined by the College.

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

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 (for MI Students)

Leadership Courses (28 semester credits)
• EL5033 Creating Safe and Supportive Learning Environments (initial course) or
  ◦ SPED5093 Strategies for Leading and Teaching Diverse Learners (initial course for IL students)
• EL5753 Law and Policy
• EL5023 Assessment Strategies
• EL5053 Community Engagement, Outreach, and Collaboration
• EL5123 Diverse Learners or
  ◦ BE5033 Methods and Materials for Teaching English as a Second Language (for IL students)
• EL5623 Developing Teachers
• EL5703 School Improvement
• EL5723 Resource and Fiscal Management
• EL5983 Internship Experience for Educational Leadership (10-week course), or
  ◦ ELIN5983 Internship Experience for Educational Leadership (Indiana)
  ◦ ELIL5983 Internship Experience for Educational Leadership (Illinois)
  ◦ ELFL5983 Internship Experience for Educational Leadership (Florida)
  ◦ ELOH5983 Internship Experience for Educational Leadership (Ohio)
• EL5091 Capstone Experience for Educational Leadership, or
  ◦ ELIN5091 Capstone Experience for Educational Leadership (Indiana)
  ◦ ELIL5091 Capstone Experience for Educational Leadership (Illinois)
  ◦ ELFL5091 Capstone Experience for Educational Leadership (Florida)
  ◦ ELOH5091 Capstone Experience for Educational Leadership (Ohio)

Course List for Residents of Texas (34 semester credits) (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) (Initial Course)
• 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)
• ELX5753 Law and Policy (TX)
• ELX5983 Practicum Experience for Educational Leadership (TX) (15-wk format) (Concurrent enrollment with final academic course and ELTX5091)
• ELTX5091 Capstone Experience for Educational Leadership (Texas) (1 Semester Credit; 5-wk format) (Concurrent enrollment with ELX5983)

Military service, training, or credits, including credit for life experience, credit by examination, or credit by correspondence are accepted as assessed by the College, or as assessed by the College or the American Council on Education (ACE) for military credits, or as assessed by the Council on Adult and Experiential Learning (CAEL) for prior Learning credits.

Master of Education (M.Ed.) in Advanced Studies
Additional Major Options—Available May 2017 term

Business
Designed for those teaching at the secondary or college level in the field of business, this coursework investigates key facets of effective business practices from an educational perspective. Focused on real-world applications impacting decisions, case studies examine issues, utilize data to resolve problems, and expand creative and critical thinking required within business aspect of an educational environment.

Business Courses (18 Semester Credits)
EBUS5203 Management of Financial Resources
EBUS5433 Law, Labor, and Negotiations
EBUS5443 Risk Management
EBUS5403 Marketing Management
EBUS5253 Strategic Innovation and Educational Entrepreneurship
EBUS5493 Information Systems

Early Childhood Education
Designed for those teaching at the secondary or college level in the field of early childhood, this coursework explores the critical developmental stages of young children, defining foundational principles for engaging them in learning experiences. Age-appropriate activities and strategies, selected to meet assessment needs, help to enhance social and emotional development appropriate for this age group.

Early Childhood Education Courses (18 Semester Credits)
EC5403 Foundations of Child Development
EC5413 Child Growth and Development
EC5423 Curriculum Development: Methods and Strategies
EC5433 Curriculum Development: Content Specific (Prerequisite: EC5423)
EC5443 Trends in Early Childhood Education
EC5083 Early Childhood Assessment and Intervention

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 Biology Courses (18 Semester Credits)
BIOLS203 Foundations of Integrated Biology
BIOLS303 Systems of Biology
BIOLS313 The Forces of Biology
BIOLS323 Practical Biology
BIOLS333 Levels and Layers of Biology
BIOLS343 Atmospheric and Ecological Biology

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 matter, from the properties at the atomic level to how molecules interact and combine to release energy or form new substances.

Integrated Chemistry Courses (18 Semester Credits)
CHEM5203 Foundations of Integrated Chemistry
CHEM5303 Systems of Chemistry
CHEM5313 The Forces of Chemistry
CHEM5323 Practical Chemistry
CHEM5333 Energy Levels and Concepts of Chemistry
CHEM5343 Environmental Chemistry

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 Physics Courses (18 Semester Credits)
PHYS5203 Foundations of Integrated Physics
PHYS5303 Systems of Physics
PHYS5313 The Forces of Physics
PHYS5323 Practical Physics
PHYS5333 Geophysics
PHYS5343 Atmospheric and Environmental Physics

Major Name Changes
- The English and Communication major has been changed to English.
- The History and Government has been changed to History.

Course List Changes

Cognitive Science
The course codes have been adjusted with a PSYC prefix. The adjusted course list is as follows:

Cognitive Science Courses (18 Semester Credits)
PSYC5253 Cognition and Critical Thinking
PSYC5213 Designing Learning Environments
PSYC5273 Performance of the Intellect
PSYC5283 Theories and Constructs
PSYC5293 Principles of Knowing
PSYC5333 The Role of Neuropsychology
Engaging Learners

Engaging Learners Courses (18 Semester Credits)
SOSC5113 The Influence of Culture
SOSC5143 Performance of the Intellect OR PSYC5253 Cognition and Critical Thinking
PSYC5213 Designing Learning Environments
LIT5373 21st Century Literacies OR ED5363 Conceptualization in Learning
ED5223 Transforming Teaching and Learning
ED5263 Fundamentals of Integrated Thinking

Master of Education (M.Ed.) in Educational Business Administration
Added Focus of Study Descriptions

Educational Entrepreneurship
Traditional schools and institutions are expanding into new options for learning, including charter and home schools, virtual environments, and unique delivery approaches yet to be developed. This focus of study investigates strategic innovations and learning environments as an aspect of creative entrepreneurship needed for today’s schools.

Human Resources
Education is a human endeavor. Employment law ensures protection for employers and employees, from principals to teachers and supporting staff. This focus of study applies fundamentals of human resources to practices in hiring and supporting those who work for an educational institution.

Information Systems
Technology is a way of life in the 21st century. Information is gathered, stored, processed for reports and retrieved from data warehouses to be analyzed and acted upon by decision-makers. The quality of the information is critical for effective action in face-to-face environments and in the virtual world of content delivery.

School Business Official
Designed to support school business personnel, this focus of study the financial side of school administration by exploring the variables found in funding and the ethical constraints needed for the accounting of funds. Facilities define the educational space often requiring maintenance and expansion as enrollment grows.

Master of Arts (M.A.) in Elementary Teaching
Updated Course List

Course List (34 semester credits)

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

Teaching/Learning Core Courses (10 Semester Credits)
• EDTT5021 Orientation to Elementary Teaching (initial course)
• EDTT5053 Community Engagement for Elementary Teachers or
  • BE5033 Methods and Materials for Teaching English as a Second Language (IL Students)
• EDTT5013 Assessment for Elementary Teachers or
  • SPED5013 Strategies for Teaching Diverse Learners (IL Students)
• EDTT5131 Student Teaching Seminar
• EDTT5161 Elementary Student Teaching
• MATE5091 Capstone Experience for Elementary Teachers

Digital Learning and Teaching/Technology Courses (3 Semester Credits)
• DLS013 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

Master of Arts (M.A.) in Secondary Teaching
Updated Course List

Course List (34 semester credits)

Research Courses (3 Semester Credits)
• RES5153 Research Methods

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

Teaching/Learning Core Courses (19 Semester Credits)
• EDTT5031 Orientation to Secondary Teaching (initial course)
• EDTT5353 Adolescent Development and the Learning Process
• EDTT5333 Content Specific Methodology
• EDTT5313 Instructional Practice and Delivery
• ED5023 Assessment Strategies
• ED5053 Community Engagement, Outreach, and Collaboration or
  ◦ BE5033 Methods and Materials for Teaching English as a Second Language (IL Students)
• EDTT5141 Secondary Student Teaching Seminar
• EDTT5171 Secondary Student Teaching
• MATS5091 Capstone Experience for Secondary Teachers

Digital Learning and Teaching/Technology Courses (6 Semester Credits)
• DLS013 The Digital Learner
• DLS023 The Digital Educator or
  ◦ LIT5203 Strengthening Literacy (IL students)

Curriculum and Instruction Courses (3 Semester Credits)
• CI5033 Creating Safe and Supportive Classroom or
  ◦ SPED5013 Strategies for Teaching Diverse Learners (IL students)

Doctor of Education (Ed.D.) in Leadership
Additional Focus of Study Options

Health and Wellness
The Focus of Study in Health and Wellness provides students with the information necessary to expand their knowledge in the health and wellness field. The program provides content that includes not only the fundamentals of health and wellness, but also the theories, systems, and policies. Students enrolled in this focus of study will be provided the opportunity to learn foundational leadership skills in health education.
Health and Wellness Focus of Study Courses (12 Semester Credits)
HLTH6413 Fundamentals in Health Education
HLTH6433 Foundational Leadership in Health Education
HLTH6403 Theories and Principles of Behavior Change in Health Education
HLTH6443 Systems, Policy and Leadership in Health Informatics

Second Language Instruction
The focus of study in second language instruction provides students with information to work with second language learners in a variety of settings. The program provides content addressing key foundational theories and research based strategies to support the educational or instructional needs of diverse learners. Students enrolled in this focus of study can select courses which address instructional methods applicable to traditional classroom settings or they may select courses which support working with second language learners through a leadership role.

Second Language Instruction Focus of Study Courses (12 Semester Credits) (Choose any four courses)
BE6043 Advanced Foundations of Second Language Learners
BE6053 Assessment Methods for Second Language Learners
BE6063 Methods and Materials for Second Language Instruction
BE6073 Professional Advocacy and Leadership for Second Language Learners
ES6083 Understanding Linguistics and Second Language Learners

Certificate in Content Area Instruction
*Clarification: “Area of Focus” in 2017 Catalog should be “Major”

Additional Major Options—Available May 2017 term

Business
Designed for those teaching at the secondary or college level in the field of business, this coursework investigates key facets of effective business practices from an educational perspective. Focused on real-world applications impacting decisions, case studies examine issues, utilize data to resolve problems, and expand creative and critical thinking required within business aspect of an educational environment.

