



American College of Education
College Catalog

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A Letter from the President



American College of Education welcomes you.

Your college was founded in the digital age, designed to enhance leadership skills for the organizations, classroom, school, community, and far beyond through online delivery of the highest quality curriculum and services. The result is a vibrant institution, bringing undergraduate and 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. Important information 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.

A handwritten signature in cursive script that reads "Shawntel D. Landry".

Shawntel D. Landry, Ed.D.

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)

Ownership

American College of Education is a wholly owned subsidiary of ACE Holdco PBC, 2200 Ross Avenue, Suite 3800, Dallas, TX 75201; 214-438-4100.

American College of Education's Mission Statement

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.



OUR MISSION
is to Deliver Programs That Are...

- HIGH-QUALITY
- AFFORDABLE
- ACCESSIBLE
- HAVE EVIDENCE-BASED CONTENT

to Prepare Students to...

- SERVE
- LEAD
- ACHIEVE

in Diverse, Evolving Communities. ●

ace.edu

About American College of Education

ACE Assessment Philosophy

American College of Education's assessment system is linked explicitly to the institutional mission and strategic plan, academic outcomes, program outcomes, general education competencies, 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.

American College of Education (ACE) has clearly stated goals for student learning and maintains an intentional, inclusive, and systematic process for assessing student learning and using data to improve. Student learning outcomes at the College occur at various levels for all degree programs and certificates leading licensure. Course objectives roll up to program outcomes, which reflect the skills, knowledge, and abilities students should possess to be successful in their chosen field of study. In addition to program-level assessment, college-wide academic outcomes (AOs) and undergraduate-level general education competencies (GECs) are also evaluated. These outcomes, aligned with the College mission and reflecting core values, represent critical understanding and skills expected of all students regardless of program. Prior to program completion, each student must demonstrate mastery of program-specific outcomes and college-wide academic outcomes. Undergraduate students must also demonstrate proficiency related to General Education Competencies.

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

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.

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

Core Values

American College of Education has established a set of core values which are foundational for our culture. They are our fundamental beliefs which underlie how we work and interact. They describe who we are at our core. Those core values are:

Core Values



For our student, our institution, and our communities.

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.

Diversity Statement

At American College of Education, we believe that the best learning environment for students and staff is one in which we encounter viewpoints and experiences that are different, yet complementary to ours. This environment is fostered by the presence of persons with diverse backgrounds. While a necessary precondition, diversity is in and of itself, insufficient. To create and maintain a truly inclusive learning community, we must strive to make all feel equally valued. We may celebrate diversity, but we "live" inclusion.

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 at 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.

General Education Assessment Philosophy

American College of Education is committed to ensuring our undergraduate students possess critical competencies for personal and professional growth and development. General Education courses and competencies align with the Indiana Statewide Transfer General Education Core (STGEC) and provide a valuable framework for lifelong learning in a diverse society. American College of Education evaluates attainment of these competencies through undergraduate courses within the degree program. The College has identified the following competency areas for general education assessment:

General Education Competencies (GECs)

1. Critical Thinking
 - Identifies problem to be reviewed
 - Recognizes issues inseparable from the problem
 - Considers innovative solutions
 - Synthesizes information to form a perspective
2. Written Communication
 - Communicates complex thoughts to diverse audiences
 - Presents message in a clear and concise manner
 - Demonstrates strong understanding of English language
 - Delivers information in writing free of grammatical errors
3. Oral Communication
 - Communicates complex thoughts to diverse audiences
 - Presents message in a clear and concise manner
 - Demonstrates strong understanding of English language
 - Delivers information orally in a compelling manner
4. Quantitative Reasoning
 - Applies basic quantitative functions to perform analysis
 - Supports argument with quantitative evidence
 - Utilizes various mathematical forms for pertinent information
 - Recognizes limitations of quantitative analysis
5. Digital Literacy
 - Accesses necessary information digitally
 - Selects sources and determines appropriateness
 - Utilizes digital resources in an ethically sound manner
 - Applies information to support the desired purpose in real-world contexts
6. Cultural Awareness
 - Identifies ethical issues with a global impact
 - Demonstrates understanding of diverse populations contexts
 - Utilizes perspectives other than one's own
 - Identifies the impact of wide-reaching local decisions on global communities

Nondiscrimination and Equal Opportunity

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

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.

Accreditation and Approvals

- College Accreditation
- Program Accreditation
- State Approvals
- Professional Licensure
- Course Sequence Approval

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.

State Approvals

Indiana Board for Proprietary Education

American College of Education is authorized by the Indiana Commission for Higher Education, Indiana Board for Proprietary Education in accordance with Indiana Administrative Code IC 21-18.5-6-12 and is approved to offer all programs listed in the College Catalog.

State Board of Nursing/State Agency approvals to offer the Master's Degree in Nursing program (RN to MSN)

Some states require the review and approval of a post-RN program by the State Board of Nursing or specific state agency before it can be offered within a state. ACE has obtained State Board of Nursing/State Agency program approval to offer the Master's Degree in Nursing program (RN to MSN) from the State Board of Nursing/State Agency listed below:

Georgia Nonpublic Post-Secondary Education Commission (GNPEC)

2082 East Exchange Place Suite 220

Tucker, Georgia 30084-5305

770-414-3300

<http://www.gnpec.georgia.gov/>**Wisconsin**

Wisconsin Educational Approval Board

Department of Safety and Professional Services

1400 East Washington Avenue

P.O. Box 8935

Madison, Wisconsin 53703

608-266-1996

DSPSEAP@wisconsin.govwww.eab.state.wi.us

American College of Education has been approved and is legally authorized to do business in the state of Wisconsin as a private post-secondary 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 Board of Nursing/State Agency exemption to offer the Master's Degree in Nursing program (RN to MSN)

Because ACE offers a post-RN Nursing program online and does not have a physical presence in the state and is an approved member of the State Authorization Reciprocity Agreement (SARA), ACE is either exempt from or otherwise not required to obtain State Board of Nursing program approval to offer the Master's Degree in Nursing program (RN to MSN) from the following states listed below.

Alaska, Alabama, Arizona, Arkansas, Colorado, Connecticut, Delaware, D.C., Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, West Virginia, and Wyoming.

Professional Licensure

American College of Education offers four graduate degree programs and four certificate programs that prepare students for licensure eligibility or the addition of certain content areas to an existing license*.

- Education Specialist in District Level Administration
- Master of Education in Educational Leadership
- Master of Arts in Elementary Teaching
- Master of Arts in Secondary Teaching

- Transition to Teaching in Elementary Education
- Transition to Teaching in Secondary Education
- Certificate in Teaching English Learners
- Certificate in Virtual Instruction

The following state agencies have approved the listed programs as preparing students for licensure or the addition of certain content areas to an existing license in their state.

Florida Department of Education Bureau of Educator Certification

The M.Ed. in Educational Leadership program offered by American College of Education has been approved by the Florida Department of Education, Bureau of Educator Certification as a preparatory program for persons applying for Certification in Educational Leadership to be eligible to receive certification as a school principal in Florida.

Florida Department of Education

Bureau of Educator Certification
Suite 1514, Turlington Building
325 West Gaines Street
Tallahassee, FL 32399-0400
800-245-0505
www.fldoe.org/edcert

Indiana Department of Education, State Board of Education

The M.Ed. in Educational Leadership program offered by American College of Education is approved by the Indiana State Board of Education as a preparatory program for persons applying for the addition of the Building Level Administrator (P-12) content area to their license.

The Master of Arts in Elementary Teaching and Master of Arts in Secondary Teaching and the Certificate in Transition to Teaching (T2T) graduate programs are approved by the Indiana Department of Education for an initial teacher license, with the T2T graduate certificate programs leading to an initial elementary generalist teaching license and initial secondary teacher license in Indiana.

Indiana has other teaching licensing requirements, including but not limited to the passage of a pedagogy exam for the level of license sought, certification in CPR/AED/Heimlich training, and receipt of a Suicide Prevention Training certificate.

The district level leadership courses within Education Specialist in District Level Administration program are approved by the Indiana Department of Education to lead to a superintendent license.

The certificate in Teaching English Learners is approved by the Indiana Department of Education for the addition of the English Learners content area to one's existing Indiana teaching license. The addition of English learners' content to one's existing Indiana teaching license requires coursework and testing. You can access a list of these areas here.

The certificate in Virtual Instruction is approved by the Indiana Department of Education. Certificate outcomes are designed to meet Indiana's standards for the addition of the Virtual Instruction content area to an existing Indiana license.

Indiana Department of Education

State Board of Education
South Tower Street, Suite 600
115 West Washington Street
Indianapolis, Indiana 46204
(317) 232-6610
www.doe.in.gov/idoe

Ohio Department of Higher Education

The M.Ed. in Educational Leadership program offered by American College of Education is approved by the Ohio Department of Higher Education as a preparatory program for persons apply for Ohio Building Principal Licenses (grades PK-6, grades 4-9, and grades 5-12).

Ohio Department of Higher Education

30 East Broad Street, 36th Floor
Columbus, OH 43215-414
614-466-6000
www.OhioHigherEd.org

Texas Education Agency

The M.Ed. in Educational Leadership program offered by American College of Education is approved by the Texas Education Agency as a preparatory program leading to an administrator/building principal certification in Texas.

Texas Education Agency

William B. Travis Building
1701 N. Congress Avenue
Austin, TX 78701
512-463-9734
www.tea.state.tx.us

Course Sequence Approval

For the Addition of Certain Content Areas to an Existing State License

Illinois State Board of Education

The Illinois State Board of Education has approved specific courses and sequences as meeting the coursework requirements for an endorsement to an Illinois professional educator license in the areas of Bilingual Education, English as a Second Language, Learning Behavior Specialist 1, and Early Childhood Special Education.

Illinois State Board of Education

100 N. 1st Street
Springfield, IL 62777
866-262-6663

<http://www.isbe.net/licensure/>

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](#).

**Graduates of programs which are approved to lead to licensure, endorsement, or certification may be subject to additional requirements for the receipt of initial licensure, endorsement, or certification in the state in which students intend to teach or administrate. Students are solely responsible for determining whether they are eligible for licensure, endorsement, or certification in the state in which they intend to teach or administrate. It is vitally important that students know and be continually aware of the requirements for licensure, endorsement, or certification in their state.*

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 Educational Specialist Degrees Conferred

Year	Black	White	Hispanic	Non-Res. Alien	Asian	Native Hawaiian	American Indian	Two or more races	Other: Not Reported	Male	Female	Total
2017	1	6	2	0	0	0	0	2	2	4	9	13
2016	2	3	0	0	0	0	0	0	0	1	4	5

NOTE Per IPEDS definitions, Degrees Conferred date range: July 1st to June 30th of the following year. The above table indicates, for example, that 13 doctoral and specialist degrees were conferred between July 1, 2015 and June 30, 2017.

Doctoral Degrees Conferred by Program: Leadership Ed.D. Degree/CIP Code 13.0401

Year	Black	White	Hispanic	Non-Res. Alien	Asian	Native Hawaiian	Amer. Indian	Two or More races	Other: Not Reported	Male	Female	Total
2017	0	2	0	0	0	0	0	0	2	0	4	4
2016	0	1	0	0	0	0	0	0	0	0	1	1

Educational Specialist Degrees Conferred by Program: Leadership Ed.S. Degree/CIP Code 13.0401

Year	Black	White	Hispanic	Non-Res. Alien	Asian	Native Hawaiian	Amer. Indian	Two or More Races	Other: Not Reported	Male	Female	Total
2017	1	4	2	0	0	0	0	2	0	4	5	9
2016	2	2	0	0	0	0	0	0	0	1	3	4

Total Master's Degrees Conferred

Year	Black	White	Hispanic	Non-Res Alien	Asian	Native Hawaiian	American Indian	Two or more Races	Other: Not Reported	Male	Female	Total
2017	77	1286	165	52	38	1	7	105	50	524	1257	1783
2016	93	1026	174	46	24	3	3	54	115	472	1066	1541
2015	72	833	138	37	18	1	0	31	155	395	890	1287
2014	114	1150	157	29	30	4	4	33	317	590	1248	1842
2013	143	1114	137	18	33	2	7	26	363	539	1304	1844
2012	148	1053	150	10	29	1	3	25	205	480	1144	1624
2011	169	1040	159	19	25	1	4	19	180	376	1240	1616
2010	144	399	74	0	17	0	0	23	89	164	612	776
2009	180	206	89	0	14	0	1	19	74	115	468	583
2008	120	166	60	5	18	0	1	0	61	60	371	431
2007	7	9	7	0	1	0	0	0	0	3	21	24

NOTE Per IPEDS definitions, Degrees Conferred date range: July 1st to June 30th of the following year. The above table indicates, for example, that 1783 master's degrees were conferred between July 1, 2016 and June 30, 2017. Two students earned two degrees within this time period; the demographic statistics here are unduplicated (# of degrees conferred = 1783; # of unduplicated students = 1781).