Business Courses (18 Semester Credits)
EBUS5203 Management of Financial Resources
EBUS5433 Law, Labor, and Negotiations
EBUS5443 Risk Management
EBUS5403 Marketing Management
EBUS5253 Strategic Innovation and Educational Entrepreneurship
EBUS5493 Information Systems

Early Childhood Education
Designed for those teaching at the secondary or college level in the field of early childhood, this coursework explores the critical developmental stages of young children, defining foundational principles for engaging them in learning experiences. Age-appropriate activities and strategies, selected to meet assessment needs, help to enhance social and emotional development appropriate for this age group.

Early Childhood Education Courses (18 Semester Credits)
EC5403 Foundations of Child Development
EC5413 Child Growth and Development
EC5423 Curriculum Development: Methods and Strategies
EC5433 Curriculum Development: Content Specific (Prerequisite: EC5423)
EC5443 Trends in Early Childhood Education
EC5083 Early Childhood Assessment and Intervention
**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 Biology Courses (18 Semester Credits)**  
BIOL5203 Foundations of Integrated Biology  
BIOL5303 Systems of Biology  
BIOL5313 The Forces of Biology  
BIOL5323 Practical Biology  
BIOL5333 Levels and Layers of Biology  
BIOL5343 Atmospheric and Ecological Biology

**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 matter, from the properties at the atomic level to how molecules interact and combine to release energy or form new substances.

**Integrated Chemistry Courses (18 Semester Credits)**  
CHEM5203 Foundations of Integrated Chemistry  
CHEM5303 Systems of Chemistry  
CHEM5313 The Forces of Chemistry  
CHEM5323 Practical Chemistry  
CHEM5333 Energy Levels and Concepts of Chemistry  
CHEM5343 Environmental Chemistry

**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 Physics Courses (18 Semester Credits)**  
PHYS5203 Foundations of Integrated Physics  
PHYS5303 Systems of Physics  
PHYS5313 The Forces of Physics  
PHYS5323 Practical Physics  
PHYS5333 Geophysics  
PHYS5343 Atmospheric and Environmental Physics

**Major Name Changes**
- The English and Communication major has been changed to English.
- The History and Government major has been changed to History.

**Course List Changes**

**Cognitive Science**
The course codes have been adjusted with a PSYC prefix. The adjusted course list is as follows:
Cognitive Science Courses (18 Semester Credits)
- PSYC5253 Cognition and Critical Thinking
- PSYC5213 Designing Learning Environments
- PSYC5273 Performance of the Intellect
- PSYC5283 Theories and Constructs
- PSYC5293 Principles of Knowing
- PSYC5333 The Role of Neuropsychology

Engaging Learners

Engaging Learners Courses (18 Semester Credits)
- SOSC5113 The Influence of Culture
- SOSC5143 Performance of the Intellect OR PSYC5253 Cognition and Critical Thinking
- PSYC5213 Designing Learning Environments
- LIT5373 21st Century Literacies OR ED5363 Conceptualization in Learning
- ED5223 Transforming Teaching and Learning
- ED5263 Fundamentals of Integrated Thinking

Certificate in Adult Education and Corporate Training

Course List Change

Updated Course List (18 Semester Credits)

Teaching/Learning Core Courses (15 Semester Credits)
- PSYC5293 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 Advanced Graduate Study

Added Course Options to Teaching and Learning Major

Teaching and Learning - Added Course Options
- BE6043 Advanced Foundations of Second Language Learners
- BE6053 Assessment Methods for Second Language Learners
- BE6063 Methods and Materials for Second Language Instruction
- BE6073 Professional Advocacy and Leadership for Second Language Learners
- ES6083 Understanding Linguistics and Second Language Learners
- HLT6413 Fundamentals in Health Education
- HLT6433 Foundational Leadership in Health Education
- HLT6403 Theories and Principles of Behavior Change in Health Education
- HLT6443 Systems, Policy and Leadership in Health Informatics

Student Services and Support

Career Services

Addition for Interested Bachelor’s Level Students

The Career Services Department is available to consult with any interested bachelor’s level students regarding career opportunities that may be available to them upon graduation.*
The student will be advised of job postings and interview opportunities and will also be advised of where to access information to prepare for employment interviews and assist the student in locating firms in their geographic areas that offer employment opportunities related to his or her education.

*The school does not make any promise, representation or guarantee of employment whatsoever to any student or graduate that job opportunities and interviews are guaranteed or that the student or graduate will obtain any employment upon graduation, related to his or her education.

Policy Revisions
Admissions Policy
Addition

<table>
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<tr>
<th>Bachelor of Science in Health and Wellness Services Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level of Education Required</td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Associate's degree from a regionally accredited institution or 60 undergraduate semester hour credits.</td>
</tr>
</tbody>
</table>

Adjustment to Current Policy

**Student at Large at Master’s and Doctoral Level**

The four course limit on classes that can be applied to a degree program has been removed.

If a Student at Large wishes to matriculate to a degree or certificate program, a new application is required and all appropriate admissions requirements for the new program must be met.

**Leave of Absence Policy**

Addition to Current Policy for Bachelor’s Level

The minimum cumulative GPA required for a planned leave of absence for bachelor’s level students is a 2.0 GPA.

**Academic Integrity Policy**

Updated Policy

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, self-plagiarism, collusion, abuse of resource materials, fabrication, conspiracy to plagiarize, or cheating on an examination or other academic work, is subject to disciplinary action. Student work created for a specific assignment in a course will be subject to plagiarism sanctions if reused for any other purpose.
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.

Students are allowed to reference course materials while taking quizzes and tests due to their emphasis on application; however, exams must be taken independently.

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

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

1. Documented counseling.
2. A reduction of grade in the course.
3. Administrative Withdrawal from the course with a grade of “F”.
4. Dismissal for a specific period of time.
5. Permanent dismissal from the College.

Please see procedures listed in the Student Handbook.

**Satisfactory Academic Progress Policy**
**Addition to Current Policy for Bachelor’s Level**

- **Academic Achievements Standards**: In order to graduate from American College of Education, each student must have a minimum 2.0 cumulative GPA.
- **Satisfactory Academic Progress (SAP)**: Bachelor’s level students must maintain a GPA of 2.0 and complete their program in the maximum amount of time allowed, 1.5 times the length of the program.
- **Provisional Admission**: Bachelor’s students must have earned a cumulative GPA of 2.0 by the end of their second course in order to be removed from Academic Probation status and be in good standing with the College. Bachelor’s level students cannot earn below a “C” while being monitored due to provisional admission. If a grade is received below a “C”, he/she will be dismissed.
- **Academic Warning**: Academic Warning is assigned when a bachelor’s level student’s cumulative grade point average falls below 2.0. Bachelor’s level students cannot earn below a “C” while on this status. If a grade is received below a “C”, he/she will be dismissed.
- **Academic Probation**: Academic Probation is assigned when a bachelor’s student on Academic Warning status is not successful in raising his or her cumulative GPA to a 2.0 within two terms. A Provisionally Admitted student (due to admission GPA below program requirements) will enter the College on Academic Probation. Bachelor’s level students cannot earn below a “C” while on this status. If a grade is received below a “C”, he/she will be dismissed.

**Academic Course Load and Multiple Course Requests**
**Addition to Current Policy for Bachelor’s Level**

**Bachelor’s Level Students**

Students are enrolled in one academic course per term. This equates to a maximum of three credit hours in an academic course.

**Credit Hour Requirement**
**Addition to Current Policy for Bachelor’s Level**

**B.S. in Health and Wellness Services Management**

A total of 120 semester credits are required for the bachelor’s programs at American College of Education. The 120-hour requirement for the B.S. in Health and Wellness Services Management includes the following:

- 36 semester credits earned at ACE
• 84 credits earned either at another regionally accredited institution and transferred in, or earned as electives at ACE, or earned through prior learning assessment.

The 84 semester credits must include the required General Education competency areas as described in the catalog.

Because students are required to have at least 60 credit hours for admission to the program, non-general education courses may be applied to the degree as electives.

**General Education Requirement Policy**

**New Policy**

American College of Education requires thirty general education credits with eighteen general education credits aligned with Indiana’s Statewide Transfer General Education Core. The College does not offer general education courses; students in this degree program must transfer general education semester credits to ACE from another regionally-accredited institution.

The established framework for the Indiana Statewide Transfer General Education Core includes two categories: “Foundational Intellectual Skills” and “Ways of Knowing.” Each category includes three competency areas.

The Foundational Intellectual Skills category includes:

- Written Communication
- Speaking and Listening
- Quantitative Reasoning

The second category, Ways of Knowing, comprises learning outcomes in broad, disciplinary areas, and includes:

- Scientific Ways of Knowing
- Humanistic and Artistic Ways of Knowing
- Social and Behavioral Ways of Knowing

**Transfer Credit Policy**

**Addition to Current Policy for Bachelor’s Level**

(Policy listed in Catalog applies to Master’s and Doctoral levels)

**General Criteria for approved transfer credit and credit for prior learning appropriate for all bachelor’s programs include the following:**

A student admitted to an ACE bachelor degree program may apply for a maximum of transfer credit as follows:

- The credit must have been earned from a regionally accredited institution or approved by the American Council on Education.
- An internal or external course or courses requested for transfer credit must have been taken at the equivalent level of degree (e.g. undergraduate) as the degree program to which the applicant wishes the transfer credit applied.
- 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.
- Each course requested for transfer must have received a grade of “C” or better.
- An internal or external course or courses requested for transfer credit must have earned an applicant a minimum of 4.5 quarter-hour or 3 semester-hour credits from the institution at which the course (or courses) was taken.
- American College of Education does accept Prior Learning credits as assessed by the Council on Adult and Experiential Learning (CAEL).
- American College of Education does accept Military credit as assessed by the American Council on Education.

Institutions of higher education with which the college has established an articulation agreement for the bachelor’s degree program are listed on the college’s website at [http://www.ace.edu/admissions/admission-requirements/transfer-credit](http://www.ace.edu/admissions/admission-requirements/transfer-credit).
Dissertation Committee Change Request

New Policy

American College of Education assigns to each doctoral candidate a doctoral dissertation committee, which consists of one (1) dissertation chair and two (2) committee members, to guide and assist them in working towards completion of a doctoral degree.

Before requesting a dissertation committee change, the doctoral candidate must discuss any problems or issues, as well as clarification for roles and responsibilities with the dissertation committee. The first step should always be reaching out directly to the faculty and discussing concerns in a professional and respectable manner.

If the differences are not easily resolved, doctoral candidates may request a change in a chair or committee member, by filling out the Dissertation Committee Change form. Any change will only be made and become effective at the beginning of the next available term start. A decision will be made within 10 business days from form submission date, and the doctoral candidate will be emailed of the final decision.

Once the form is submitted, there is no way to go back and add information to it. It is imperative the doctoral candidate takes care to ensure proper submission the first time. The doctoral candidate is responsible for demonstrating the faculty member is not a good fit for the dissertation committee based on grading that is contrary to procedures specified in the program handbook or based on bias, caprice, or arbitrary decisions. For example, a disagreement regarding the dissertation chair’s guidance or expectations are not grounds for requesting a committee change.

The doctoral candidate must fill out the Dissertation Committee Change form in its entirety, providing as much documentation as possible to support their case. The burden of proof lies solely on the doctoral candidate.

A doctoral candidate may request for one or more members of the committee to change up to two times. Any requests thereafter will be escalated to the Appeals Committee.

Graduation Requirements

Addition to Current Policy for Bachelor’s Level

The minimum grade point average of 2.0 with no D’s or F’s is required for bachelor’s level students.

Circulation Policy

Policy retired effective immediately.

Interlibrary Loan Policy

Policy retired effective immediately.

Institutional Review Board

Updated Policy

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.
**External Requests**

Unless a clear case can be made that the proposed research benefits the institution and/or its constituents, and outweighs any potential risk, no external researcher(s) making application to the ACE IRB for permission to study some aspect of the institution and/or its constituents will be permitted. The only possible exception would be independent research that potentially improves higher education in the nation and is entered into by many institutions of higher learning that will share those benefits. If such an application is received, it will be reviewed by IRB and ACE leadership.

**Total Cost of Attendance**

**Added Program**

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<th>Bachelor of Science in Health and Wellness Services Management</th>
<th>Total Cost of Attendance</th>
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<tr>
<td><strong>Tuition</strong></td>
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<td>Tuition per Credit Hour</td>
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<tr>
<td>Student Teaching</td>
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### BE6043  Advanced Foundations of Second Language Learners

3  
This course provides an understanding of the historical, political, social, cultural, and instructional concepts and issues that affect linguistically and culturally diverse learners in a variety of settings. Students will research and review local, state, and federal policies regarding entitlement and appropriate services for second language learners. Students will gain in-depth knowledge of language development and acquisition and design research based support and instruction for second language learners. U.S. and international program models are analyzed and current theories of Second Language Acquisition (SLA), bilingualism, and socio-cultural theories are explored for their pedagogical implications. Students will develop assessment instruments, select materials, and learn how to monitor learning outcomes to support and enhance the development of second language learners.

### BE6053  Assessment Methods for Second Language Learners

3  
Students in this course examine assessment approaches for second language learners within the larger framework of historical, social, cultural, and political contexts. Students will evaluate assessment tools and research historical theories in order to analyze the best practices in assessment of second language learners. 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 or national standards for content matter learning and language proficiency and examine how these are assessed in mandated, large-scale assessment and in professional assessments (traditional and alternative). Students in non-traditional settings will examine how to align assessment methods with current professional standards for the field. Students will learn how to target certain learning outcomes by using critically evaluated materials.

### BE6063  Methods and Materials for Second Language Instruction

3  
This course focuses on the methodology for teaching language and content to second language learners. Participants research and critically examine historical and current ESL and bilingual education program models, theories of ESL and bilingual instruction and literacy, first and second language acquisition, and transfer of skills and content knowledge between first and second language. Relevant federal, state, and local learning and assessment standards are researched, reviewed and applied to their instructional settings. Participants research and use various methods, approaches, and techniques, as well as discuss the selection, use, and evaluation of books, multimedia, and other materials in the first and subsequent languages to support second language learners across multiple professional settings.

### BE6073  Professional Advocacy and Leadership for Second Language Learners

3  
This course addresses growth opportunities for leaders as they increase their awareness of the need for advocates in the area of second language instruction in a variety of settings. Students will research policy and laws at the local, state, and national levels and reflect upon how they impact the second language learners in their current professional setting. Emphasis is placed on building the knowledge and skills required to share information on policies and trends with colleagues; to work collaboratively with others to advocate for second language learners and instructor rights, needs, and resources, and to represent and advocate for second language learners both within and beyond their current instructional settings.

### BIOS203  Foundations of Integrated Biology

3  
This course provides a holistic overview of historical and current issues and trends impacting biology in today’s global society. Emphasis is placed on the themes of organization, information, energy and matter, interactions, and evolutionary change. Topics include cellular chemistry and structure, organisms, interdependence, and heredity and genetics. An understanding of essential, underlying themes provides tools to help describe and understand everyday phenomena. Learners gain a comprehensive understanding of the nature of science and the processes of scientific inquiry, and the relationship of biology to the other sciences, engineering, technology, and society. Critical and creative thinking, problem solving, writing skills, and scientific research methods are emphasized.

### BIOS303  Systems of Biology

3  
From the smallest cells to the biosphere and beyond, systems exist. As a way to define order and hierarchical organization, theories guide the identification of characteristics found in repeatable patterns which predict interactions between systems and their environment. 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.
BIOLS313  The Forces of Biology
3 Forces act upon the biosphere and its diverse lifeforms, from the flow of water to fields of growing corn. At the cellular level, living “machines” use mechanical forces—push, pull, and resistance—to complete their tasks. Understanding the interaction of these forces generates deeper awareness of the possibilities and limitations of the underlying systems. By examining principles of biological and environmental science, learners identify evidence to support models for sustaining the diversity of life on Earth.

BIOLS323  Practical Biology
3 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, and 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.

BIOLS333  Levels and Layers of Biology
3 From the atom to the biosphere, life on Earth follows a hierarchy of organization. This course explores the hierarchical model as a way to examine the many layers and levels of biology. By processing information about structure, substructure, shape, and form, learners examine how living things and their environments can create layers of complexity.

BIOLS343  Atmospheric and Ecological Biology
3 Change is evident across time. Using atmospheric and ecological biology as a backdrop, this course explores a variety of issues of scientific interest and social relevance that are transforming life on Earth today. Among the issues are climate change; the greenhouse effect; air, land, and water pollution; deforestation, and the ozone layer. The course also explains the conditions that make life possible, including the potential for life on newly discovered Earth-like planets.
CHEM5203  Foundations of Integrated Chemistry
3 This course provides a holistic overview of the principles of chemistry and the historical and current issues and trends impacting chemistry in today’s global society. Topics include atomic and molecular structure, properties of matter, chemical bonds, conservation of matter and stoichiometry, rates of reaction, organic chemistry, thermochemistry, biochemistry, the periodic table, interactions and reactions, and chemical and physical changes. The course covers a range of issues, including water and food safety, energy-efficient cars, salt and health, harmful smells, and deadly combinations. An understanding of essential, underlying themes provides tools to help describe and understand everyday phenomena. Learners gain a comprehensive understanding of the nature of science and the processes of scientific inquiry, and the relationship of chemistry to the other sciences, engineering, technology, and society. Critical and creative thinking, problem solving, writing skills, and scientific research methods are emphasized.

CHEM5303  Systems of Chemistry
3 From the contents of a beaker in a chemistry lab to the Amazon rainforests, systems exist. This course explores the importance of systems and their surroundings to thermodynamics and thermochemistry. Theories guide the identification of characteristics found in repeatable patterns which predict interactions between systems and their surroundings. Topics include open, closed, and isolated systems and the relationships among energy, heat, and work as revealed in the study of systems.

CHEM5313  The Forces of Chemistry
3 Forces of attraction are at work in chemistry. Understanding the interactions resulting from intermolecular and intramolecular forces generates deeper awareness of the possibilities and limitations of the underlying systems. Topics include the impact of chemical forces on the states of matter, boiling and melting points, vapor pressures, and viscosities. The course also explores van der Waals’s forces: dipole-dipole interactions, hydrogen bonding, and London dispersion.

CHEM5323  Practical Chemistry
3 The everyday task of candy making brings chemistry into the practical. Through the use of measurement and the interaction of energy, sources of candy 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 key terms and concepts related to candy making and chemistry.
EBUS5403  Marketing Management
3  As an introduction to foundational concepts of marketing, this course considers various perspectives from influencer to consumer. Marketing opportunities are explored for implementing strategic plans through the use of research and analysis. Students examine examples of brand development, positioning, and management of integrated marketing communications (IMC) campaigns, which can be highly beneficial for private and charter schools. Case studies and scenarios frame the examination of managed markets. The intersection of marketing with public and media relations is also explored.

EC5083  Early Childhood Assessment and Intervention
3  Focused on early childhood developmental issues, this course includes formal and informal approaches to assessing young children while diagnosing potential concerns which lead to informed instructional and intervention choices. Choices in curriculum are aligned to needs to enhance student achievement.

ES6083  Understanding Linguistics and Second Language Learners
3  This course covers 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.