**Master's Degrees Conferred By Program:
Bilingual, Multilingual and Multicultural Education / CIP CODE 13.0201**

Year	Black	White	Hispanic	Non-Res Alien	Asian	Native Hawaiian	American Indian	Two or more Races	Other: Not Reported	Male	Female	Total
2017	4	48	29	5	5	0	0	8	6	19	86	105
2016	7	73	34	9	5	0	0	3	12	37	106	143
2015	8	68	24	12	5	1	0	6	14	34	104	138
2014	4	64	34	6	3	0	1	2	30	20	124	144
2013	7	87	36	4	6	0	1	2	23	23	151	174
2012	6	98	61	5	6	0	0	4	28	28	166	194

Master's Degrees Conferred by Program: M.Ed. in Curriculum and Instruction / CIP Code 13.0301

Year	Black	White	Hispanic	Non-Res Alien	Asian	Native Hawaiian	American Indian	Two or more Races	Other: Not Reported	Male	Female	Total
2017	15	356	32	15	10	0	1	32	8	90	379	469
2016	18	350	42	9	11	1	1	19	37	113	375	488
2015	21	315	44	11	8	0	0	4	49	104	348	452
2014	22	369	36	13	9	2	0	7	129	126	461	587
2013	40	389	32	2	11	1	3	8	132	130	488	618
2012	41	398	30	2	19	0	1	7	62	120	440	560
2011	67	549	107	12	21	1	3	11	105	173	703	876
2010	31	173	18	0	11	0	0	4	38	39	236	275
2009	24	59	13	0	5	0	0	3	10	15	99	114
2008	120	166	60	5	18	1	1	0	61	60	371	431
2007	0	0	0	0	0	0	0	0	0	0	0	0

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

Year	Black	White	Hispanic	Non-Res Alien	Asian	Native Hawaiian	American Indian	Two or more Races	Other: Not Reported	Male	Female	Total
2017	35	425	65	12	8	1	4	35	16	237	364	601
2016	52	372	68	20	5	1	1	26	38	205	378	583
2015	40	304	58	13	3	0	0	17	67	191	311	502
2014	79	559	74	7	10	2	3	21	133	353	235	888
2013	84	470	56	9	11	0	1	13	137	298	483	781
2012	96	427	47	3	2	0	2	9	95	256	425	681
2011	101	488	50	7	4	0	1	8	73	200	532	732
2010	113	226	56	0	6	0	0	49	51	125	376	501
2009	156	147	76	0	9	0	1	16	64	100	369	469
2008	0	0	0	0	0	0	0	0	0	0	0	0
2007	7	9	7	0	1	0	0	0	0	3	21	24

Master's Degrees Conferred by Program: M.Ed. in Educational Technology / CIP Code 13.0501

Year	Black	White	Hispanic	Non-Res Alien	Asian	Native Hawaiian	American Indian	Two or more Races	Other: Not Reported	Male	Female	Total
2017	3	109	9	4	4	0	0	4	4	50	87	137
2016	8	131	17	5	2	1	0	3	19	88	98	186
2015	3	107	8	1	2	0	0	3	18	56	86	142
2014	9	152	13	3	8	0	0	4	27	92	124	216
2013	12	169	13	3	5	1	2	3	63	88	183	271
2012	5	139	12	0	2	1	0	5	25	76	113	189
2011	1	3	2	0	0	0	0	0	2	3	5	8

**Master's Degrees Conferred by Program:
M.Ed. in Instructional Design and Technology / CIP Code 13.0501**

Year	Black	White	Hispanic	Non-Res Alien	Asian	Native Hawaiian	American Indian	Two or more Races	Other: Not Reported	Male	Female	Total
2017	3	50	1	2	2	0	1	5	3	25	42	67
2016	2	16	4	0	1	0	0	1	3	9	18	27

Master's Degrees Conferred by Program: M.Ed. in Elementary Education / CIP Code 13.1299

Year	Black	White	Hispanic	Non-Res Alien	Asian	Native Hawaiian	American Indian	Two or more Races	Other: Not Reported	Male	Female	Total
2017	1	21	2	1	1	0	0	1	1	1	27	28
2016	0	30	2	0	0	0	0	0	2	4	30	34
2015	0	36	4	0	0	0	0	1	5	6	40	46
2014	0	7	0	0	0	0	0	0	0	1	6	7

Master's Degrees Conferred by Program: M.A. in Elementary Teaching / CIP Code 13.1202

Year	Black	White	Hispanic	Non-Res Alien	Asian	Native Hawaiian	American Indian	Two or more Races	Other: Not Reported	Male	Female	Total
2017	4	12	3	0	0	0	0	1	1	5	16	21
2016	4	13	2	0	0	0	1	1	1	2	20	22
2015	0	4	0	0	0	0	0	0	1	2	3	5

Master's Degrees Conferred by Program: M.A. in Secondary Teaching / CIP Code 13.1205

Year	Black	White	Hispanic	Non-Res Alien	Asian	Native Hawaiian	American Indian	Two or more Races	Other: Not Reported	Male	Female	Total
2017	2	4	2	0	0	0	0	0	2	7	3	10
2016	2	4	1	0	0	0	0	0	0	2	5	7
2015	0	1	0	0	0	0	0	0	1	2	0	2

**Master's Degrees Conferred by Program:
M.Ed. in Health and Wellness Education / CIP Code 13.1307**

Year	Black	White	Hispanic	Non-Res Alien	Asian	Native Hawaiian	American Indian	Two or more Races	Other: Not Reported	Male	Female	Total
2017	6	99	11	1	4	0	0	3	5	58	71	129
2016	0	28	0	0	0	0	0	2	2	11	21	32

**Master's Degrees Conferred by Program:
M.Ed. in Teaching English Learners / CIP Code 13.0299**

Year	Black	White	Hispanic	Non-Res Alien	Asian	Native Hawaiian	American Indian	Two or more Races	Other: Not Reported	Male	Female	Total
2017	1	34	3	5	1	0	1	7	1	12	41	53
2016	0	11	4	3	0	0	0	0	1	2	17	19

Master's Degrees Conferred by Program: Early Childhood / CIP Code 13.1210

Year	Black	White	Hispanic	Non-Res Alien	Asian	Native Hawaiian	American Indian	Two or more Races	Other: Not Reported	Male	Female	Total
2017	3	30	1	3	2	0	0	1	1	0	41	41

Master's Degrees Conferred by Program: Integrated Curriculum / CIP Code 13.0301

Year	Black	White	Hispanic	Non-Res Alien	Asian	Native Hawaiian	American Indian	Two or more Races	Other: Not Reported	Male	Female	Total
2017	0	75	3	4	1	0	0	7	2	18	74	92

Master's Degrees Conferred by Program: Literacy / CIP Code 13.1315

Year	Black	White	Hispanic	Non-Res Alien	Asian	Native Hawaiian	American Indian	Two or more Races	Other: Not Reported	Male	Female	Total
2017	1	24	4	0	0	0	0	1	0	2	28	30

Total Certificates Conferred

Year	Black	White	Hispanic	Non-Res Alien	Asian	Native Hawaiian	American Indian	Two or more Races	Other: Not Reported	Male	Female	Total
2017	3	93	11	0	6	0	0	18	4	26	109	135
2016	18	139	32	2	6	0	0	19	25	30	211	243
2015	19	214	39	2	11	1	0	15	31	49	283	337
2014	5	105	20	0	11	1	0	8	28	23	155	178
2013	0	4	0	0	0	0	1	0	1	0	6	6

Licensure Pass Rates - Educational Leadership (State Licensure / Certification)

Florida	Texas	Indiana	Ohio
FELE 93%	068 Princ 91%	Bldg Level Admin 87%	Ed Lead 83%
Educational Leadership ACE Pass Rate Cumulative to 7/2017	Educational Leadership ACE Pass Rate Cumulative to 7/2017	Educational Leadership - ACE Pass Rate Cumulative to 7/2017	Educational Leadership - ACE Pass Rate Cumulative to 7/2017
Pearson's Testing Database n = 995	TExES Database n = 75	Pearson's testing database n = 45	Pearson's Testing Database n = 102
State Pass Rate: 88% Cumulative to 7/2017	State Pass Rate: 86% 7/2017	State Pass Rate: 90% 7/2017	State Pass Rate: 85% Cumulative to 7/2017

Licensure Pass Rates - MAT/T2T (State Licensure / Certification)

Indiana	
Elementary	Secondary
90%	100%
MAT - Elementary and T2T - ACE Pass Rate Cumulative to 7/2017	MAT - Secondary and T2T - ACE Pass Rate Cumulative to 7/2017
Pearson's testing database n = 52 MAT - Elementary n=26; pass rate 92% T2T - Elementary n=26; pass rate 88%	Pearson's testing database n = 40 MAT Secondary n=5; pass rate 100% T2T Secondary n=31; pass rate 100%
State Pass Rate: 96% 7/2017	State Pass Rate: 98% 7/2017

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.

Academic Calendar

Academic Calendar for 2018

Standard 5 Week Term			
Term Start	Term End	Final Grades Posted	Break Week
1/8/2018	2/11/2018	2/15/2018	2/12/2018
2/19/2018	3/25/2018	3/29/2018	3/26/2018
<i>Break 1 4/2-4-8</i>			
4/9/2018	5/13/2018	5/17/2018	5/14/2018
5/21/2018	6/24/2018	6/28/2018	6/25/2018
<i>Break 2 7/2-7/8</i>			
7/9/2018	8/12/2018	8/16/2018	8/13/2018
8/20/2018	9/23/2018	9/27/2018	9/24/2018
10/1/2018	11/4/2018	11/8/2018	11/5/2018
11/12/2018	12/16/2018	12/20/2018	12/17/2018
<i>Break 3 12/24-1/6/2019</i>			

Mid-Term Schedule			
Term Start	Term End	Final Grades Posted	Break Week
1/29/2018	3/11/2018	3/15/2018	3/12/2018
6/11/2018	7/29/2018	8/2/2018	7/30/2018
9/10/2018	10/21/2018	10/25/2018	10/22/2018

10 Week Terms				
Term Start	Term End	Grades Due	Break Week (2 wk)	Doctoral 10 week term
1/8/2018	3/18/2018	3/29/2018	3/19-4/1/2018	Doctoral Term
2/19/2018	5/6/2018	5/17/2018	5/7-5/20/2018	N/A
<i>Break 1 4/2-4-8</i>				
4/9/2018	6/17/2018	6/28/2018	6/18-7/1/2018	Doctoral Term
5/21/2018	8/5/2018	8/16/2018	8/6-8/19/2018	N/A
<i>Break 2 7/2-7/8</i>				
7/9/2018	9/16/2018	9/27/2018	9/17-9/30/2018	Doctoral Term
8/20/2018	10/28/2018	11/8/2018	10/29-11/11/2018	N/A
10/1/2018	12/9/2018	12/20/2018	12/10-12/23/2018	Doctoral Term
11/12/2018	2/3/2019	2/14/2019	2/4-2/17/2018	N/A
<i>Break 3 12/24-1/6</i>				
<p><i>*Internship Courses offered every 10-week term. Student Teaching is offered during the January and August terms.</i></p>				

Programs by Department

Department of Healthcare, Bachelor of Science

Healthcare Administration, B.S.

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. 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. (VII)
4. Use technology to implement healthcare control systems, professional presentations, informational literacy techniques, and other aspects of healthcare management. (III)
5. 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)
6. Implement strategic planning and program evaluation to promote organizational excellence and continuous improvement. (VII)
7. Assess the impact of health policies and laws on organizational operations and serve as an advocate for change when necessary. (V)
8. Apply best practices and principles in leading and managing human resources in diverse organizational environments. (VI)
9. Serve as an effective steward of organizational resources through knowledge of financial management, fiscal responsibility, and effective budgeting methods. (III)
10. 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 credits completed outside of course list)

Healthcare Courses

- HLTH4301 - Introduction to Healthcare Administration (Initial Course)
- HLTH4303 - Legal and Ethical Issues in Healthcare Management
- HLTH4313 - Leading and Decision-Making in Health Services
- HLTH4343 - Health and Wellness Across Populations
- RES4353 - 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: Health and Wellness Services Management (Final Course)

Note

**Eighty-four (84) semester credits are required to be completed prior to degree conferral. Non-general education courses may be applied to the degree as electives to meet the program admission requirement. General education courses must include thirty (30) required semester credits 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.*

***Please see Academic Policies for more information regarding general education requirements.*

Master of Education, Health and Wellness Education, M.Ed.

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)

Health and Wellness Courses (13 Semester Credits)

- HLTH5403 - Behavioral Diversity in Health Education
- HLTH5413 - Principles and Practice in Health Education
- HLTH5423 - Human Development
- HLTH5443 - Technology, Leadership, and Health Informatics
- HLTH5091 - Capstone Experience for Health Education (1 Semester Credit)
(Concurrent enrollment with final academic course)
- 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
- Research Courses (3 Semester Credits)
- RES5303 - Research Methods and Applied Statistics

- Leadership Courses (3 Semester Credits)
- LEAD5433 - Leadership in Health 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.
- 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>].