The course will examine second language learners and their proficiency in oral, reading, and writing skills in English as well as the importance of the home languages as a foundation for learning a second language. Students will get an overview of socio-cultural, psychological, and political variables that play a part in second language acquisition, which will translate to greater understanding of second language learners as they navigate the community and professional settings.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<td>HLTH4301</td>
<td>Introduction to Healthcare and Wellness</td>
<td>3</td>
<td>Designed to introduce topics, this course explores current issues related to the healthcare industry as an opening needs assessment and survey of potential solutions to critical concerns.</td>
</tr>
<tr>
<td>HLTH4303</td>
<td>Legal and Ethical Issues in Healthcare Management</td>
<td>3</td>
<td>This course explores legal and ethical issues in healthcare management, with emphasis on HIPAA laws, case law, malpractice suites, risk management, and health power of attorney creation and execution.</td>
</tr>
<tr>
<td>HLTH4313</td>
<td>Leading and Decision-Making in Health Services</td>
<td>3</td>
<td>This course focuses on leadership and management models and styles. Organizational behaviors, organizational change, and change management will also be covered.</td>
</tr>
<tr>
<td>HLTH4323</td>
<td>Six Dimensions of Wellness</td>
<td>3</td>
<td>This course covers the six dimensions of wellness promoted by the National Wellness Institute: Occupational, physical, social, intellectual, spiritual, and emotional. Students explore how wellness impacts all human endeavors and what is required to implement health and wellness programs.</td>
</tr>
<tr>
<td>HLTH4333</td>
<td>Health &amp; Wellness Throughout the Lifespan</td>
<td>3</td>
<td>This course explores research and theory on human development from early adulthood through old age. Key topics include biological theories of aging, the changing body, disorders of the brain, personality development, changing memory and thinking skills, relationship issues, careers and retirement, hospice care, and death/dying.</td>
</tr>
<tr>
<td>HLTH4343</td>
<td>Health and Wellness Across Populations</td>
<td>3</td>
<td>This course focuses on the complexities of health issues and health service delivery to diverse populations and the role of healthcare professionals in serving the needs of all people. The impact of such variables as gender, age, lifestyle, religion, culture, social class, race, geography, and developmental level will be related to health status and health service needs. Diversity, advocacy, and social justice are key topics.</td>
</tr>
<tr>
<td>HLTH4353</td>
<td>Evidence-based Health Education and Literacy</td>
<td>3</td>
<td>This course familiarizes students with research procedures for the design and evaluation of research and interpretation of statistical analysis in the health field. Students will critically evaluate the validity of health research and work on evidence-based health projects. Students learn how to assess, plan for, and infer health education needs based on research.</td>
</tr>
<tr>
<td>HLTH4363</td>
<td>Marketing for Health Services Managers</td>
<td>3</td>
<td>Students learn introductory level marketing as it applies to the health and wellness field. Students assess market opportunities in wellness services, programs, and facilities, and create marketing strategies and tactics. In addition, students study the importance of strategic planning and its relationship to effective marketing.</td>
</tr>
<tr>
<td>HLTH4373</td>
<td>Human Resources for Health Services Managers</td>
<td>3</td>
<td>This course provides a foundation of knowledge and skills applicable to human resource management in healthcare settings. Topics include principles, concepts, issues, and challenges related to human resource management; financing; insurance, and the role of leadership as they apply to health organizations.</td>
</tr>
<tr>
<td>HLTH4383</td>
<td>Finance for Health Services Managers</td>
<td>3</td>
<td>This course focuses on understanding financial statements, managerial accounting solutions, and cost analyses. Students also apply financial and managerial accounting principles to develop solutions that make a positive financial impact. Federal and grant funding as it relates to healthcare will be emphasized.</td>
</tr>
<tr>
<td>HLTH4392</td>
<td>Communication and Advocacy for Health and Wellness</td>
<td>2</td>
<td>In this course, students examine the fundamentals of effective communication with diverse populations. Topics include the vital role that health communication takes in health care delivery structures, health care reform, health promotion, illness prevention, consumerism, and client advocacy. Innovative communication tools, technologies, and research will be explored.</td>
</tr>
<tr>
<td>HLTH4403</td>
<td>Healthcare Information Management</td>
<td>3</td>
<td>This course provides students an overview of informational technology as it applies to healthcare management. Students study web portals, online health risk assessments, electronic recordkeeping, interactive health tools, trackers, videos/podcasts, digital health coaching, online challenges, social networking, personal health records, and portable tracking devices (e.g., pedometers, glucose monitors, etc.).</td>
</tr>
</tbody>
</table>
**Senior Capstone Experience: Health and Wellness Services Management**

This Capstone course culminates in students’ development of a paper and project that showcase their healthcare knowledge. As part of the Capstone, students prepare a final web-based employment portfolio containing their project-based work in the program.

**Theories and Principles of Behavior Change in Health Education**

This course examines culture, social norms, beliefs and values, ideology, and practices related to health choices. The students will research various diversity issues and how the issues will influence other areas of life. Through surveys and research, students will examine how choices are made regarding health and health-related behaviors including: perception and attitudes, awareness, prejudice, discrimination or aggression, social cognition, and relationships. This will provide a forum for determining action.

**Fundamentals in Health Education**

Students will research and explore interactions between health factors as they influence lifestyle choices including social, political, economic, and personal. With the focus on practical application, students will research and examine potential interventions and strategies for overcoming barriers and the ethical implications for professionals practicing in health education. They will research theoretical concepts, practices, and principles of health education.

**Foundational Leadership in Health Education**

As students study leadership in health education, they will utilize foundational approaches to guiding and educating individuals within the school and community settings. They will research and use data for decision making in their school and community. Relational skills are also 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.

**Systems, Policy, and Leadership in Health Informatics**

As technology is an integral part of the public health care system, students will research ways to deliver, analyze, and interpret data, including informatics/bioinformatics, clinical research, consumer and public health statistics. They will then learn how to teach and train the staff to use the different technology, helping to develop protocols to be established within the organization. These protocols will relate to compliance issues as well as inform stakeholders of their importance. Through research and discussion, the students will be guided to provide the appropriate selection of technology with the targeted population in mind.
**PHYS5203 Foundations of Integrated Physics**

3 This course provides a holistic overview of historical and current issues and trends impacting physics in today’s global society. Topics include motion and forces, energy and momentum, thermodynamics and kinetic energy, electricity and magnetism, and vibrations and waves. The course introduces major ideas in modern physics, including the big bang, the big crunch, the big freeze, and the big rip and concepts such as dark matter and dark energy, wormholes, and the unusual consequences of quantum mechanics. An understanding of essential, underlying themes provides tools to help describe and understand everyday phenomena. Learners gain a comprehensive understanding of the nature of science and the processes of scientific inquiry, and the relationship of physics to the other sciences, engineering, technology, and society. Critical and creative thinking, problem solving, writing skills, and scientific research methods are emphasized.

**PHYS5303 Systems of Physics**

This course explores the wide variety of systems relevant to the study of physics, including open, closed, and isolated systems. Theories guide the identification of characteristics found in repeatable patterns which predict interactions between systems and their surroundings. Topics include systems of measurement, the laws of thermodynamics, the laws of conservation, and Newton’s laws of motion.

**PHYS5313 The Forces of Physics**

3 This course focuses on the nature of forces and their application in physics. Two broad categories of physical force are explored, contact forces and action-at-a-distance forces. Contact forces include frictional, tension, normal, air resistance, applied, and spring. Action-at-a-distance forces include gravitational, electrical, and magnetic. Emphasis is placed on how these forces impact real-life situations, interactions, and reactions.

**PHYS5323 Practical Physics**

3 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.

**PHYS5333 Geophysics**

3 This course addresses the fundamental principles and two primary purposes of geophysics:

1. the exploration of the physics of the planet and
2. applications for societal purposes, such as oil and mineral exploration. Topics include gravitational fields, magnetic fields and paleo-magnetism, geothermics and heat flow, earthquake mechanisms and driving stresses, and reflection seismology and oil exploration. Geologic, engineering, and environmental applications are discussed.

**PHYS5343 Atmospheric and Environmental Physics**

3 This course takes an interdisciplinary approach to atmospheric and environmental physics, integrating the traditional fields of physics, chemistry, engineering, biology, and the geosciences. Topics in atmospheric physics include the physical laws and principles related to thermodynamics, radiation, cloud physics, and aerosols. Topics in environmental physics include interactions among organisms and their environments with a focus on these inter-relationships and their exchange of heat, mass, and momentum.

**PSYC5213 Designing Learning Environments**

3 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.

**PSYC5253 Cognition and Critical Thinking**

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

**PSYC5273 Performance of the Intellect**

3 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.
PSYC5283  *Theories and Constructs*

3 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.

PSYC5293  *Principles of Knowing*

3 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.

PSYC5333  *The Role of Neuropsychology*

3 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.
Course Name Changes

ELX5983: Practicum Experience for Educational Leadership (Texas) (effective August 2017 term)
HIST6453/HIST5453: Legacies of History

Updated Course Description

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST5413</td>
<td>Ancient Roads</td>
</tr>
</tbody>
</table>

3 Roads connect more than trade goods as cultures, ideas, and people groups move along various kinds of pathways. By investigating the impact of ancient roadways on the growth of the United States within geographical and economic contexts, learners explore cross-cultural encounters and the influence on trade and exploration routes including the Old North Trail, the Mississippi River, the Erie Canal, the Transcontinental Railway System, and Route 66 among others. Experiential learning situations are designed to bring ancient concepts into 21st century application.
Addendum II

Effective May 22, 2017
Program Additions and Updates

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

Updated Course

Texas Educational Leadership students will now take LIT5253 Strengthening Literacy for Educational Leaders (TX) instead of LIT5243 Strengthening Literacy for Educational Leaders.

Master of Education (M.Ed.) in Higher Education

Added Program

Program Description

The M.Ed. in Higher Education Administration focuses on the critical knowledge and skills necessary to lead or serve in academic organizations in an ever-changing global, economic, and technological environment. Focused on evidence-based practice, the courses establish foundational frameworks in finance, legal, and governmental constraints; management of operations, academics, student affairs, and human resources; assessment and evaluation, and other areas essential to higher education. The program guides students in using data to inform and drive quality decisions regarding academic engagement, which support student-centric policies and processes. Designed to complement professional agendas, an integration of concepts prepares higher education professionals to navigate the complexity of systems influenced by modern societal issues.

Program Outcomes

1. Establish a solid knowledge of the role, scope and trends within the field of higher education and the dynamics of functions within colleges and universities. (I)
2. Recognize the scope of diversity in higher education and the goals and intended outcomes for academic achievement. (I)
3. Coordinate roles of faculty, administrators, students, and external constituents in higher education. (I)
4. Synthesize and validate the importance of information, knowledge, and points of view established in theories, standards, principles, and evidence-based research to make data-informed decisions and select resources. (II)
5. Adapt intellectual processes to a range of circumstantial settings including ethical dilemmas, self-assessment, and cultural awareness impacting issues, concepts, and critical and creative endeavors. (III)
6. Employ strategies which effectively articulate the complexity of a situation to enhance understanding and meaning as a way to build relationships and resolve problems. (IV)
7. Critically analyze perceptions, compare cultural distinctions, and identify critical components of systems influencing civic and global responsibilities within a higher education setting. (V)
8. Formulate performance expectations to foster continued personal and professional growth required to support principles of academic learning. (VI)
9. Demonstrate habits of the mind leading to tangible changes and solutions to critical problems, enhance experience for self and others, and empower collective decisions while practicing ethical choices necessary for leadership in higher education. (VII)
10. Measure the critical components of essential frameworks established to manage policies, utilize resources, and evaluate decisions to establish and maintain organizational culture. (VIII)

Focus of Study Options (12 Semester Credits)

Community College Leadership

This Focus of Study centers on the unique needs of leadership in a community college setting. With the growing cost of higher education, local institutions will serve a greater role in supporting student achievement, enabling them to complete degrees for career options which may not exist today. Consideration is given to the historical development of the two-year college in light of the economic dynamics existing in the 21st century and how change is needed to build community relationships, service students, and sustain institutional growth.

Enrollment Management

Enrollment management provides direct support to individuals seeking degree programs to fit their personal and professional goals. This Focus of Study combines appropriate theories and research, aligns policies, and identifies strategies and practices influencing how an institution markets to prospects, helping to retain them through strategic decisions shaped by data. By modeling ways to build a collaborative culture, leaders choose effective processes to enhance the prospect’s experience through enrollment as a student.
**Institutional Research and Planning**
Academic analytics yield critical information to establish and measure institutional goals and objectives, and to report to stakeholders and required state, regional, and federal agencies. This Focus of Study contrasts ways of handling surveys, collecting data, identifying trends impacting policies, determining how assessment of students and evaluation of programs will be addressed. Institutional research searches, discovers, and shares information in a manner which tells the story to both internal and external entities.

**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, and institutions of higher education 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, aid, organizations, and comparative research; refugee education; global foundations, and cross-national studies of education and policy analysis.

**Leadership**
Leadership is more than managing tasks; it involves investing in individuals, pursuing effective abilities and traits, this Focus of Study identifies practices of exemplary leadership, asking students to engage in actions leading to change through shared vision, analyzing processes, and enabling others to reach their potential through shared modeling and advocacy. Leaders make a difference as they bring change.

**Student Development and Affairs**
Admission into an institute of higher learning is the first step towards achieving personal and professional goals. Leadership in student affairs serves the interest of students through advising, program support, technology guidance, and information necessary to successfully complete a degree pathway as aligned to institutional policies, processes, and procedures. Grounded in development theory, this Focus of Study supports understanding how adults learn, achieve, and transition to new careers.

**Course List (34 Semester Credits)**

**Research Courses (3 Semester Credits)**
- RES5463 Research for Higher Educational Professionals

**Leadership Courses (13 Semester Credits)**
- LEAD5503 Higher Education Administration I (Initial Course)
- LEAD5513 Higher Education Administration II (Second Course)
- LEAD5113 Budgeting and Resource Management in Higher Education
- LEAD5103 Law, Compliance, and Governance in Higher Education
- HES5091 Capstone Experience for Higher Education (Concurrent enrollment with final academic course)

**Teaching/Learning Core Courses (3 Semester Credits)**
- ED5523 Evaluating Instructional Programs

**Digital Learning and Teaching/Technology Courses (3 Semester Credits)**
- ET5063 Creating Professional Environments in a Virtual World

**Marketing Courses (3 Semester Credits)**
- MRKT5403 Marketing Management

**Choose a Three-Course Focus of Study (9 semester credits)**

**Community College Leadership**
- LEAD5623 The Economics of Community College
- LEAD5633 Redesigning Community College
- LEAD5643 Engaging Students and Faculty
Enrollment Management
MRKT5413 Marketing for Higher Education
MRKT5423 Recruitment and Retention
MRKT5433 Enrollment Processes

Institutional Research and Planning
LEAD5593 Research for Institutions
LEAD5603 Compliance and Reporting
LEAD5613 Institutional Assessment and Evaluation

International Education
LEAD5003 International Development and Policy
LEAD5023 Education and International Migration
LEAD5033 International Programs, Curricula, and Pedagogies

Leadership
LEAD5073 The Art of Decision Making
LEAD5533 Developing and Distributing Leadership
LEAD5543 Leadership as a Personal and Professional Journey

Student Development and Affairs
LEAD5573 Student Matriculation Services
LEAD5583 Career and Professional Development
LEAD5123 Student Affairs

Master of Education (M.Ed.) in Advanced Studies
Updated Course Names

The course names for the following courses have been updated to the listing below:
ENG5053 The Power of Words and Images
HIST5453 The Legacies of History
MATH5103 Integrative and Expanded Thinking in Mathematics
MATH5113 Mathematical Modeling Methods
MATH5133 Conceptual, Cultural, and Social Diversity in Mathematics
PHYS5303 Laws of Physics
PHYS5323 Energy and Motion
PHYS5333 Geophysics and Environmental Applications
PHYS5343 Physics in the Field of Medicine

Master of Education (M.Ed.) in School Counseling
Updated Start Date

Anticipated start date is Spring 2018

Educational Specialist (Ed.S.) in Leadership
Updated Course List and Focus of Study Options

Focus of Study Options (12 Semester Credits)

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.
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.

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.

Course List (37 Semester Credits)

Research Courses (9 Semester Credits)

- RES6021 Research Tool: Creating and Analyzing Measures (1 Semester Credit; 5-wk Format)
- RES6011 Research Tool: APA & Bibliographic Software (1 Semester Credit; 5-wk Format)
- RES6221 Crafting a Concept Paper
- RES6013 Research Methods
- RES6003 Applied Statistics (Pre-req: RES6003)

Leadership Courses (16 Semester Credits)

- LEAD6001 Introduction to Advanced Studies (1 Semester Credit; 5-wk Format) (Initial Course)
- LEAD6123 Management of Financial Resources
- LEAD6133 Models of Leadership and Coaching
- LEAD6143 Strategic Operations Planning and Innovation
- LEAD6163 Management of Human Capital
- CAP6923 Capstone in Leadership (Pre-req: RES6221) (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

STEM (Choose any four Science Courses, or those listed below)
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
Instructional Content
Any 4 Masters Level courses taken at ACE. Classes must meet standard internal credit transfer requirements as outlined in the Graduate Catalog.

Doctor of Education (Ed.D.) in Leadership
Updated Course List with prerequisites defined

Course List (64 Semester Credits)

Research Courses (21 Semester Credits)
- RES6011 Research Tool: APA & Bibliographic Software (1 Semester Credit; 5-wk Format)
- RES6021 Research Tool: Creating and Analyzing Measures (1 Semester Credit; 5-wk Format)
- RES6031 Research Tool: Information Display Strategies (1 Semester Credit; 5-wk Format)
- RES6013 Research Methods
- RES6003 Applied Statistics (Pre-req: RES6013)
- RES6023 Quantitative Research Designs (Pre-req: RES6013, RES6003)
- RES6033 Qualitative Research Designs (Pre-req: RES6013, RES6003, RES6023)
- RES6201 Dissertation I (Pre-req: RES6013, RES6003, RES6023, RES6033 and completion of 51 semester credits)
- RES6501 Crafting a Dissertation (taken concurrently with RES6201; taken at least four terms, can be repeated as needed until dissertation is completed)
- RES6301 Dissertation II (Pre-req: RES6201, RES6501)

Leadership Courses (28 Semester Credits)
- LEAD6001 Introduction to Advanced Studies (1 Semester Credit; 5-wk Format) (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
- SEM6611 Doctoral Seminar II (Pre-req: SEM6601, RES6013, RES6003)
- SEM6621 Doctoral Seminar III (Pre-Req: SEM6611)

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

Early Childhood Education
SPED6083 Early Childhood Assessment and Intervention
EC6013 Research and Trends in Early Childhood Education
EC6023 Theories and Foundations of Child Development
EC6033 Collaborative Partnerships in Early Childhood Practices

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

Health and Wellness
HLTH6413 Fundamentals in Health Education
HLTH6433 Foundational Leadership in Health Education
HLTH6403 Theories and Principles of Behavior Change in Health Education
HLTH6443 Systems, Policy and Leadership in Health Informatics

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

**Second Language Instruction (Choose any four courses of the following)**
BE6043 Advanced Foundations of Second Language Learners
BE6053 Assessment Methods for Second Language Learners
BE6063 Methods and Materials for Second Language Instruction
BE6073 Professional Advocacy and Leadership for Second Language Learners
ES6083 Understanding Linguistics and Second Language Learners

**STEM (Choose any four Science Courses, or those listed below)**
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

**General Track**
Any four courses selected from above or any 4 graduate courses transferred in. (Students in dual credit programs or any programs at ACE or elsewhere can transfer in 12 hours into this general track.)

**Certificate in Content Area Instruction**
Updated Course Names
The course names for the following courses have been updated to the listing below:
ENG5053 The Power of Words and Images
HIST5453 The Legacies of History
MATH5103 Integrative and Expanded Thinking in Mathematics
MATH5113 Mathematical Modeling Methods
MATH5133 Conceptual, Cultural, and Social Diversity in Mathematics
PHYS5303 Laws of Physics
PHYS5323 Energy and Motion
PHYS5333 Geophysics and Environmental Applications
PHYS5343 Physics in the Field of Medicine

**Certificate in Advanced Graduate Study**
Updated Course List for Teaching and Learning Major

**Teaching and Learning (Choose 9 Courses/27 Semester Credits)**
BE6043 Advanced Foundations of Second Language Learners
BE6053 Assessment Methods for Second Language Learners
BE6063 Methods and Materials for Second Language Instruction
BE6073 Professional Advocacy and Leadership for Second Language Learners
CI6103 Curriculum and Instructional Design for Diversity
CI6113 Standards-Driven Learning
EC6013 Research and Trends in Early Childhood Education
EC6023 Theories and Foundations of Child Development
EC6033 Collaborative Partnerships in Early Childhood Practices
ED6013 Adult Learning
ED6023 Instructional Strategies for the Adult Learner
ED6033 Evaluating Instructional Programs
ED6043 Assessing Adult Learners
ED6053 Assessment Strategies
ES6083 Understanding Linguistics and Second Language Learners
HLTH6403 Theories and Principles of Behavior Change in Health Education
HLTH6413 Fundamentals in Health Education
HLTH6433 Foundational Leadership in Health Education
HLTH6443 Systems, Policy, and Leadership in Health Informatics
LIT6003 Strengthening Literacy
ORG6203 Partnerships and Community
ORG6213 Emerging Technology in Organizations
ORG6223 Communications and Advocacy for Leaders
ORG6233 Organizational Behavior and Culture
SPED6083 Early Childhood Assessment and Intervention
TECH6303 Online Learning and Teaching
TECH6313 Creating Online Collaboration and Communities
TECH6323 Designing Courses and Programs
TECH6333 Online Teaching and Assessment

Student Services and Support
Student Commons Update

Effective April 2017, Doctoral Commons has been eliminated. All students will access information/resources via Student Commons.

Bursar/Student Services Department Update

Effective June 5 2017, students will contact Student Services for payments and previously bursar related questions. Please use 1-800-280-0307 opt 1 or support@ace.edu for all payment and financial related questions.