Department of Leadership and Administration

Certificate, Advanced Graduate Study Certificate

Certificate Description

The Certificate in Advanced Graduate Study (CAGS) is a post-master's certificate of advanced study. Students major in interdisciplinary educational studies, allowing them the ability to choose their courses. 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.
- Interdisciplinary Educational Studies

Choose any 9 courses (27 credits) from the doctoral level courses listed in the course list below:

- BE6083 - Understanding Linguistics and Second Language Learners
- 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
- CI6123 - Assessment Strategies
- CI6133 - Strengthening Literacy
- CI6143 - Designing and Leading Professional Learning
- EC6043 - Early Childhood Assessment and Intervention
- EC6053 - Advocacy and Leadership in Early Childhood
- 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
- ED6063 - Designing and Leading Professional Learning
- EDUC6103 - International Development and Policy
- EDUC6113 - The Role of International Organizations and Global Foundations
- EDUC6123 - Education and International Migration
- EDUC6133 - International Programs, Curricula and Pedagogies
- EDUC6143 - Evaluating International Education Issues
- HE6103 - Law, Compliance, and Governance in Higher Education
- HE6113 - Resource Management in Higher Education
- HE6123 - Student Affairs

- HE6133 - Issues in Higher Ed
- HE6143 - Higher Education Administration
- 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
- HLTH6453 - Finance and Fiscal Management in Health Education
- LEAD6283 - Instructional Leadership
- LEAD6293 - Designing and Leading Professional Learning
- LEAD6303 - Achievement and Accountability
- LEAD6313 - The Art of Decision Making
- LEAD6323 - Organizational Behavior and Culture
- LEAD6173 - Global Perspectives
- LEAD6183 - Grants Writing for Leaders
- 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
- LEAD6163 - Management of Human Capital
- ORG6203 - Partnerships and Community
- ORG6213 - Emerging Technology in Organizations
- ORG6223 - Communications and Advocacy for Leaders
- ORG6243 - Grant Writing for Leaders
- ORG6263 - Policy and Governance
- 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 & Science Curriculum:
Elementary, Secondary, & College Level
- SCI6243 - Building Scientific Understanding in Students
- TECH6303 - Digital Teaching & Learning
- TECH6313 - Creating Digital Collaboration and Communities
- TECH6323 - Designing Courses and Programs
- TECH6333 - Digital Assessment & Instruction
- TECH6343 - Emerging Technologies in Education

Capstone (3 Semester Credits) (Required)

- LEAD6333 - Capstone in Advanced Graduate Study (Final Course)

Higher Education Certificate

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 - Budgeting and Resource Management in Higher Education
- LEAD5123 - Student Affairs
- LEAD5133 - Issues in Higher 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>].

Teacher Leadership Certificate

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

- 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>].

Doctor of Education, Leadership, Ed.D.

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)

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.

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 strengthened 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.

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.

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.

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.

STEM Leadership

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)

Leadership Courses (25 Semester Credits)

- LEAD6001 - Introduction to Advanced Studies (1 Semester Credit; 5-wk Format) (Initial Course)
- LEAD6113 - Ethical Leadership and Social Justice
- LEAD6123 - Management of Financial Resources
- LEAD6133 - Models of Leadership and Coaching
- LEAD6143 - Strategic Operations Planning and Innovation
- LEAD6163 - Management of Human Capital
- LEAD6173 - Global Perspectives
- LEAD6323 - Organizational Behavior and Culture
- LEAD6011 - Leadership as a Reflective Practice (1 Semester Credit; 5-wk Format)
- LEAD6021 - Doctoral Leadership Seminar I (1 Semester Credit; 5-wk Format)
- LEAD6031 - Doctoral Leadership Seminar II (1 Semester Credit; 5-wk Format)

Research Courses (21 Semester Credits)

- RES6041 - Scholarly Writing and Research Strategies (1 Semester Credit; 5-wk Format)

- RES6512 - Research Concept Paper
- RES6013 - Research Methods
- RES6541 - Finalizing the Dissertation Proposal
- RES6003 - Applied Statistics
- RES6521 - Research Methodology
- RES6531 - Literature Review
- RES6023 - Quantitative Research Designs
- RES6551 - Analyzing the Dissertation Research
- RES6033 - Qualitative Research Designs
- RES6302 - Defending the Dissertation (Taken during last term)
- RES6500 - Dissertation Workspace

Choose a Six-Course Focus of Study (18 Semester Credits)

Adult and Continuing Education

- ED6013 - Adult Learning
- ED6023 - Instructional Strategies for the Adult Learner
- ED6033 - Evaluating Instructional Programs
- ED6043 - Assessing Adult Learners
- ED6063 - Designing and Leading Professional Learning
- ED6073 - Capstone in Adult Education (Taken during last term)

Curriculum and Instruction

- CI6103 - Curriculum and Instructional Design for Diversity
- CI6113 - Standards-Driven Learning
- CI6123 - Assessment Strategies
- CI6133 - Strengthening Literacy
- CI6143 - Designing and Leading Professional Learning
- CI6153 - Capstone in Curriculum and Instruction (Taken during last term)

Early Childhood Education

- EC6013 - Research and Trends in Early Childhood Education
- EC6023 - Theories and Foundations of Child Development
- EC6033 - Collaborative Partnerships in Early Childhood Practices
- EC6043 - Early Childhood Assessment and Intervention
- EC6053 - Advocacy and Leadership in Early Childhood
- EC6063 - Capstone in Early Childhood Education (Taken during last term)

Educational and Community Organizations

- ORG6203 - Partnerships and Community
- ORG6213 - Emerging Technology in Organizations
- ORG6223 - Communications and Advocacy for Leaders
- ORG6243 - Grant Writing for Leaders

- ORG6263 - Policy and Governance
- ORG6253 - Capstone in Educational and Community Organizations (Taken during last term)

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
- HLTH6453 - Finance and Fiscal Management in Health Education
- HLTH6463 - Capstone in Health Education (Taken during last term)

Higher Education

- HE6103 - Law, Compliance, and Governance in Higher Education
- HE6113 - Resource Management in Higher Education
- HE6123 - Student Affairs
- HE6133 - Issues in Higher Ed
- HE6143 - Higher Education Administration
- HE6153 - Capstone in Higher Education (Taken during last term)

Instructional Leadership

- LEAD6283 - Instructional Leadership
- LEAD6293 - Designing and Leading Professional Learning
- LEAD6313 - The Art of Decision Making
- LEAD6103 - Evidence-based Learning and Teaching
- LEAD6303 - Achievement and Accountability
- LEAD6403 - Capstone in Instructional Leadership (Taken during last term)

International Education

- EDUC6103 - International Development and Policy
- EDUC6113 - The Role of International Organizations and Global Foundations
- EDUC6123 - Education and International Migration
- EDUC6133 - International Programs, Curricula and Pedagogies
- EDUC6143 - Evaluating International Education Issues
- EDUC6153 - Capstone in International Education (Taken during last term)

Online Education

- TECH6303 - Digital Teaching & Learning
- TECH6313 - Creating Digital Collaboration and Communities
- TECH6323 - Designing Courses and Programs
- TECH6333 - Digital Assessment & Instruction
- TECH6343 - Emerging Technologies in Education

- TECH6353 - Capstone in Online Education (Taken during last term)

Second Language Instruction

- 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
- BE6083 - Understanding Linguistics and Second Language Learners
- BE6093 - Capstone in Second Language Instruction (Taken during last term)

STEM Leadership

- 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 & Science Curriculum: Elementary, Secondary, & College Level
- SCI6243 - Building Scientific Understanding in Students
- SCI6253 - Capstone in STEM Leadership (Taken during last term)

General Track

Any six courses selected from courses above in focus of study options.

Additional Courses (if required or desired)

Support courses to aid in dissertation completion for Ed.D. students. Courses may be required of progression is not achieved in courses OR students can elect to take courses to support their progress.

- RES6223 - Dissertation Boot Camp
- RES6233 - Research Boot Camp
- RES6241 - Scholarly Writing Support

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.

Leadership, Ed.D. (Ed.S. or ABD to Ed.D. Pathway)

Individuals who have completed an Ed.S. degree or have completed all doctoral coursework but not completed the dissertation (ABD) are eligible for this pathway. The courses listed are to be completed at ACE to earn an Ed.D. in Leadership. A total of 37 semester credits are required in the course list.

Credits Transferred from Prior Education (27 Semester Credits)

Leadership Courses (22 Semester Credits)

- LEAD6001 - Introduction to Advanced Studies (1 Semester Credit; 5-wk Format) (Initial Course)
- LEAD6011 - Leadership as a Reflective Practice (1 Semester Credit; 5-wk Format)
- LEAD6021 - Doctoral Leadership Seminar I (1 Semester Credit; 5-wk Format)
- LEAD6031 - Doctoral Leadership Seminar II (1 Semester Credit; 5-wk Format)
- LEAD6113 - Ethical Leadership and Social Justice
- LEAD6123 - Management of Financial Resources
- LEAD6133 - Models of Leadership and Coaching
- LEAD6143 - Strategic Operations Planning and Innovation
- LEAD6163 - Management of Human Capital
- LEAD6323 - Organizational Behavior and Culture

Research Courses (15 Semester Credits Required)

Research Courses (6 semester credits, based on transcript review)

Two courses, six semester credits, will be selected for students during transcript review.

- RES6013 - Research Methods
- RES6023 - Quantitative Research Designs
- RES6033 - Qualitative Research Designs
- RES6003 - Applied Statistics
- Required Research Courses (9 semester credits)
- RES6041 - Scholarly Writing and Research Strategies (1 Semester Credit; 5-wk Format)
- RES6512 - Research Concept Paper
- RES6521 - Research Methodology

- RES6531 - Literature Review
- RES6541 - Finalizing the Dissertation Proposal
- RES6551 - Analyzing the Dissertation Research
- RES6302 - Defending the Dissertation
- RES6500 - Dissertation Workspace

Additional Courses (if required or desired)

- RES6233 - Research Boot Camp
- RES6223 - Dissertation Boot Camp
- RES6241 - Scholarly Writing Support

Note

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- This program has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB); Kentucky residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.
- Check availability in your state on the Programs by State section of the ACE website [<http://www.ace.edu/admissions/programs-by-state>].

Education Specialist, District Level Administration, Ed.S.

Available to students in Spring 2019

The Ed.S. in District-Level Administration provides a theory-to-practice approach for specialized study in district-level school leadership at the post-master's level for those seeking advanced credentials but not a full doctoral degree with a dissertation requirement. The degree emphasizes the development of the knowledge, skills, and competencies required for transformative, district-level leaders and administrators who are able to address the changes occurring in P-12 school systems and the scope and nature of modern education. Included within the degree are relevant field-based experiences; action research; seminars specific to the district-level position and responsibilities; mentor-supervised internship or clinical experiences embedded in six core courses, and a culminating Capstone Experience resulting in an original contribution to the field. The program leads to Indiana's P-12 district-level administrator's licensure.

Program Outcomes

1. Develop, implement, and monitor shared vision, mission, and core values supporting a P-12 culture of achievement and continuous, sustainable district and school improvement.
2. Demonstrate competencies of a district instructional leader by employing evidence-based strategies, including systems of learning and instruction, high-quality professional development, and intellectual processes to support principals, teachers, and staff as they strengthen curricula, content delivery, instructional effectiveness, and assessment for all students.

3. Engage all key stakeholders in collaborative, meaningful work to achieve transformative results in student engagement and achievement and district-wide continuous improvement.
4. Structure and manage an educationally enriched, technology-enhanced, inclusive, safe, caring, and healthy district and school culture that promotes equitable access and treatment, culturally and individually responsive practices, and coherent systems of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of student needs.
5. Leverage organizational, operational, and human/fiscal resource administrative skills to drive improvements in building leader effectiveness, including professional development; desired educational outcomes, and overall district and school success.
6. Practice and model ethical decision-making skills to include equitable considerations, valid data gathering, various reporting measures, and consequence analyses concerning personnel and other issues impacting district environments.
7. Promote the building of relationships by modeling professional norms, ethical behaviors, responsible actions, and essential educational values that promote equity, social justice, fairness, and respect among all diverse district stakeholders.
8. Demonstrate shared decision making and an effective communication network through various media modes and accessibility for the purpose of establishing and maintaining positive community/district relationships and providing an overall context in which decisions are made in the service of student learning and development.
9. Apply legal and social principles in an institutional framework to enrich the district's climate, culture, and diverse learning infrastructure, including an emphasis on civic and global learning.
10. Engage in professional learning activities and research to serve as an advocate for district needs and priorities and to remain current on best practices in the field; local, state, and national decision making; school board relations and district governance; and compliance with policy, laws, and regulations.

Course Sequence (34 Semester Credits)

District Leadership Courses (24 Semester Credits)

- LEAD6413 - Establishing a Culture of Success
- LEAD6473 - Administration of District and School Personnel
- LEAD6343 - Instructional Leadership for Superintendents
- LEAD6353 - Decision Making for the Superintendency
- LEAD6483 - Curriculum, Instruction, and Assessment for Superintendents
- LEAD6423 - District Management
- LEAD6433 - Internship for the Superintendency
- LEAD6453 - Capstone for the Superintendency

Research Courses (3 Semester Credits)

- RES6403 - Action Research for Leaders

Leadership Courses (7 Semester Credits)

- LEAD6001 - Introduction to Advanced Studies
- LEAD6113 - Ethical Leadership and Social Justice
- LEAD6323 - Organizational Behavior and Culture

Note

- This program is designed to prepare students for eligibility for an District Level School Administer licensure.
- This program has been approved as meeting the Superintendent P-12 licensure requirements in 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.alsde.edu].

Leadership, Ed.S.

Program Description

The Education Specialist degree is a practitioner's degree at the post-master's level for those who seek advanced credentials but not a full doctoral degree with a dissertation requirement. The objective of the degree is to develop skills and competencies that will make the student a more effective leader. The Ed.S. in Leadership is designed for individuals with a master's degree who wish to advance their leadership practice in their chosen discipline.

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)

Course List (34 Semester Credits)

Research Courses (9 Semester Credits)

- RES6222 - Crafting a Concept Paper
- RES6013 - Research Methods
- RES6003 - Applied Statistics
- RES6041 - Scholarly Writing and Research Strategies (1 Semester Credit; 5-wk Format)

Leadership Courses (25 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
- LEAD6113 - Ethical Leadership and Social Justice
- LEAD6173 - Global Perspectives
- LEAD6323 - Organizational Behavior and Culture
- LEAD6193 - Capstone in Leadership (Final 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, Educational Business Administration, M.Ed.

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)

Focus of Study Options (9 Semester Credits)

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.

Course List (35 Semester Credits)

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

Research Courses (3 Semester Credits)

- RES5453 - Research Methods for Educational Business Administrators

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 Environments
- 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 (Optional)
(6 Semester Credits)
- EBUS5553 - Internship in Educational Business Administration (Optional)

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>].
- Educational Leadership for Graduates of Curriculum and Instruction, M.Ed.
- 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) OR

- ELIL5983 - Internship Experience for Educational Leadership (Illinois) OR
- ELFL5983 - Internship Experience for Educational Leadership (Florida) OR
- 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) OR
- ELIL5091 - Capstone Experience for Educational Leadership (Illinois) OR
- ELFL5091 - Capstone Experience for Educational Leadership (Florida) OR
- 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.

Educational Leadership, M.Ed.

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

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-wk Format) OR
- ELIN5983 - Internship Experience for Educational Leadership (Indiana) OR
- ELIL5983 - Internship Experience for Educational Leadership (Illinois) OR
- 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) OR
- ELIL5091 - Capstone Experience for Educational Leadership (Illinois) OR
- 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 Florida Licensure Track

This track is designed for individuals who will seek principal certification within the state of Florida. Graduates of this program are required to take and pass the FELE examination and provide scores to ACE in order to be endorsed as a completer and eligible for Florida Principal Certification. To help prepare students for the FELE exam, students will take a FELE preparation course during their last term.

Research Courses (3 Semester Credits)

- RES5173 - Research Methods for Educational Leaders

Literacy Courses (3 Semester Credits)

- LIT5233 - Prescriptive Intervention for Reading Difficulties, OR
- LIT5243 - Strengthening Literacy for Educational Leaders

Leadership Courses (28 Semester Credit Hours)

- EL5033 - Creating Safe and Supportive Learning Environments
- EL5753 - Law and Policy
- EL5023 - Assessment Strategies
- EL5053 - Community Engagement, Outreach, and Collaboration
- EL5123 - Diverse Learners
- EL5703 - School Improvement
- EL5723 - Resource and Fiscal Management
- EL5623 - Developing Teachers
- ELFL5983 - Internship Experience for Educational Leadership (Florida)
- ELFL5091 - Capstone Experience for Educational Leadership (Florida)
- PDEFL - Educational Leadership Test Preparation - Florida

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)

- LIT5253 - Strengthening Literacy for Educational Leaders (TX)

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 (Texas) (15-wk format) (Concurrent enrollment with final academic course and ELTX 5091)
- ELTX5091 - Capstone Experience for Educational Leadership (TX) (1 Semester Credit; 5-wk format) (Concurrent enrollment with ELX 5983)

Notes for Texas Educational Leadership Students

**Information about ACE's Educational Leadership program performance (pass rates) over the past five years is available on the Texas Education Agency's website.*

**Information about the effect of supply and demand forces on the educator workforce can be found on the EEP website and from Texas Workforce Commission*

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. (Texas students will complete this experience in a 15-week practicum experience.) 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.

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 as least three (3) years of full-time employment as an administrator in a P-12 school system. See: [www.alsde.edu].

Higher Education, M.Ed.

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 (9 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)

Leadership Courses (13 Semester Credits)

- LEAD5503 - Higher Education Administration I (Initial Course)
- LEAD5513 - Higher Education Administration II
- LEAD5113 - Budgeting and Resource Management in Higher Education
- LEAD5103 - Law, Compliance, and Governance in Higher Education
- HE5091 - Capstone Experience for Higher Education (1 Semester Credit)
(Concurrent enrollment with final academic course)

Marketing Courses (3 Semester Credits)

- MRKT5403 - Marketing Management

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

- ET5063 - Creating Professional Environments in a Virtual World

Research Courses (3 Semester Credits)

- RES5463 - Research for Higher Educational Professionals

Teaching/Learning Core Courses (3 Semester Credits)

- ED5523 - Evaluating Instructional Programs

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

Community College Leadership

- LEAD5623 - The Economic of Community College
- LEAD5633 - Redesigning the Community College
- LEAD5643 - Engaging Students and Faculty

Enrollment Management

- MRKT5413 - Marketing for Higher Education
- MRKT5423 - Recruitment and Retention
- MRKT5433 - Enrollment Process

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

- LEAD5533 - Developing and Distributing Leadership
- LEAD5543 - Leadership as a Professional Journey
- LEAD5073 - The Art of Decision Making

Student Development and Affairs

- LEAD5123 - Student Affairs
- LEAD5573 - Student Matriculation Services
- LEAD5583 - Career and Professional Development

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>].

Teacher Leadership, M.Ed.

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

- 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>].

Department of Nursing

Master of Science in Nursing, RN to MSN

Program Description

The RN to MSN program offers a seamless learning experience for those seeking advanced nursing knowledge and expanded professional skills appropriate for a global and increasingly complex healthcare system. Designed to expand competencies in practice, evidence-based decision making, informatics and technological communication skills, and innovative thinking, the degree promotes professional expertise in patient-centered care among diverse and vulnerable populations. The dynamic connection between research, theory and practice prepares students to engage in problem-solving in micro and macro systems and to ensure quality care and patient safety. As leaders, graduates are expected to become change agents to improve people's health.

Vision

The ACE department of nursing will be recognized as a provider of high quality, affordable, innovative nursing education and a purpose driven force for good committed to advancing health and quality care.

Mission

The Mission of the ACE department of nursing is to educate and inspire nursing students to become exceptional health care providers, educators and leaders who use forward thinking, evidence-based innovation, and collaboration to transform health outcomes, organizations and systems within a global society.

ACE Department of Nursing Core Values

- Excellence- We influence the profession of nursing, systems of care, and health outcomes through achievement of our mission and promotion of our values.
- Passion- We display caring and concern for others and strive to make a difference.
- Collaboration- We promote the sense of teamwork and collaboration.
- Social Responsibility- We strive to treat all with respect and embrace social justice, advocacy, and servant leadership.
- Innovation- We use forward thinking, evidence-based approaches to advance the ACE Mission, Vision and to achieve National and International goals for nursing and health.
- Integrity- We display ethical, trustworthy, and authentic behavior in actions with students, colleagues, and communities.

BSN Outcomes

1. Provide individualized, comprehensive, culturally competent care based on theories and principles of nursing, bio-psychosocial, and organizational sciences to individuals, families, and communities across systems of care. (BSN Essential I, IX) (AO II)

2. Demonstrate leadership and inter-professional collaboration with members of the health care team and consumers when providing care for health promotion, illness prevention, health restoration, health maintenance, and rehabilitative activities across systems of care. (BSN Essentials II, VI, and VII) (AO VII)
3. Communicate effectively with health care providers and patient populations in managing the healthcare of individuals, families, and communities. (BSN Essential VI) (AO IV)
4. Utilize clinical judgment in professional decision making and implementation of the nursing process. (BSN Essential VII, IX) (AO I)
5. Demonstrate the spirit of inquiry and evidence of lifelong learning by taking responsibility for continued personal and professional development through enrollment in graduate education, continuing education programs, and participation in professional organizations and community service. (BSN Essential I, VIII) (AO III and VI)
6. Implement professional nursing standards by practicing within the legal definitions of nursing practice and acts in accordance with the nursing code of ethics and American Nurses Association (ANA) standards of practice. (BSN Essential VIII, IX) (AO V)
7. Practice in established professional roles consistent with entry-level BSN graduates to provide evidence-based, cost-effective, culturally competent quality care to health consumers across all health care environments. (BSN Essentials III, V, IX) (AO VII)
8. Incorporate basic knowledge of healthcare policy and evidence-based practice in the provision of professional nursing care to individuals, families, aggregates, and communities to promote health outcomes. (BSN Essential III, V, VII) (AO V and I)
9. Integrate informatics and health care technologies to deliver care, enhance inter-professional communication and promote safety. (BSN Essentials II, IV, VI) (AO IV)
10. Apply leadership and quality improvement concepts in the provision of high quality nursing care and to quality improvement initiatives across care settings. (BSN Essentials II, IX) (AO VII)

MSN Program Outcomes

1. Adapt and expand lifelong learning skills into broad areas of practice expertise across interdisciplinary healthcare settings, organizational systems, policy, and advocacy. (MSN Essential IX) (AO III and VI)
2. Lead evidence-based practice initiatives to promote quality, safety, and improve health outcomes across diverse populations and systems. (MSN Essential II, III, IV) (AO VII)
3. Utilize theories, models, and guidelines to evaluate existing processes and to design innovative and effective practices in nursing and healthcare delivery. (MSN Essential I) (AO II)
4. Engage in imaginative, holistic, transformational thinking designed to support innovative research and practice in nursing. (MSN Essential IV) (AO I and III)
5. Apply ethical decision making and principles of social justice to guide nursing care delivery and organizational leadership. (MSN Essential II) (AO III)
6. Demonstrate therapeutic and effective communication, including the use of technology, to facilitate patient engagement, enhance patient knowledge of health and wellness, and promote satisfaction. (MSN Essential II, VII) (AO IV)

7. Engage with collaborative, inter-professional healthcare teams to provide quality care across settings. (MSN Essential VII) (AO IV)
8. Utilize political competence and attributes of advocacy to improve health outcomes across diverse populations and improve quality of healthcare delivery systems. (MSN Essential II, VI) (AO V)
9. Integrate patient-centered and culturally responsive concepts into the design and delivery of evidence-based clinical prevention and population care in healthcare services regionally, nationally, and globally. (MSN Essential VIII) (AO V)
10. Promote a culture of quality, safety, and health literacy through competency in health information technology, clinical judgement, and creative thinking. (MSN Essential V) (AO IV)
11. Exhibit organizational and systems leadership skills to integrate care across complex and global healthcare systems. (MSN Essential II) (AO V and VII)
12. Demonstrate competencies in leadership and health information technology to transform evidence into quality practice. (MSN Essential IV) (AO VII and IV)
13. Analyze contributing financial and human resources related to the development, delivery, reimbursement, and evaluation of patient-centered care including professional development, understanding of systems thinking, and continuous improvement. (MSN Essential II) (AO VII)

Course List (55 semester credits)

Undergraduate courses (30 semester credits - must be completed to earn BSN)

Nursing Courses

- NUR4013 - Transition to Professional Nursing: Issues and Concepts (initial course)
- NUR4033 - Health Assessment
- NUR4043 - Community Health and Vulnerable Populations (10-week class)
- NUR4053 - Research Methods and Evidence-Based Practice in Nursing
- NUR4063 - Leadership and Management in Healthcare
- NUR4073 - Health Promotion
- NUR4083 - Nursing Informatics
- NUR5023 - Advanced Nursing Research and Practice I (graduate level course fulfills both BSN and MSN coursework)
- NUR5033 - Advanced Nursing and Practice II (graduate level course; fulfills both BSN and MSN coursework)
- NUR4093 - Senior Capstone Experience for Nursing (10-week course)

Graduate Courses (must be completed to earn MSN)

Nursing courses (15 semester credits - 6 taken as part of the BSN)

- NUR5023 - Advanced Nursing Research and Practice I (already taken as part of the BSN program)
- NUR5033 - Advanced Nursing and Practice II (already taken as part of the BSN program)
- NUR5043 - Nursing Leadership: Organizational Systems
- NUR5053 - Quality Improvement and Safety
- NUR5063 - Patient-Centered Care
- Choose a 5-course Focus of Study (16 semester credits)

Nurse Administration Focus of Study

The Nurse Administration Focus of Study will prepare the nurse leader to model organizational and systems leadership skills that asserts ethical and critical decision making, collaborative inter-professional relationships, responsible fiscal stewardship, and principles of quality improvement. The nurse leader will be prepared to impact health policy at the micro and macro systems levels. The program will foster competencies in leadership and the use of technology and information systems to support quality improvement and outcomes. (200 Hour Practicum Experience Required)

- NUR5103 - Leadership and Management Theory in Nursing
- NUR5113 - Management of Financial Resources in Nursing
- NUR5123 - Relationships Through Communication
- NUR5133 - Knowledge of the Healthcare Environment
- NUR5094 - Capstone Practicum Experience for Role of the Nurse Administrator, (10-week course)

Nurse Educator Focus of Study

The Nurse Educator Focus of Study will prepare the nurse to model leadership in the role of nurse educator while implementing quality improvement and change in academic and clinical education practice settings. The nurse educator will be prepared to design, implement and evaluate teaching strategies appropriate to the learner, setting, and achievement of desired outcomes. The program will foster competencies in leadership, role of the educator, and use of technology to support optimal learner outcomes and quality improvement in educational systems. (200-Hour Practicum Experience Required).