Library and Information Literacy Update

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 by using a Discovery search.
• Receive assistance from a professional librarian via live chat, SMS texting, e-mail, phone, Canvas inbox messaging, or discussion boards.
• 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 Library subscribes to specialized fee-based databases allowing ACE students and faculty access to full-text books and journal articles. From either the Library links in the LMS or the MyAthens portal, 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 an OpenAthens ID and password.

Policy Revisions

Transfer Credit Policy
Clarification on policy

Institutions of higher education and providers of alternative academic credit that the college has established an articulation agreement with for the bachelor’s degree program(s) are listed on the college’s website at http://www.ace.edu/admissions/admission-requirements/transfer-credit.

Information Literacy, Library, and Technology Policies

Information Literacy Update

ACE follows the Association of College and Research Libraries’ Information Literacy Competency Standards for Higher Education to ensure all students are able to:
• Determine the extent of information needed;
• Access the needed information effectively and efficiently;
• Evaluate information and its sources critically;
• Incorporate selected information into one’s knowledge base;
• Use information effectively to accomplish a specific purpose; and
• Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

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

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

Interlibrary Loan Update

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 via OCLC WorldShare. Statistics are kept regarding all interactions, and patron privacy and confidentiality is maintained. 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 Update

The American College of Education library staff provide online reference services via the “ACE Library Chat” or the “Email a Librarian” link in the LMS and in the Discovery Service results. A response will usually be sent within 24 hours from the email.

Copyright Policy Update

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.

Total Cost of Attendance
Update to Bachelor of Science in Health and Wellness Services Management

<table>
<thead>
<tr>
<th>Bachelor of Science in Health and Wellness Services Management</th>
<th>Total Cost of Attendance</th>
<th>$ 8,610.00</th>
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<tbody>
<tr>
<td>Tuition per Credit Hour</td>
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<td>$ 720.00</td>
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<tr>
<td>Technology and Library</td>
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<td>Total Credits in Program</td>
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<tr>
<td>Application</td>
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<td>Non-Refundable Fees</td>
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<tr>
<td>Capstone or Dissertation</td>
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<td></td>
</tr>
<tr>
<td>Student Teaching</td>
<td>$ N/A</td>
<td></td>
</tr>
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</table>

Tuition Refund Policy
Update to General Refund Policy

The following tuition refund policy applies to all students except those who reside in Indiana, Florida, 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.

If the student withdraws or is terminated from any program course or program and the College has received any monies for tuition or fees in excess of the student’s obligations, the College will refund such excess to the appropriate party(ies) to eliminate any outstanding balances for any student financial aid received by or with respect to the students account.
### Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL5203</td>
<td><em>Foundations of Integrated Biology</em></td>
<td>3</td>
<td>This foundations course in biology explores pollution as an example of a modern-day problem, one in search of a solution. Approaching pollution as a failure in systems, this course guides students in analyzing pollution and its ecological impact, human interactions and everyday phenomena, disruptions in cellular structure, and going green and attempts to repair the damage.</td>
</tr>
<tr>
<td>BIOL5303</td>
<td><em>Systems of Biology</em></td>
<td>3</td>
<td>Biological systems exist from the smallest cells to the biosphere and beyond. As a way to define order and organization, students identify characteristics found in repeatable patterns which predict interactions between systems and their environments. Utilizing a universal view of various systems as they relate to current biological problems, students diagnose potential issues and explore ways to solve problems while determining what and how various forces are influencing the overall system.</td>
</tr>
<tr>
<td>BIOL5343</td>
<td><em>Atmospheric and Environmental Biology</em></td>
<td>3</td>
<td>Change is evident across time. Using atmospheric and ecological biology as a backdrop, this course explores a variety of issues of scientific interest and social relevance that are transforming life on Earth today. Among the issues are climate change, the greenhouse effect, pollution, deforestation, and the ozone layer. The course also explains the conditions that make life possible, including the potential for life on newly discovered Earth-like planets.</td>
</tr>
</tbody>
</table>
CHEM5203  Foundations of Integrated Chemistry

3  This foundations course describes historical and current issues and trends impacting chemistry in today's global society. Topics include atomic and molecular structure, properties of matter, chemical bonds, conservation of matter and stoichiometry, rates of reaction, organic chemistry, thermochemistry, biochemistry, the periodic table, interactions and reactions, and chemical and physical changes.

CHEM5303  Systems of Chemistry

3  Systems exist from the contents of a beaker in a chemistry lab to the Amazon rainforests. This course explores the importance of systems and their surroundings to thermodynamics and thermochemistry. Theories guide the identification of characteristics found in repeatable patterns which predict interactions between systems and their surroundings. Topics include open, closed, and isolated systems and the relationships among energy, heat, and work as revealed in the study of systems.

CHEM5343  Environmental Chemistry

3  This course focuses on the environmental aspects of chemistry associated with the atmosphere, soil, groundwater, and surface waters. A major focus is how to fundamentally apply chemistry concepts to environmental issues occurring within social, political, and economic contexts. Learners determine the causes of such problems and recommend evidence-based changes that could potentially be made by individuals, industries, and governments. Ethical issues also serve as a source of discussion. Topics include atomic, molecular, ionic, and radical structures, stoichiometry, gas laws, acids and bases, equilibrium, and oxidation/reduction.
ENG5053 | The Power of Words and Images

3 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. The nature of new literacies frame the study of exemplary writers and the descriptive writing process.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST5403</td>
<td>Historical Means and Methods</td>
<td>3</td>
<td>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. Through academic studies of the past and the application of course theories to public history, students will focus on various approaches to study and teaching of the past.</td>
</tr>
<tr>
<td>HIST5413</td>
<td>Ancient Roads</td>
<td>3</td>
<td>Roads connect more than trade goods as cultures, ideas, and people groups move along pathways. By investigating the impact of historical routes on the growth of the United States within geographical and economic contexts, learners explore cross-cultural encounters and the influence of trade and exploration via the Old North Trail, the Mississippi River, the Erie Canal, the Transcontinental Railway System, and Route 66 among others. Exploration of pathways into space and the oceans and experiential learning situations are designed to bring historical concepts into 21st century application.</td>
</tr>
<tr>
<td>HIST5423</td>
<td>Revolution</td>
<td>3</td>
<td>New ideas ignite revolutions across time and location, influential individuals and ideas, cultures and communities. Individuals and groups promote reform, share the emergence of new media, and capitalize on how ideas develop into action. Through the study of various revolutions, the course offers innovative approaches for investigating how past and present civic responsibilities determine the course of a community, country, or global problems and their outcomes.</td>
</tr>
<tr>
<td>HIST5443</td>
<td>A New Nation</td>
<td>3</td>
<td>This course uses the early history of the United States as a framework to examine the development of its government and culture. Consideration is given to special problems including the causes of war, the benefit of diplomacy, and social movements which have changed to course of nations. Through primary documents, records and images, key pieces of legislature, and the reactions of the populace students explore innovative ways to understand and teach American history and culture.</td>
</tr>
</tbody>
</table>

**The Legacies of History**

Without history, understanding current issues is problematic. This course offers a more personal approach to historical research as a way to support critical and creative thinking, problem solving, and writing skills. American and world texts are used as the narrative for change. Newspaper clips, photographs, political cartoons, and other media become perspectives to view the legacies of history that surround all of us.
### MATH5103  Integrative and Expanded Thinking in Mathematics

3
This course enables learners to integrate simple and complex algebra, geometry with trigonometry, and statistics in a coherent manner to solve real-life problems. An emphasis is placed on exploring related concepts and common threads that appear throughout mathematics.

### MATH5113  Mathematical Modeling Methods

3
This course emphasizes strategies for mathematical modeling of problems in real-life situations. The six steps of mathematical modeling are used to apply theories and techniques from dynamic systems, statistics, differential equations, game theory, chaos theory, algebraic theory, number theory, and linear, quadratic, exponential, and logarithmic regression models to solve problems.

### MATH5123  Problem Solving: Exploring the Practical

3
Learners utilize integrated approaches and key strategies to solve real-life problems while applying tools from calculus, linear algebra, geometry, and functions. Practical problem-solving settings involving motion, light, music, and exponential decay are investigated using strategies such as looking for clues, developing a plan, and checking for mathematical and practical accuracy during the process.

### MATH5133  Conceptual, Cultural, and Social Diversity in Mathematics

3
This course challenges learners to investigate historical aspects of mathematics as they relate to diversity and numbers. Different perspectives are explored as seen in the development and applications of elementary and abstract algebra, Euclidean and non-Euclidean geometry, and elementary trigonometry and hyperbolic functions. Investigating culturally significant contributions to historical aspects establishes an appreciation for mathematics as a global experience while helping students to understand the changes in fundamental constructs.

### MATH5143  The Known Equation

3
Covering many topics students wished they had learned about equations, this course enables learners to explore commonly used equations while deviating from algorithmic use and seeking 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.

### MATH5153  The Culture of Mathematics

3
This course uses statistical methods to guide learners to discover, identify, and bring culturally significant aspects of mathematics to the forefront of curricula. The course addresses social issues surrounding mathematics and ways mathematics can be used to make meaning of social issues. Students will use mathematical methods such as ANOVA and statistical tests to explore issues such as gender, race, culture, socioeconomic status, institutional theory, and age.
Foundations of Integrated Physics

This foundations course provides a holistic overview of historical and current issues and trends impacting physics in today's global society. Topics include motion and forces, energy and momentum, thermodynamics, electricity and magnetism, and vibrations and waves. The course introduces major ideas in contemporary physics, including the big bang, the big crunch, the big freeze, and the big rip, and concepts such as dark matter and dark energy, wormholes, and the unusual consequences of quantum mechanics.

Laws of Physics

This course explores the inquiry approaches and experimental methods leading to the big ideas and formation of the fundamental laws of physics. Theories guide the identification of characteristics found in repeatable patterns which predict interactions between systems and their surroundings. Topics include systems and techniques of measurement, advanced mathematical methods, Newton's laws of motion, conservation laws, and the laws of thermodynamics.

The Forces of Physics

This course focuses on the nature of forces and their application in physics. Two broad categories of physical force are explored: contact forces and action-at-a-distance forces. Contact forces include friction and air resistance, tension, normal, applied, and spring “pushes and pulls.” Gravitational, electrical, magnetic, and nuclear forces do not require contact between objects, and these “action-at-a-distance” forces have stimulated physicists to rethink the idea of forces altogether for ages. Emphasis is placed on how forces or interactions impact isolated systems, real-life situations, and the cosmos.

Energy and Motion

The everyday task of automobile driving reveals physics in the practical realm. The use of measurement and mathematical methods to study motion and momentum, energy, and matter allows the prediction of future events. Cause-and-effect relationships lead to understanding actions, reactions, and interactions between matter and energy on the everyday scale as well as the atomic and quantum levels. Using a model-based inquiry approach, learners investigate concepts such as classical and quantum mechanics, energy transformations, the nature of elementary particles, and special relativity as they relate to real-world applications.

Geophysics and Environmental Applications

This course addresses the fundamental principles and two primary purposes of geophysics: (1) the exploration of the physics of the planet and (2) applications for societal purposes such as the environmental impacts of oil and mineral exploration and extraction. Topics include gravitational and magnetic fields, earthquake mechanisms, geothermics and heat flow, and radiation and cloud physics.

Physics in the Field of Medicine

This course takes an interdisciplinary approach to exploring biophysics, integrating the traditional fields of physics, chemistry, engineering, biology, and medicine. Topics in medical physics include biomechanics (including sports medicine and prosthesis technologies); modern imaging techniques; treatment practices, such as heat therapy, electrotherapy, and various types of radiation. The emphasis is on how physics has improved the diagnosis and treatment of illness and injury, emerging technologies, and their implications.

Performance of the Intellect

Distinguishing between intelligence and the intellect, this course establishes a foundation for examining the role that the intellect, with specific focus on cognition, plays in learning, growth and development, and daily life. Theories of intelligence, including cognitive intelligence and emotional intelligence, are examined in the context of the performance of the intellect.

The Role of Neuropsychology

This course investigates the role of neuropsychology in the context of socio-psychological development with specific focus on the context of socioemotional learning. The distinction between neuroscience and psychology frames the investigation of the course, especially in terms of physiological factors that influence brain development across the lifespan.
SOSC5133  *The Role of Neuropsychology*

3  This course investigates the role of neuropsychology in the context of socio-psychological development with specific focus on the context of socioemotional learning. The distinction between neuroscience and psychology frames the investigation of the course, especially in terms of physiological factors that influence brain development across the lifespan.

SOSC5143  *Performance of the Intellect*

3  Distinguishing between intelligence and the intellect, this course establishes a foundation for examining the role that the intellect, with specific focus on cognition, plays in learning, growth and development, and daily life. Theories of intelligence, including cognitive intelligence and emotional intelligence, are examined in the context of the performance of the intellect.
Program Additions and Updates
Master of Education in Advanced Studies and Certificate in Content Area Instruction
Updated Course List(s) for Cognitive Science and Social Science Majors

**Cognitive Science**
- PSYC5273 Performance of the Intellect
- PSYC5283 Theories, Constructs, and Psychology Research
- PSYC5293 Principles of Knowing
- PSYC5333 The Role of Neuropsychology
- PSYC5303 Issues in Psychology
- PSYC5313 Crossing the Lifespan of Human Development

**Social Science**
- SOSC5103 Issues in Sociology
- SOSC5113 The Influence of Culture
- SOSC5163 Theories, Constructs, and Sociology Research
- SOSC5173 Individuals, Social Groups, and Interactions
- SOSC5183 Social Stratification, Deviance, and Social Order
- SOSC5193 Collective Behavior, Social Movements, and Societal Change

**Bachelor of Science in Healthcare Administration**
Updated Program Name, Program Description and Course List (Previously Bachelors of Science in Health and Wellness Service Management—all references in previous addendum to B.S. in Health and Wellness Service Management apply to Bachelors of Science in Healthcare Administration)

**Program Description**
The Bachelor of Science in Healthcare Administration provides students with the skills and knowledge to effectively serve as health administrators within their community. Through application-based coursework, students learn how to promote responsible health choices by becoming educators and program leaders within the diverse field of community health. After completing this program, students will have the training necessary to evaluate research, advocate for policies and effective procedures, and manage divergent populations while implementing strategic plans by taking on a variety of roles within the healthcare field.

**Program Outcomes**
1. Establish a solid knowledge of the role, scope and trends within the field of higher education and the dynamics of functions within colleges and universities. (I)
2. Recognize the scope of diversity in higher education and the goals and intended outcomes for academic achievement. (I)
3. Coordinate roles of faculty, administrators, students, and external constituents in higher education. (I)
4. Synthesize and validate the importance of information, knowledge, and points of view established in theories, standards, principles, and evidence-based research to make data-informed decisions and select resources. (II)
5. Adapt intellectual processes to a range of circumstantial settings including ethical dilemmas, self-assessment, and cultural awareness impacting issues, concepts, and critical and creative endeavors. (III)
6. Employ strategies which effectively articulate the complexity of a situation to enhance understanding and meaning as a way to build relationships and resolve problems. (IV)
7. Critically analyze perceptions, compare cultural distinctions, and identify critical components of systems influencing civic and global responsibilities within a higher education setting. (V)
8. Formulate performance expectations to foster continued personal and professional growth required to support principles of academic learning. (VI)
9. Demonstrate habits of the mind leading to tangible changes and solutions to critical problems, enhance experience for self and others, and empower collective decisions while practicing ethical choices necessary for leadership in higher education. (VII)
10. Measure the critical components of essential frameworks established to manage policies, utilize resources, and evaluate decisions to establish and maintain organizational culture. (VIII)

Course List (36 semester credits; Degree Completion = 84 credits taken outside of course list)

Healthcare Courses
- HLTH4301 Introduction to Healthcare Administration
- HLTH4303 Legal and Ethical Issues in Healthcare Administration
- HLTH4313 Leading and Decision-Making in Health Services
- HLTH4343 Health and Wellness Across Populations
- HLTH4353 Evidence-based Health Education and Literacy
- HLTH4363 Marketing for Healthcare Administrators
- HLTH4373 Human Resources for Healthcare Administrators
- HLTH4383 Finance for Healthcare Administrators
- HLTH4392 Communication and Advocacy for Health and Wellness
- HLTH4393 Quality Management for Healthcare Administrators
- HLTH5453 Health Policy Evaluation and Development
- HLTH4403 Healthcare Information Management
- HLTH4913 Senior Capstone Experience: Healthcare Administration

Policy Revisions

Admissions Policy
Revision

For Bachelor’s Level Students: Provide official transcripts from an institution that is accredited by an accrediting agency recognized by the U.S. Department of Education indicating successful completion of the level of education required for entry to the program.

Transfer Credit Policy
Revision for Bachelor’s Level Programs

Transfer credit requests will be evaluated based on the following:
- The credit must have been earned from an institution that is accredited by an accrediting agency recognized by the U.S. Department of Education.
- An internal or external course or courses requested for transfer credit must have been taken at the equivalent level of degree (e.g. undergraduate) as the degree program to which the applicant wishes the transfer credit applied.
- 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.
- Each course requested for transfer must have received a grade of “C” or better.
• An internal or external course or courses requested for transfer credit must have earned an applicant a minimum of 4.5 quarter-hour or 3 semester-hour credits from the institution at which the course (or courses) was taken.
• American College of Education does accept Prior Learning credits as assessed by the Council on Adult and Experiential Learning (CAEL).
• American College of Education does accept Military credit as assessed by the American Council on Education (ACE).

Institutions of higher education with which the college has established an articulation agreement for the Bachelor’s degree program are listed on the American College of Education website www.ace.edu.

Total Cost of Attendance, Other Tuition and Fees
Addition to Other Tuition and Fees

California

State of California, Student Tuition Recovery Fund (STRF)

It is a State of California requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund. You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF)* if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all of part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school’s failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school’s failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.” However, no claim can be paid to any student without a social security number or a taxpayer identification number.

*Student Tuition Recovery Payments are nonrefundable.
<table>
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<th>Course Title</th>
<th>Credit Hours</th>
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<td>HE5091</td>
<td>Capstone Experience for Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HLTH4393</td>
<td>Quality Management for Healthcare Administrators</td>
<td>3</td>
</tr>
<tr>
<td>HLTH5453</td>
<td>Health Policy Evaluation and Development</td>
<td>3</td>
</tr>
<tr>
<td>HLTH4913</td>
<td>Senior Capstone Experience: Healthcare Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

**Capstone Experience for Higher Education**

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 Higher Education.

**Introduction to Healthcare Administration**

Designed to introduce topics, this course explores current issues related to the healthcare industry as an opening needs assessment and survey of potential solutions to critical concerns.

**Legal and Ethical Issues in Healthcare Administration**

This course explores legal and ethical issues in healthcare management, with emphasis on HIPAA laws, case law, malpractice suites, risk management, and health power of attorney creation and execution.

**Marketing for Healthcare Administrators**

Students learn introductory level marketing as it applies to the health and wellness field. Students assess market opportunities in wellness services, programs, and facilities, and create marketing strategies and tactics. In addition, students study the importance of strategic planning and its relationship to effective marketing.

**Human Resources for Healthcare Administrators**

This course provides a foundation of knowledge and skills applicable to human resource management in healthcare settings. Topics include principles, concepts, issues, and challenges related to human resource management; financing; insurance, and the role of leadership as they apply to health organizations.

**Finance for Healthcare Administrators**

This course focuses on understanding financial statements, managerial accounting solutions, and cost analyses. Students also apply financial and managerial accounting principles to develop solutions that make a positive financial impact. Federal and grant funding as it relates to healthcare will be emphasized.
LEAD5503  
**Higher Education Administration I**

3  
This course captures the changing landscape of higher education through the historical lens and changing philosophies which have shaped institutions in the past. By investigating critical functions, current societal shifts are probed to determine relevancy, and how emerging roles are reshaping the foundations of higher education. Case studies showcase academic components, student affairs, and the roles of compliance, regulatory, and accreditation in sustaining an institution of higher learning at a tipping point of change.

LEAD5513  
**Higher Education Administration II**

3  
Institutions of higher learning are governed by layers of authorization from federal, regional, state, and internal constituents. This course assesses how college infrastructures influence decisions and functions of operations, financial options, human resources, marketing, and enrollment in relation to institutional research and reporting. Trends in technology and student services frame forecasts for the possible future of higher education.

LEAD5533  
**Developing and Distributing Leadership**

3  
This course examines the leadership process in the context of developing and distributing or sharing leadership within an organization. It investigates team and group dynamics, team building, interpersonal and group relations, and effective problem solving and decision-making skills within collaborative environments. The course places particular emphasis on the development of human resources skill sets for leaders, including risk-prone behaviors and conflict management; relationships among leaders internal and external to the organization; and how leaders build other leaders, contributing to effective succession plans to maintain organizational cohesion and performance.