- NUR5203 - Advanced Pathophysiology and Health Assessment
- NUR5213 - Advanced Pharmacology for Health Educators
- NUR5223 - Theoretical Foundations in Teaching and Learning
- NUR5233 - Curriculum Development, Assessment, and Evaluation in Nursing
- NUR5194 - Capstone Practicum for Role of the Nurse Educator, (10-week course)

***A 200-hour practicum is embedded in the program and required for program completion.*

Department of Professional Educational Studies

Certificate, Adult Education and Corporate Training

Certificate

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)

- ED5213 - Designing Learning Environments
- ED5523 - Evaluating Instructional Programs
- ED5513 - Instructional Strategies for the Adult Learner
- ED5533 - Assessing Adult Learners
- PSYC5293 - Principles of Knowing

Leadership Courses (3 Semester Credits)

- LEAD5073 - The Art of Decision Making

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>].

Content Area Instruction Certificate

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)

Major Options

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

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

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.

English

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

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

Integrated Biology

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

Integrated Chemistry

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

Integrated Physics

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

Integrated Science

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

Mathematics

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

Social Science

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

Course List (18 Hours)

Business

- 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

Cognitive Science

- PSYC5273 - Performance of the Intellect
- PSYC5283 - Theories, Constructs, and Psychology Research
- PSYC5293 - Principles of Knowing
- PSYC5303 - Issues in Psychology
- PSYC5313 - Crossing the Lifespan of Human Development
- PSYC5333 - The Role of Neuropsychology

Early Childhood Education

- EC5403 - Foundations of Child Development
- EC5413 - Child Growth and Development
- EC5423 - Curriculum Development: Methods and Strategies
- EC5433 - Curriculum Development: Content Specific
- EC5443 - Trends in Early Childhood Education
- EC5083 - Early Childhood Assessment and Intervention

English

- ENG5003 - Writing as a Means to an End - Connecting Writing and Reading for Literacy Success
- ENG5013 - High Drama - Evaluating Literary and Commercial Works
- ENG5023 - The Culture of Literary Expression - Analyzing Influences on Literature and Comprehension
- ENG5033 - Revolutionary Words - Using Language and Literacy to Make a Difference
- ENG5043 - The Message in the Bottle - Media and Messaging in the Modern Age
- ENG5053 - The Power of Words and Images - Framing Influential Works Through New Literacies

History

- HIST5403 - Historical Means and Methods - Introduction to Theories and Methods in History
- HIST5413 - Ancient Roads - Historical Exploration and Expansion
- HIST5423 - Revolution - Revolutionary Change in the Historical Record
- HIST5433 - The Americans - History of Western Influence
- HIST5443 - A New Nation - Early American History
- HIST5453 - The Legacies of History - Special Topics in U.S. - World Historical Research

Integrated Biology

- 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

- 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

- PHYS5203 - Foundations of Integrated Physics
- PHYS5303 - Laws of Physics
- PHYS5313 - The Forces of Physics
- PHYS5323 - Energy and Motion
- PHYS5333 - Geophysics and Environmental Applications
- PHYS5343 - Physics in the Field of Medicine

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 and Expanded Thinking in Mathematics
- MATH5113 - Mathematical Modeling Methods
- MATH5123 - Problem-Solving: Exploring the Practical
- MATH5133 - Conceptual, Cultural, and Social Diversity in Mathematics
- MATH5143 - The Known Equation
- MATH5153 - The Culture of Mathematics

Social Science

- SOSOC5103 - Issues in Sociology
- SOSOC5113 - The Influence of Culture
- SOSOC5163 - Theories, Constructs, and Sociology Research
- SOSOC5173 - Individuals, Social Groups, and Interactions
- SOSOC5183 - Social Stratification, Deviance, and Social Order

- SOS5193 - Collective Behavior, Social Movements, and Societal Change

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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>].

Virtual Instruction Certificate

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

Note

- The certificate in Virtual Instruction is approved by the Indiana Department of Education. Certificate outcomes are designed to meet Indiana's standards for Virtual Instruction.
- Students are solely responsible for determining whether they are eligible for the addition of content areas to their initial licensure in the state in which they intend to teach. It is vitally important that students know before enrolling and be continually aware of their own state licensure and addition of content area requirements.
- 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, Instruction Technology, Ed.D.

Available to students in Spring 2019

The Ed.D. in Instructional Technology provides an in-depth approach to research-based methods of instructional technology methods for a wide range of educational fields. The degree emphasizes the use of theoretical foundations and current real-world practices to support the development of relevant technology to meet the needs of diverse populations of learners. Students completing the Ed.D. will gain experience as a scholar practitioner with the necessary skills to utilize innovative Instructional Technology methods relevant to current educational needs in a variety of professional settings. The Ed.D. includes a second area of specialization which provides students with 18 graduate credit hours in a focus of study.

Program Outcomes

1. Apply professional skills and abilities in integrating technology in educational environments to facilitate experiences addressing the diverse needs of all learners. (AOVI)
2. Using theories, standards and frameworks, explain the selection of experiences and assessment options which will engage learners through the implementation of research-based instructional strategies appropriate for digital delivery. (AOII)
3. Designing, developing and implementing technology-rich programs, at a mastery level, that model best practices in teaching, learning, and assessment. (AOIII)
4. Display leadership capabilities which include effective utilization of resources to conduct and apply current research, promote continuous improvement at the organizational or program level, and to establish a culture of learning for all learners. (AOI)

5. Demonstrate safe and healthy, legal, and ethical uses of digital information while effectively demonstrating approaches to civic and global accountability. (AOIV)
6. Investigate problems critical to the field which apply analytical inquiry, a range of resources, and diver perspectives to assess elements of complexity to determine potential solutions. (AOV)
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. (AOVII)

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 strengthened 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.

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.

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.

Leadership

The Focus of Study supports candidates who seek to serve in leadership positions or grow in their leadership practice. Students expand their knowledge in key areas such as ethics, resource management, coaching, strategic planning and organizational culture to become more confident in their advanced leadership practice throughout diverse organizational settings.

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.

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.

Leadership Courses (1 Semester Credits)

- LEAD6001 - Introduction to Advanced Studies

Instructional Technology Courses (24 Semester Credits)

- TECH6303 - Digital Teaching & Learning
- TECH6313 - Creating Digital Collaboration and Communities
- TECH6323 - Designing Courses and Programs
- TECH6333 - Digital Assessment & Instruction
- TECH6343 - Emerging Technologies in Education
- TECH6363 - Technology Use in Educational Environment
- TECH6373 - Foundations in Instructional Technology
- TECH6383 - Exploration of resources in Instructional Technology

Research Courses (21 Semester Credits)

- RES6041 - Scholarly Writing and Research Strategies
- RES6013 - Research Methods
- RES6003 - Applied Statistics
- RES6023 - Quantitative Research Designs
- RES6033 - Qualitative Research Designs
- RES6512 - Research Concept Paper
- RES6521 - Research Methodology
- RES6531 - Literature Review
- RES6541 - Finalizing the Dissertation Proposal
- RES6551 - Analyzing the Dissertation Research
- RES6302 - Defending the Dissertation
- RES6500 - Dissertation Workspace

Choose a 6 course Focus of Study (18 Semester Credits)

Adult and Continuing Education

- ED6013 - Adult Learning
- ED6023 - Instructional Strategies for the Adult Learner

- ED6033 - Evaluating Instructional Programs
- ED6043 - Assessing Adult Learners
- ED6063 - Designing and Leading Professional Learning
- ED6073 - Capstone in Adult Education

Curriculum and Instruction Courses

- CI6103 - Curriculum and Instructional Design for Diversity
- CI6113 - Standards-Driven Learning
- CI6123 - Assessment Strategies
- CI6133 - Strengthening Literacy
- CI6143 - Designing and Leading Professional Learning
- CI6153 - Capstone in Curriculum and Instruction

Early Childhood Education

- EC6043 - 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
- EC6053 - Advocacy and Leadership in Early Childhood
- EC6063 - Capstone in Early Childhood Education

Educational and Community Organizations

- ORG6203 - Partnerships and Community
- ORG6213 - Emerging Technology in Organizations
- ORG6223 - Communications and Advocacy for Leaders
- ORG6263 - Policy and Governance
- ORG6243 - Grant Writing for Leaders
- ORG6253 - Capstone in Educational and Community Organizations

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
- HLTH6453 - Finance and Fiscal Management in Health Education
- HLTH6463 - Capstone in Health Education

Higher Education

- HE6103 - Law, Compliance, and Governance in Higher Education
- HE6113 - Resource Management in Higher Education
- HE6123 - Student Affairs
- HE6133 - Issues in Higher Ed

- HE6143 - Higher Education Administration
- HE6153 - Capstone in Higher Education

Instructional Leadership

- LEAD6283 - Instructional Leadership
- LEAD6293 - Designing and Leading Professional Learning
- LEAD6303 - Achievement and Accountability
- LEAD6313 - The Art of Decision Making
- LEAD6103 - Evidence-based Learning and Teaching
- LEAD6403 - Capstone in Instructional Leadership

International Education

- EDUC6103 - International Development and Policy
- EDUC6113 - The Role of International Organizations and Global Foundations
- EDUC6123 - Education and International Migration
- EDUC6133 - International Programs, Curricula and Pedagogies
- EDUC6143 - Evaluating International Education Issues
- EDUC6153 - Capstone in International Education

Leadership

- LEAD6113 - Ethical Leadership and Social Justice
- LEAD6123 - Management of Financial Resources
- LEAD6133 - Models of Leadership and Coaching
- LEAD6143 - Strategic Operations Planning and Innovation
- LEAD6323 - Organizational Behavior and Culture
- LEAD6003 - Capstone in Leadership Focus of Study

STEM Leadership

- 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 & Science Curriculum: Elementary, Secondary, & College Level
- SCI6243 - Building Scientific Understanding in Students
- SCI6253 - Capstone in STEM Leadership

General Track

Any six courses selected from above.

Master of Education, Advanced Studies, M.Ed.

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

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.

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.

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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.

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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.

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Interdisciplinary Leadership

Interdisciplinary leaders must be able to assist their organizations and communities by moving away from less effective traditional views of learning and leadership by embracing a more proactive approach. Interdisciplinary 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 organizations. This

Major 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.

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.

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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.

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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.

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.

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 (Initial Course)

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)

Business

- 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

Cognitive Science

- PSYC5273 - Performance of the Intellect
- PSYC5283 - Theories, Constructs, and Psychology Research
- PSYC5293 - Principles of Knowing
- PSYC5303 - Issues in Psychology
- PSYC5313 - Crossing the Lifespan of Human Development
- PSYC5333 - The Role of Neuropsychology

Early Childhood Education

- EC5403 - Foundations of Child Development
- EC5413 - Child Growth and Development
- EC5423 - Curriculum Development: Methods and Strategies
- EC5433 - Curriculum Development: Content Specific
- EC5443 - Trends in Early Childhood Education
- EC5083 - Early Childhood Assessment and Intervention

English

- ENG5003 - Writing as a Means to an End - Connecting Writing and Reading for Literacy Success
- ENG5013 - High Drama - Evaluating Literary and Commercial Works
- ENG5023 - The Culture of Literary Expression - Analyzing Influences on Literature and Comprehension
- ENG5033 - Revolutionary Words - Using Language and Literacy to Make a Difference
- ENG5043 - The Message in the Bottle - Media and Messaging in the Modern Age
- ENG5053 - The Power of Words and Images - Framing Influential Works Through New Literacies

History

- HIST5403 - Historical Means and Methods - Introduction to Theories and Methods in History
- HIST5413 - Ancient Roads - Historical Exploration and Expansion
- HIST5423 - Revolution - Revolutionary Change in the Historical Record
- HIST5433 - The Americans - History of Western Influence
- HIST5443 - A New Nation - Early American History
- HIST5453 - The Legacies of History - Special Topics in U.S. - World Historical Research

Interdisciplinary Leadership

- LEAD5063 - Achievement and Accountability
- LEAD5073 - The Art of Decision Making
- LEAD5223 - Communication and Collaboration Through Ethical Leadership
- LEAD5233 - Cultural Leadership
- LEAD5533 - Developing and Distributing Leadership

- LEAD5543 - Leadership as a Professional Journey

Integrated Biology

- 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

- 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

- PHYS5203 - Foundations of Integrated Physics
- PHYS5303 - Laws of Physics
- PHYS5313 - The Forces of Physics
- PHYS5323 - Energy and Motion
- PHYS5333 - Geophysics and Environmental Applications
- PHYS5343 - Physics in the Field of Medicine

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 and Expanded Thinking in Mathematics
- MATH5113 - Mathematical Modeling Methods
- MATH5123 - Problem-Solving: Exploring the Practical
- MATH5133 - Conceptual, Cultural, and Social Diversity in Mathematics
- MATH5143 - The Known Equation
- MATH5153 - The Culture of Mathematics

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

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

Community College Leadership

- LEAD5623 - The Economic of Community College
- LEAD5633 - Redesigning the Community College
- LEAD5643 - Engaging Students and Faculty
- LEAD5133 - Issues in Higher Education

Higher Education

- LEAD5103 - Law, Compliance, and Governance in Higher Education
- LEAD5113 - Budgeting and 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>].

Educational Technology, M.Ed.

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)

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)

Education and Teaching Core Courses (3 Semester Credits)

- ED5123 - Diverse Learners

Research Courses (3 Semester Credits)

- RES5153 - Research Methods

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>].

Instructional Design and Technology, M.Ed.

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
- DL5773 - Online Course Design
- DL5783 - Engaging Learners in Online Instruction
- DL5803 - Evaluation and Assessment of Instructional Design
- DL5763 - Trends in Instructional Design
- DL5091 - Capstone Experience for Instructional Design (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.
- 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.
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STEM Leadership for Graduates of Integrated Curriculum, M.Ed.

(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 (22 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

- *Course credits transferred from STEM Certificate earned at National Institute for STEM Education (NISE). NISE and Accelerate Learning are partners of American College of Education.
- 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>].

STEM Leadership, M.Ed.

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, & 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 STEM Certificate earned at National Institute for STEM Education (NISE). NISE and Accelerate Learning are partners of American College of Education.
- 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.

Department of Teaching and Learning

Certificate

English as a Second Language and Bilingual Education Certificate

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 Teaching 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.

Note

- BL5101 and BE5101 are required for students who do not have three months experience teaching ESL.

Teaching English Learners Certificate

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 ELLs
- ES5063 - Linguistics for TESOL
- TEL5081 - Certificate Capstone in Teaching English Learners (1 Semester Credit)
(Concurrent enrollment with final academic course)

Note

- The certificate in Teaching English Learners is approved by the Indiana Department of Education for the addition of the English Learners content area to one's existing Indiana teaching license. The addition of English Learners content to one's existing Indiana teaching license requires coursework and testing. Indiana allows the addition of certain content areas to one's existing Indiana license by taking and passing a Pearson CORE content test.
- Students are solely responsible for determining whether they are eligible for the addition of content areas to their initial licensure in the state in which they intend to teach. It is vitally important that students know before enrolling and be continually aware of their own state licensure and addition of content area requirements.

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

Transition to Teaching in Elementary Education Certificate

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)

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

Education and Teaching Core Courses (3 Semester Credits)

- EDTT5021 - Orientation to Elementary Teaching (1 Semester Credit) (Initial Course)
- EDTT5022 - Elementary Student Teaching and Seminar Last Course

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

- DL5013 - The Digital Learner

Mathematics Courses (3 Semester Credits)

- MATH5073 - Mathematics Instruction for Elementary Teacher Preparation

Science Courses (3 Semester Credits)

- SCI5083 - Science Instruction for Elementary Teacher Preparation
- ASMT5030 - Elementary Teaching Benchmark: Lesson Planning
- ASMT5040 - Elementary Teaching Benchmark: Professionalism

Non-Licensure Option

Non-Licensure Option Track (for students no longer wishing to be licensed as a teacher. This will be taken instead of student teaching)

- ED5002 - Seminar in Education

Additional Information for Initial Teaching Licensure Programs

Please see Additional Information for the Teaching Programs.

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 or supervision must also document as least three full years of full-time educational experience in a P-12 setting, which must include at least one full year of full-time P-12 classroom teaching experience. Current requirements may be found at [www.alsde.edu].

Transition to Teaching in Secondary Education Certificate

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 Learning Process
- EDTT5333 - Content Specific Methodology
- EDTT5313 - Instructional Practice and Delivery
- EDTT5032 - Secondary Student Teaching and Seminar Last Course

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

- DL5013 - The Digital Learner
- ASMT5050 - Secondary Teaching Benchmark: Lesson Planning

- ASMT5060 - Secondary Teaching Benchmark: Professionalism

Non-Licensure Option

Non-Licensure Option Track (for students no longer wishing to be licensed as a teacher. This will be taken instead of student teaching)

- ED5002 - Seminar in Education

Additional Information for Initial Teaching Licensure Programs

Please see Additional Information for the Teaching Programs.

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 or supervision must also document as least three full years of full-time educational experience in a P-12 setting, which must include at least one full year of full-time P-12 classroom teaching experience. Current requirements may be found at [www.alsde.edu].

Doctor of Education

Curriculum and Instruction, Ed.D.

Available to students in Spring 2019

The Ed.D. in Curriculum and Instruction provides an in-depth approach to research-based methods of curriculum development and instructional methods for a wide range of educational fields. The degree emphasizes the use of theoretical foundations and current real-world practices to support the development of relevant curriculum to meet the needs of diverse populations of learners. Students completing the Ed.D. will gain experience as a scholar practitioner with the necessary skills to utilize innovative curriculum and instruction methods relevant to current educational needs in a variety of professional settings. The focus of study allows students to select an additional concentration which will support their professional goals and combine the curriculum and instruction content into a specialized area. Students will engage in scholarly research throughout the coursework to support their final dissertation.

Program Outcomes

Program Approved by C&A on 3/6/18

1. Design developmentally and culturally appropriate curricula and instructional units to improve equity and academic success for diverse learners utilizing current strategies and technology. (AO V)
2. Utilize researched based academic theory, standards, and frameworks to support the selection of content, delivery of evidence-based instruction, enhancement of critical thinking and inquiry, and the development of original research. (AO II)
3. Design, implement and evaluate assessment plans and methods to support to the continuous improvement of student success grounded in research and theory. (AO I)
4. Examine and evaluate data to support instruction to enhance social emotional development, critical thinking and student driven inquiry through professional research. (AO III)
5. Develop strategies to support a positive student-centered learning environment which supports communicate and collaboration between the educator, learner, community and stakeholders. (AO IV)
6. Participate in opportunities to grow as a professional and leader in the educational field. (AO VI, VII)
7. Apply research-based instructional strategies to develop competency in multiple literacies and knowledge and skills across diverse content areas. (AO I)

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.

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.

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.

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.

Leadership

The Focus of Study supports candidates who seek to serve in leadership positions or grow in their leadership practice. Students expand their knowledge in key areas such as ethics, resource

management, coaching, strategic planning and organizational culture to become more confident in their advanced leadership practice throughout diverse organizational settings.

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.

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.

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)

Leadership Courses (1 Semester Credit)

- LEAD6001 - Introduction to Advanced Studies

Curriculum and Instruction Courses (24 Semester Credits)

- CI6103 - Curriculum and Instructional Design for Diversity
- CI6113 - Standards-Driven Learning
- CI6123 - Assessment Strategies
- CI6133 - Strengthening Literacy
- CI6143 - Designing and Leading Professional Learning
- CI6163 - Technologically Driven Curriculum and Social Media
- CI6173 - Functional Curriculum for Exceptional Learners
- CI6183 - Integrating Social Emotional Learning (SEL) in Instruction

Research Courses (21 Semester Credits)

- RES6041 - Scholarly Writing and Research Strategies
- RES6013 - Research Methods
- RES6003 - Applied Statistics

- RES6023 - Quantitative Research Designs
- RES6033 - Qualitative Research Designs
- RES6512 - Research Concept Paper
- RES6521 - Research Methodology
- RES6531 - Literature Review
- RES6541 - Finalizing the Dissertation Proposal
- RES6551 - Analyzing the Dissertation Research
- RES6302 - Defending the Dissertation
- RES6500 - Dissertation Workspace

Choose a 6 course Focus of Study (18 Semester Credits)

Adult and Continuing Education

- ED6013 - Adult Learning
- ED6023 - Instructional Strategies for the Adult Learner
- ED6033 - Evaluating Instructional Programs
- ED6043 - Assessing Adult Learners
- ED6063 - Designing and Leading Professional Learning
- ED6073 - Capstone in Adult Education

Early Childhood Education

- EC6043 - 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
- EC6053 - Advocacy and Leadership in Early Childhood
- EC6063 - Capstone in Early Childhood Education

Educational and Community Organizations

- ORG6203 - Partnerships and Community
- ORG6213 - Emerging Technology in Organizations
- ORG6223 - Communications and Advocacy for Leaders
- ORG6263 - Policy and Governance
- ORG6243 - Grant Writing for Leaders
- ORG6253 - Capstone in Educational and Community Organizations

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
- HLTH6453 - Finance and Fiscal Management in Health Education
- HLTH6463 - Capstone in Health Education

Higher Education

- HE6103 - Law, Compliance, and Governance in Higher Education
- HE6113 - Resource Management in Higher Education
- HE6123 - Student Affairs
- HE6133 - Issues in Higher Ed
- HE6143 - Higher Education Administration
- HE6153 - Capstone in Higher Education

Instructional Leadership

- LEAD6283 - Instructional Leadership
- LEAD6293 - Designing and Leading Professional Learning
- LEAD6303 - Achievement and Accountability
- LEAD6313 - The Art of Decision Making
- LEAD6103 - Evidence-based Learning and Teaching
- LEAD6403 - Capstone in Instructional Leadership

International Education

- EDUC6103 - International Development and Policy
- EDUC6113 - The Role of International Organizations and Global Foundations
- EDUC6123 - Education and International Migration
- EDUC6133 - International Programs, Curricula and Pedagogies
- EDUC6143 - Evaluating International Education Issues
- EDUC6153 - Capstone in International Education

Leadership

- LEAD6113 - Ethical Leadership and Social Justice
- LEAD6123 - Management of Financial Resources
- LEAD6133 - Models of Leadership and Coaching
- LEAD6143 - Strategic Operations Planning and Innovation
- LEAD6323 - Organizational Behavior and Culture
- LEAD6003 - Capstone in Leadership Focus of Study

Online Education

- TECH6303 - Digital Teaching & Learning
- TECH6313 - Creating Digital Collaboration and Communities
- TECH6323 - Designing Courses and Programs
- TECH6333 - Digital Assessment & Instruction
- TECH6343 - Emerging Technologies in Education
- TECH6353 - Capstone in Online Education

Second Language Instruction

- 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
- BE6083 - Understanding Linguistics and Second Language Learners
- BE6093 - Capstone in Second Language Instruction

STEM Leadership

- 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 & Science Curriculum: Elementary, Secondary, & College Level
- SCI6243 - Building Scientific Understanding in Students
- SCI6253 - Capstone in STEM Leadership

General Track

Any six courses selected from above

Endorsement

Bilingual Education Endorsement

Endorsement Description

Courses in this sequence are recognized by the Illinois State Board of Education as meeting the coursework requirements for an endorsement in Bilingual Education. The designated Illinois content area is listed in the parenthesis after each course. Students enroll as a "Student at Large" at ACE to take the courses listed in the course list.

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
- Endorsement Description
- Courses in this sequence are recognized by the Illinois State Board of Education as meeting the coursework requirements for an endorsement in Early Childhood Special Education. The designated Illinois content area is listed in the parenthesis after each course. Students enroll as a "Student at Large" at ACE to take the courses listed in the course list.

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)

English as a Second Language Endorsement

Endorsement Description

Courses in this sequence are recognized by the Illinois State Board of Education as meeting the coursework requirements for an endorsement in English as a Second Language. The designated Illinois content area is listed in the parenthesis after each course. Students enroll as a "Student at Large" at ACE to take the courses listed in the course list.

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.