LEAD5543  
**Leadership as a Professional Journey**

3  
This course focuses on individuals as leaders from an individual perspective, emphasizing principles and practices of interpersonal relationships for leadership development, professional role modeling for those who look to them for guidance, and advocacy for change within and outside the organizational environment. In the course, students will take an introspective look at their leadership as a personal and professional journey – how their past life experiences set them on a course toward leadership, where they are today in their journey, and how they envision and are preparing for future destinations.

LEAD5573  
**Student Matriculation Services**

3  
Considering the practical day-to-day support of students, this course looks at critical functions including DSS, retention, and outreach to students through the structure of supporting departments. Topics range from ways to handle at-risk students to helping to build sustainable efforts, class scheduling, and support. From orientation to graduation, readings and discussions target issues related to helping student navigate the complexity of higher education.

LEAD5583  
**Career and Professional Development**

3  
Life exists after graduation. In this course, promoting interaction on multiple levels helps to define effective ways to support students as they move from personal learning to professional practice. With an emphasis on ethical practice, students learn how to establish networks and partnerships and foster collaborative sharing of ideas and concepts to support development within the field by exploring how to establish a career office.

LEAD5593  
**Research for Institutions**

3  
This course applies research design to establish an understanding of the structure and function of an Institutional Research (IR) office. With the focus of helping leadership, faculty, and students achieve the mission and vision of an institution, students investigate IR strategies including how to conduct a focus group, create surveys, and analyze data gathered from measuring instruments. By establishing principles of IR grounded in research, the tasks of IR are defined.

LEAD5603  
**Compliance and Reporting**

3  
Effective reporting ensures appropriate data sharing in compliance with federal, state, and local requirements. Databases and tools are utilized to support accountability, transparency, and information processes to ensure accreditation requirements are embedded in established evaluation processes. Knowing how to read, apply, and evaluate expectations is given consideration.

LEAD5613  
**Institutional Assessment and Evaluation**

3  
Through the application of statistics, this course reviews data warehousing to support decisions including institutional planning, program viability and quality, and how these impact retention and attrition. Current trends with institutional assessment and evaluation help to inform constituents and support student achievement.
### LEAD5623  *The Economics of Community College*

3  
Community colleges depend upon models of finance and funding which influence approaches to student engagement. This course explores the impact on operating costs related to a self-service cafeteria style delivery of services contrasted with other models, including a guided pathway option. By comparing cost per student with cost for successful completion, students investigate the merits of changing economic models.

### LEAD5633  *Redesigning the Community College*

3  
This course addresses the function and purpose of community colleges from a current-to-future perspective, evaluating what has worked with what could be potentially be needed to encourage students to successfully complete a degree of study. Issues related to student choice, credit transfer to four-year programs, and alignment of program outcomes with student goals and assessment are explored.

### LEAD5643  *Engaging Students and Faculty*

3  
Faculty and student engagement is related to relationships focused on mission and vision. This course explores critical topics related to governance, building trust through demonstrated integrity, supporting practice founded on policies while addressing cross-functional teams supporting collaboration and inquiry.
**MRKT5413  Marketing for Higher Education**

3  This course explores ways to understand marketing as it conveys the compelling story of an organization, communicating the brand and the promised deliverables. Using key audience perspectives, essential questions are addressed as they impact branding, the ethical implications of gainful employment, consumer voice and social media, and maximizing the message to demonstrate value. Actionable analytics are used to validate market spending in relation to student financial concerns.

**MRKT5423  Recruitment and Retention**

3  Students investigate ways to use data to make critical decisions, connecting strategic planning to an increase in student satisfaction. This course evaluates recruitment strategies to attract prospects and to enhance engagement and retention of students.

**MRKT5433  Enrollment Process**

3  Focused on helping students achieve academic goals, this course surveys critical services to eliminate obstacles for students during enrollment and student support. By investigating ways technology integrates processes - database management, student advising, and the use of evaluation to generate efficiencies, catalog development, transcript evaluation - expectations are established.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>PSYC5273</td>
<td>Performance of the Intellect</td>
<td>3</td>
<td>Distinguishing between intelligence and the intellect, this course establishes a foundation for examining the role that the intellect, with specific focus on cognition, plays in learning, growth and development, and daily life. Theories of intelligence, including cognitive intelligence and emotional intelligence, are examined in the context of the performance of the intellect. Topics include constructivist and neo-constructivist theories of cognitive development; processes and strategies related to decision making, problem solving, and creative thinking; and the structural features of language, the processes of language acquisition, and the relationship between language and thought.</td>
</tr>
<tr>
<td>PSYC5283</td>
<td>Theories, Constructs, and Psychology Research</td>
<td>3</td>
<td>This course explores the nature of psychological theories and how they relate to real-world applications and explanations of psychological phenomena. Specifically, learners trace the historical development of major ideas in psychology and the work of Freud, Jung, Erikson, Skinner, Piaget, and Thorndike, and others. Students gain an understanding of psychological research and basic quantitative and qualitative methods psychologists use to gather and analyze evidence. Emphasis is placed on the emergence of psychology as an empirical science, ethical considerations in psychological research, the use of reference materials and electronic technologies, and the communication of psychological information in written form.</td>
</tr>
<tr>
<td>PSYC5293</td>
<td>Principles of Knowing</td>
<td>3</td>
<td>Principles create a framework for testing the value of information and ideas. 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 group decisions. Topics include the characteristics of memory, memory storage and retrieval, and factors interfering with the retention and retrieval of memories, and the theories and primary internal and external factors impacting motivation.</td>
</tr>
<tr>
<td>PSYC5303</td>
<td>Issues in Psychology</td>
<td>3</td>
<td>This course provides learners insights into the nature of psychology as a profession, the opportunity to gain in-depth knowledge of the theoretical and research basis of current issues in psychology, and the links between theoretical developments and professional practice. Topics include challenges associated with providing services to complex, vulnerable, and diverse populations; the ethical responsibilities of practitioners; stress and strategies for its alleviation; definitions and characteristics of psychological disorders and their treatment; primary internal and external factors affecting motivation, and political, social, economic, and medical issues related to mental health and behavioral disorders in contemporary society. Comparisons are made between cognitive/perceptual psychology, abnormal psychology, and social psychology. These subfields are related to the diversity of careers in psychology and the tools and theories used by various psychologists to determine and interpret personality and individual differences.</td>
</tr>
<tr>
<td>PSYC5313</td>
<td>Crossing the Lifespan of Human Development</td>
<td>3</td>
<td>Utilizing theories and principles, this course addresses the stages of human development, factors associated with personality development, and critical issues related to human development from infancy through adulthood. 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. Topics include emotions and their effects on perception, cognition, and behavior; the development of moral reasoning, and the effects of heredity and environment on human and personality development.</td>
</tr>
<tr>
<td>PSYC5333</td>
<td>The Role of Neuropsychology</td>
<td>3</td>
<td>This course investigates the role of neuropsychology in the context of socio-psychological development with specific focus on the context of socioemotional learning. The distinction between neuroscience and psychology frames the investigation of the course, especially in terms of physiological factors that influence brain development across the lifespan. Learners also explore how the nervous, endocrine, and sensory systems interface and affect thinking, memory, personality, development, and behavior. The effects of alcohol and drugs on consciousness are also discussed.</td>
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ROSS563  

Research for Higher Educational Professionals

This course enables students to become informed consumers of educational research and to develop skills to understand collecting, analyzing, organizing, interpreting, and communicating data for educational and organizational decision making. An emphasis is placed on data-mining principles students can apply to determine whether particular scientifically based research findings are trustworthy and relevant for use within complex data sets. Emphasis is placed on how action research can become a vital tool for school leaders working to improve educational business operations and activities.
SOSC5103  Issues in Sociology

3  Utilizing theories, standards, and practices in the field, learners explore contemporary issues in sociology using an experiential approach guided by research. Through analysis and evaluation of behavior, social issues are investigated which shape understanding of personal, social, national and global relationships, processes, and interactions. Learners analyze the nature, dimensions, causes, and characteristics of selected social problems of major interest. Consideration is given to theories, research, and programs for prevention and treatment.

SOSC5113  The Influence of Culture

3  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.

SOSC5163  Theories, Constructs, and Sociology Research

3  This course explores the nature of sociological theories and how these relate to real-world applications and explanations of social phenomena. Specifically, learners trace the historical development of major ideas in sociology and the work of important sociologists. Students gain an understanding of sociological research and basic quantitative and qualitative methods sociologists use to gather and analyze evidence and how to analyze and interpret data presented in graphic formats. Emphasis is placed on the emergence of sociology as a social science, ethical considerations in sociological research, the use of reference materials and electronic technologies, and the communication of sociological information in written form.

SOSC5173  Individuals, Social Groups, and Interactions

3  This course addresses the development of personal identity and sense of self and the ways in which social groups and institutions impact individual and social needs and provide a context for social interactions. The effects of social, cultural, and economic factors on individual values, beliefs, and attitudes and group dynamics are explored. Topics include race, ethnic, and gender relations and the impact of stereotyping, ethnocentrism, acts of altruism, and discrimination on group interactions; formal organizations and factors influencing their evolution, and the characteristics of bureaucracies. Emphasis is placed on the basic social institutions of family, economics, religion, education, health and medicine, and politics.

SOSC5183  Social Stratification, Deviance, and Social Order

3  This course addresses the causes, functions, and effects of social stratification and inequality including social class, gender, race, ethnicity, and age. Students explore theoretical explanation of deviance, normality, and crime in diverse social and cultural contexts and the sources of conformity, social order, and social control from a global perspective in different types of societies. Current topics include male-female differences and gender issues; aging and the sociology of death and dying, and the types and functions of social mobility in contemporary world societies.

SOSC5193  Collective Behavior, Social Movements, and Societal Change

3  The purpose of this course is to understand the theories, forms, development, and consequences of social and political collectiveness and movements on contemporary social life and how they are related to the changing nature of society. Topics include birth, death, migration, and other demographics; reasons for population growth and decline; the social and cultural effects of urbanization and industrialization; causes of conflict; the role of the mass media; modernization, and globalization and their impacts on diverse contemporary societies. Connections are made to social psychology and to other fields of study, such as economics, business, and government.