Learning Behavior Specialist I (LBSI) Endorsement

Endorsement Description

Courses in this sequence are recognized by the Illinois State Board of Education as meeting the coursework requirements for an endorsement in Learning Behavior Specialist I (LBSI). The designated Illinois content area is listed in the parenthesis after each course. Students enroll as a "Student at Large" at ACE to take the courses listed in the course list.

Course List (12 Semester Credits)

- ED5403 - 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)

Master of Arts

Elementary Teaching, M.A.

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 Teacher

Literacy Courses (12 Semester Credits)

- LIT5213 - Strengthening Literacy for Elementary Teacher Preparation
- LIT5043 - Emerging Literacy Methods for Elementary Teacher Preparation
- LIT5063 - Developing Literacy Methods: Integrating Skills in Elementary Teacher Preparation
- LIT5113 - Social Studies and 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)
- EDTT5061 - Capstone Experience for Elementary Teachers (Taken with EDTT5131 and EDTT5161 during last term)
- EDTT5022 - Elementary Student Teaching and Seminar Last Course
- ASMT5030 - Elementary Teaching Benchmark: Lesson Planning
- ASMT5040 - Elementary Teaching Benchmark: Professionalism

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

Non-Licensure Option

Non-Licensure Option Track (for students no longer wishing to be licensed as a teacher. This will be taken instead of student teaching)

- ED5002 - Seminar in Education
- ED5001 - Capstone in Master of Arts in Teaching

Additional Information for Initial Teaching Licensure Programs

Please see Additional Information for the Teaching Programs.

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 or supervision must also document as least three full years of full-time educational experience in a P-12 setting, which must include at least one full year of full-time P-12 classroom teaching experience. Current requirements may be found at [www.alsde.edu].

Secondary Teaching, M.A.

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

Teaching/Learning Core Courses (19 Semester Credits)

- EDTT5031 - Orientation to Secondary Teaching (initial course)
- EDTT5353 - Adolescent Development and 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)
- EDTT5041 - Capstone Experience for Secondary Teachers Taken with EDTT5141 and EDTT5171 during last term
- EDTT5032 - Secondary Student Teaching and Seminar Last Course
- ASMT5050 - Secondary Teaching Benchmark: Lesson Planning
- ASMT5060 - Secondary Teaching Benchmark: Professionalism
- Digital Learning and Teaching/Technology Courses (6 Semester Credits)

- DL5013 - The Digital Learner
- DL5023 - The Digital Educator OR
- LIT5203 - Strengthening Literacy (IL students)

Curriculum and Instruction Courses (3 Semester Credits)

- CI5033 - Creating Safe and Supportive Classrooms OR
- SPED5013 - Strategies for Teaching Diverse Learners (IL students)

Non-Licensure Option

Non-Licensure Option Track (for students no longer wishing to be licensed as a teacher. This will be taken instead of student teaching)

- ED5002 - Seminar in Education
- ED5001 - Capstone in Master of Arts in Teaching

Additional Information for Initial Teaching Licensure Programs

Please see Additional Information for the Teaching Programs.

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 or supervision must also document as least three full years of full-time educational experience in a P-12 setting, which must include at least one full year of full-time P-12 classroom teaching experience. Current requirements may be found at [www.alsde.edu].

Master of Education

Curriculum and Instruction for Graduates of Educational Leadership, M.Ed.

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>].
- Curriculum and Instruction for Graduates of Elementary Education, M.Ed.
- 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 - Diverse 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

- 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>].

Curriculum and Instruction, M.Ed.

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. (I)

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)

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)

Education and Teaching Core Courses (3 Semester Credits)

- ED5023 - Assessment Strategies

Leadership Courses (3 Semester Credits)

- LEAD5393 - Teacher Leadership

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)

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

Curriculum and Instruction

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

Differentiated Instruction

- CI5203 - Differentiated Instruction: Theory to Practice

- LIT5373 - 21st Century Literacies
- CI5223 - Differentiated Instruction: Principles in Action

Digital Learning and Teaching

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

Effective Classroom Management

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

Elementary Literacy

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

English Language Arts K-6

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

English Language Arts 6-8

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

Mathematics K-6

- MATH5203 - Number Sense, Operations, Algebraic Thinking, and Problem Solving
- 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

- 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>].

Early Childhood Education, M.Ed.

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)

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
- EC5443 - Trends in Early Childhood Education
- EC5091 - Capstone Experience for Early Childhood Education (1 Semester Credit)
(Concurrent enrollment with final academic course)

Education and Teaching Core Courses (12 Semester Credits)

- ED5403 - The Exceptional Child
- ED5413 - Observation and Assessment
- ED5423 - Family, School, and Community
- ED5433 - Child Guidance

Research Courses (3 Semester Credits)

- RES5313 - Research Methods for Early Childhood 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.
- 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>].

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

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

- SCI5073 - Science Instruction for Elementary Teachers
- MATH5083 - Mathematics Instruction for Elementary Teachers
- 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>].

Elementary Education, M.Ed.

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)

- DL5013 - The Digital Learner
- DL5023 - 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 for Elementary Teachers
- MATH5083 - Mathematics Instruction for Elementary Teachers
- 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>].

English as a Second Language and Bilingual Education, M.Ed.

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)

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)

Curriculum and Instruction Courses (9 Semester Credits)

- CI5353 - Standards-Driven Learning
- CI5423 - Community of Learners
- CI5103 - Curriculum and Instructional Design for Diversity

Education and Teaching Core Courses (3 Semester Credits)

- ED5123 - Diverse Learners

Research Courses (3 Semester Credits)

- RES5153 - Research Methods

Internship

- 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

- 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>].
- 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.

Integrated Curriculum for Graduates of STEM Leadership, M.Ed.

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>].

Integrated Curriculum, M.Ed.

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 postsecondary 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)

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
- IC5091 - Capstone Experience for Integrated Curriculum (1 Semester Credit)
(Concurrent enrollment with final academic course)

Research Courses (3 Semester Credits)

- RES5323 - Research Design and Application

Literacy Courses (3 Semester Credits)

- LIT5083 - New Literacies in Curriculum Integration

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>].

Literacy, M.Ed.

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)

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)

Research Courses (3 Semester Credits)

- RES5323 - Research Design and Application

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>].

Teaching English Learners, M.Ed.

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
- TEL5091 - Capstone Experience for Teaching English Learners (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>].

Additional Program and Enrollment Information

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).

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.

Clinical Practicum Experience (RN to MSN Program)

Students enrolled in the RN to MSN program are required to complete a 200-hour clinical practicum experience in their coursework. Students are required to complete these hours under the direction of an approved preceptor (see Preceptor Approval Policy). If the clinical practicum experience is not successfully completed, the student's degree will not be able to be conferred.

Field-Based Experiences (Education Licensure Programs)

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.

Mentor Teacher Requirements

- Must hold a current U. S. teaching license and be a practicing classroom teacher with at least three years' experience in the grade level or content area of the student teacher's certification.
- Received an evaluation rated as effective or highly effective (or the equivalent) on the teacher evaluation system in the school district for the last three years.
- Located within the same school as the student teacher.
- Cannot be related to the student teacher.

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.

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.

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. Students are required to submit a new application after 365 days have passed since original application date to continue to take courses.

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 public. 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:

- Human Capital Management (REPA Standard 1)
- Instructional Leadership (REPA Standard 2)
- Personal Behavior and Relationships (REPA Standard 3 & Standard 4)
- Culture of Achievement (REPA Standard 5)
- 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 sub-test 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 (Sub-test 1 & Sub-test 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.
- 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.
- Additional, detailed information can be found under State Authorization to Operate, State Authorization Reciprocity Agreement (SARA) and Program Approvals section following program descriptions.
- None of the online programs offered by ACE have been approved in Kentucky. Please check the Kentucky Council on Postsecondary Education's website at [<http://dataportal.cpe.ky.gov/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.

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.
- 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).

Endorsements: 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.

Certificate in Teaching English Learners

The certificate in Teaching English Learners is approved by the Indiana Department of Education for the addition of the English Learners content area to one's existing Indiana teaching license. The addition of English Learners content to one's existing Indiana teaching license requires coursework *and* testing. Indiana allows the addition of certain content areas to one's existing Indiana license by taking and passing a Pearson CORE content test. You can access a list of these areas [here](#).

Certificate in Virtual Instruction

The certificate in Virtual Instruction is approved by the Indiana Department of Education. Certificate outcomes are designed to meet Indiana's standards for Virtual Instruction.

Ed.S. in District Level Administration

The district level administration courses within the Ed.S. in District Level Administration program are approved by the Indiana Department of Education. This program is designed to prepare students for a Superintendent license in Indiana.

Computer Requirements

Learning Management System Technology Requirements

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

- PC Windows 2000, or Windows 7/8 or Mac OS**
- Most tablets, iPads, and smart phones* **
- Any current browser such as Chrome, Firefox, Safari, or IE9
- FlashPlayer 9
- 512 MB of RAM (1 GB or more preferred)
- Broadband connection (Courses are video intensive)**
- Video display capable of high-color 16-bit display
- A sound card and speakers or headphones
- Current anti-virus software that is kept up-to-date
- Web camera (highly recommended)
- Adobe Reader
- Microsoft Office is the standard office productivity software used by faculty, students, and staff***

NOTE

- *While students may view course assignments and view and complete discussion board posts via tablets and smartphones, a desktop or laptop computer is necessary in order to fully access and complete course requirements.
- **Students are strongly advised to have back up methods in place for completing assignments, posts, quizzes, exams, and other course related requirements in the event of internet failure.
- ***Canvas supports .doc/.docx, .ppt/.pptx, .xls/.xlsx and .pdf file formats.

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.

Student Services and Support

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.

Career Services

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. You can contact the Career Services Department at career.services@ace.edu.

**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.*

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 between 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, [DSS@ace.edu] or by accessing the ACE Student Portal to complete the DSS form.

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 [<http://www.transcriptsplus.net/order>]. Students must be in good standing with the College in order to obtain official transcripts. Transcript fees are payable online to the transcript service:

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

Library and Information Literacy

ACE supports all academic programs with digital books, full-text journals, and online multimedia resources through the ACE Library. For ACE online students and faculty, 'going to the library' means using this high-tech environment to:

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

Student Commons is a virtual place 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, students may find answers to commonly asked questions, updates and announcements from the College through Student Commons.

Student Services & Office of Academic Excellence

From a Student Support perspective, the College has two teams dedicated 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 begins at the time a student is enrolled in the first course and continues beyond 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 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 for 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 Support

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. Each student is assigned a Student Success Coach at the time of enrollment. The Student Success Coach will serve as the main point of contact for their student for any general questions. In addition, the Student Services Office will assist students with processing tuition payments, payment options, providing receipts for tuition reimbursements, and other student billing needs.

You may contact your specific Student Success Coach directly or contact the Student Services Office by telephone at 1-800-280-0307, Option 1 or email: [support@ace.edu].

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 Dr. Ken Jandes, ACE's dedicated Title IX Coordinator [ken.jandes@ace.edu].

General Information

The College 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 may be required for specific situations and events. General information and definitions are provided below:

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 regard 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 the MyACE Portal, Student Commons, or ACE website. A written justification for the appeal is required. The appeal will be approved by the department leadership and escalated to the Academic Appeals Committee or senior vice president of academic affairs, whose 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 in the MyACE Portal. Students should provide a written rationale and documentation for the grade dispute after following the prescribed steps outlined in the Student Handbook - Student Processes Associated with Academic Policies.

Complaints Process

Both informal and formal complaints require appropriate attention. An informal complaint consists of a difference of perspective or expectation and can be resolved with additional communication through appropriate channels. More general concerns, such as needing assistance contacting a faculty member, can be handled through Student Services, while others may be appropriate for the Suggestion Box located in 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 the Student Handbook.

For additional information (See "Student Complaint Policy").

Exception Policy

The College permits a student to request an exception to policies and procedures due to extenuating circumstances by completing an appeal form stating the reason the requested exception should be made. The student should provide any appropriate documentation to support the request. The College, pending on the request and rationale, can grant an exception to policy or procedure. If a student is unsatisfied with the decision, they can escalate the request/appeal through the appeal escalation path.

Glossary

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

Term	Description
Academic Dishonesty	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.
Administrative Withdrawal	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, the status would be "cancel"). Conditions for returning to the College are the same as those in "Withdrawn."
Admitted	An applicant who has been reviewed and has met admissions standards for the program and term start date on his/her application.
Active Waiting for Class	Status for students actively enrolled at ACE but are not current enrolled in a class. This status results from a course drop or stop-out during the program.
Appeal	Action for candidates or students needing to dispute a policy or decision at ACE. Can be used for admissions, grade, or general policies/decisions.
Applicant	An individual who has applied or is applying to a program or course of study at ACE. Someone in this status has not yet been admitted to the College and must be reviewed by admissions.
Cancel	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 canceled due to nonpayment or non- activity in his/her class.
Collusion	A scheme to defraud.
Complete degree not conferred	A school status issued to individuals who have completed their classes; but a degree cannot be conferred due to the individual not being in (financial) good standing with the College.
Conflict of Interest	A situation in which an individual's financial, personal or professional considerations may either directly or indirectly impact or appear to impact an individual's professional judgment in carrying out any College duty or responsibility, including the conduct or reporting of research.
Degree Conferral	The recording of Graduate status from the College in the Student Information System (SIS). This is done after all academic requirements and financial obligations have been met. The student will be eligible to receive a diploma, verification, certification, etc.
Degree Seeking	A student who has been admitted into an academic program that leads to an American College of Education degree.
Dissertation	The final documentation requirement of a doctoral candidate; consists of a demonstration of scholarly expertise through the completion of an original research project.

Term	Description
Dismissed	ACE-Initiated separation of a student from the institution in accordance with 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 which can be found in Academic Policies.
Drop	Student request to drop current course after the register/unregister period (week one). Course drops requests must be submitted by Friday of week 3 to be considered. Student stays in the 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.
Engagement	To maintain registration in the course, students must complete the Mandatory Attendance Verification form by Friday of the first week.
Enrolled	An admitted student who has been registered in their program and in course(s) for the upcoming term(s) at ACE.
Employment Verification	Evidence of full-time teaching assignment from the chief academic/department head or human resources official of the school at their current place of employment.
Enrollment Agreement	A legally binding contract between the student and American College of Education stating the terms and provisions of the student's enrollment in an academic program at the College.
Field Experience	Engagement of a student in an authentic setting for purposes expected by the degree to include observation and/or participation.
Focus of Study: Doctoral	At the Doctoral level a series of six 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.
Focus of Study: Masters	At the Master's level, 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, including the focus of study courses, the Master's degree will be conferred. The focus of study will be listed on the transcript.
Fabrication	Making up data or results and recording or reporting them.
Falsification	Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.
Incomplete	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

Term	Description
	<p>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.</p>
Leave of Absence	<p>Student initiated absence from the institution for extenuating circumstances and for a specified length of time.</p>
Major	<p>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.</p>
Medical Leave of Absence	<p>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.</p>
Non-Degree Seeking	<p>A student who has been admitted as a student at large or into a certificate program at ACE.</p>
Payment Agreement	<p>Completed Agreement with the College indicated payment arrangements for tuition.</p>
Pending Graduate	<p>An ACE school status for students waiting for degree conferral via the conferral process after having completed their courses at ACE.</p>
Provisionally Admitted	<p>An applicant who has been reviewed and admitted to the program indicated on the application with conditions surrounding the admission that must be met (i.e. required minimum GPA after first two terms or official document provided by end of first term).</p>
Re-Entry	<p>A way for a withdrawn student to return without having to apply again. To be eligible for re-entry the last date of attendance of the student must be within 365 days of the expected return date. All other requirements outlined in the Re-entry policy will apply. This policy can be found in Academic Policies.</p>
Rubric	<p>A matrix which describes and defines criteria used to measure the quality of performance on a given task.</p>
Student	<p>An individual currently enrolled, or who has ever been enrolled, for classes at ACE. For new ACE students, FERPA coverage begins on the first day of the first term for which they are registered for a class.</p>
Student Identification	<p>Login user names and passwords students use to verify identity and access courses.</p>
Unregister	<p>Process by which a student is removed from a course during the "unregister" period, the first week of a term.</p>
Withdrawn or Withdraw from the College	<p>A separation from ACE initiated by a student at any point after matriculation (first week of first course.) If initiated in week two or three, the student will be removed from the course(s) and receive a grade of "W". If initiated after Friday of week 3, the student will remain in the course and will receive the grade earned at its conclusion.</p>

Admissions Information

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

Admissions Requirements

All applicants to academic programs at American College of Education must:

- Complete the Application.
- Submit the application fee. The fee is valid for one year from the date of submission.
- For Post-Baccalaureate Level (Master's and Doctorate) Applicants: Provide official transcripts from a regionally accredited institution indicating successful completion of the level of education required for entry to the program and credits to be considered for transfer into a program. Coursework completed at American College of Education will also be reviewed from the applicant's existing file.
- For Bachelor's Level and RN to MSN Applicants: Provide official transcripts from an institution accredited by an agency recognized by the U.S. Department of Education indicating successful completion of the level of education required for entry to the program, and credits to be considered for transfer into a program. Coursework completed at American College of Education will also be reviewed from the applicant's existing file.
- Submit an Enrollment Agreement.

International Transcript Requirements

- International transcripts and/or those not in English must be evaluated through an evaluation agency credentialed through National Association of Credential Evaluation Services (NACES) (www.naces.org).
- International applicants must request the course-by-course evaluation. The evaluation report must show that the non-U.S. education is equivalent to the education/accreditation level required for the program.

English as Second Language Applicants

All applicants whose degree was earned from a country 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 Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) exam.
 - The minimum TOEFL score required is 80 (internet-based version) or 20 for each of the three skills: Reading, Listening, and Writing (paper-based version).

- 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.
- 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 documentation 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

Bachelor of Science in Healthcare Administration			
Minimum Level of Education Required	Minimum Grade Point Average on a 4.0 Scale for Full Admission	Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission	Other Requirements
Associate's degree or 60 undergraduate semester hour credits.	2.00	1.75 Applicants whose overall GPA, or GPA in the last 60 hours is below 1.75 will not be admitted to the degree program.	

Master of Education in Curriculum and Instruction
 Master of Education in Elementary Education
 Master of Education in English as a Second Language and Bilingual Education
 Master of Education in Integrated Curriculum
 Master of Education in Literacy
 Master of Education in STEM Leadership
 Master of Education in Teacher Leadership

Minimum Level of Education Required	Minimum Grade Point Average on a 4.0 Scale for Full Admission	Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission	Other Requirements
Bachelor's or Highest Post-Baccalaureate degree earned	2.75	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.	<p>Applicants for the above programs must provide documentation of at least an initial teaching license (in the state the applicant resides), school service personnel license, or a school services certificate. If applicants to these programs do not have a teaching certificate, they may document their teaching status by providing evidence of full-time teaching assignment from an individual in a supervisory capacity or from a human resource official of the school at their current employment.</p> <p>Additional evidence may be required to fulfill state requirements, including but not limited to verification of professional experience, test scores, or an interview.</p>

Master of Education in Educational Leadership

Minimum Level of Education Required	Minimum Grade Point Average on a 4.0 Scale for Full Admission	Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission	Other Requirements

Master of Education in Educational Leadership

<p>Bachelor's or Highest Post-Baccalaureate degree earned</p>	<p>2.75</p>	<p>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.</p>	<p>Applicants for the M.Ed. in Educational Leadership program must provide documentation of at least an initial teaching license, school service personnel license, or a school services certificate. If applicants to the Educational Leadership programs do not have a teaching certificate, they may document their teaching status by providing evidence of full-time teaching assignment from an individual in a supervisory capacity or from a human resources official of the school at their current employment.</p> <p>Additional evidence may be required to fulfill state requirements, including but not limited to verification of professional experience, test scores, or an interview.</p> <p>Florida Applicants:</p> <p>In addition to the general requirements for the M.Ed. In Educational Leadership, the following are required:</p> <ul style="list-style-type: none"> • Submit an essay that describes desire to lead and leadership potential. <p>Submit two (2) letters of recommendation, one of which must be from the applicant's principal or direct supervisor. Both recommenders must include an evaluation of the applicant's leadership potential. The supervisor's recommendation must include an evaluation of the applicant's instructional practice and performance of students at an "effective" or "highly effective" rating as evaluated by their two most recent performance evaluations through official district documentation or verification.</p> <p><i>*If unable to receive supervisor verification of instructional experience and performance of students, applicants can submit their last two years of performance evaluations showing a rating of "effective" or higher in instructional practice and performance of student's sections.</i></p>
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Master of Education in Educational Leadership

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.

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.
- Submit an Educational Leadership essay.
- Have their school district submit a sealed and signed Teacher Service Record.

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

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

To comply with the Texas Education Agency requirements, applicants who have been admitted, must confirm, in writing, acceptance of the admission offer.

Master of Education in Educational Leadership

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

Master of Education in Advanced Studies
 Master of Education in Early Childhood Education
 Master of Education in Educational Business Administration
 Master of Education in Educational Technology
 Master of Education in Health and Wellness Education
 Master of Education in Higher Education
 Master of Education in Instructional Design and Technology
 Master of Education in Teaching English Learners

Minimum Level of Education Required	Minimum Grade Point Average on a 4.0 Scale for Full Admission	Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission	Other Requirements
Bachelor's or Highest Post-Baccalaureate degree earned	2.75	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.	

Master of Arts in Elementary Teaching
 Master of Arts in Secondary Teaching
 Transition to Teaching in Elementary Education Certificate
 Transition to Teaching in Secondary Education Certificate

Minimum Level of Education Required	Minimum Grade Point Average on a 4.0 Scale for Full Admission	Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission	Other Requirements
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 baccalaureate degree from an accredited post-secondary educational institution and proof of passing state approved content area examination(s) in the subject area.	Provisional Admission is <i>not</i> permitted.	Applicants to the above listed programs must meet the following requirements: <ul style="list-style-type: none"> • Pass criminal background check from Safe Hiring Solutions. • Acknowledgment of field-based diversity experiences and classroom access. • Provide official test results* demonstrating achievement of the following scores on any of these nationally recognized tests: <ul style="list-style-type: none"> • ACT: Minimum Composite score of 24 • GRE: Minimum Composite score of 301 • SAT: Minimum Composite score of 1100 • Scores on tests in different grading scales will be converted to match the present scoring methodology using appropriate converter tools. *Official results must include results in reading/verbal and math subtests.

RN to MSN Program			
Minimum Level of Education Required	Minimum Grade Point Average on a 4.0 Scale for Full Admission	Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission	Other Requirements
Associate degree or 90 undergraduate semester credits	3.00	2.75 Applicants whose overall GPA, or GPA in the last 60 credits is below 2.75 will not be admitted to the program.	<p>Applicants for the above program must provide documentation of active unencumbered RN license.</p> <p>Additional evidence may be required to fulfill state requirements.</p> <p>Proof of current employment as a RN or access to a practice environment.</p> <p>Required general education and pre-nursing courses (unless designated as a prerequisite course) can be completed concurrently with BSN requirements; all general education courses must be completed prior to awarding of bachelor's degree and matriculation to graduate portion of the program.</p>

Ed.D. in Curriculum and Instruction Ed.D. in Instructional Technology Ed.D. in Leadership Ed.S. in Leadership			
Minimum Level of Education Required	Minimum Grade Point Average on a 4.0 Scale for Full Admission	Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission	Other Requirements
Master's or Doctoral level	3.0	Provisional Admission is <i>not</i> permitted.	Submit a current curriculum vitae (preferred) or resume. Submit a goal statement, demonstrating a clear expression of purpose and anticipated personal and professional goals. Complete an Interview.

Student-At-Large at the Master's Level			
Minimum Level of Education Required	Minimum Grade Point Average on a 4.0 Scale for Full Admission	Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission	Other Requirements
Category 1: Student-At-Large			
Bachelor's or Highest Post- Baccalaureate degree earned	2.5*		<p>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.</p> <p>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.</p> <p>A grade of B or better must be earned in each course for consideration of application to the degree program.</p> <p>All academic standards for academic achievement and conduct apply.</p>
	*2.0 - 2.49		<p>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:</p> <ol style="list-style-type: none"> 1) Degree for GPA was conferred over ten years from start date at ACE 2) Applicant has 5 or more years of experience in the field of education

Student-At-Large at the Master's Level

Category 2: Provisional Student-At-Large

<p>Bachelor's or Highest Post- Baccalaureate degree earned</p>	<p>2.0</p>		<p>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 approved by Director of Admissions or his/her designee and if all other program requirements are met.</p> <p>Students taking courses as provisional Student-at-Large must complete three designated graduates, credit-bearing courses.</p> <p>A grade of B or better must be earned in each course, or the provisional student will be dismissed from the College.</p> <p>Upon successful completion of the three-course sequence, the student may appeal the denial to the program of interest.</p> <p>The three courses successfully completed can be transferred into the program of study at the time of admission.</p> <p>Applicants must submit acknowledgment form agreeing to terms of Provisional SAL admission.</p>
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Student-At-Large at the Doctoral Level			
Minimum Level of Education Required	Minimum Grade Point Average on a 4.0 Scale for Full Admission	Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission	Other Requirements
Graduate level	3.0	Provisional Admission is not permitted.	Applicants are required to meet the general admission 3.0 GPA. All academic standards for academic achievement and conduct apply.

Master's Level Certificates			
Minimum Level of Education Required	Minimum Grade Point Average on a 4.0 Scale for Full Admission	Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission	Other Requirements
Bachelor's or Highest Post-Baccalaureate degree earned	2.5	Provisional Admission is <i>not</i> permitted.	Restricted to the number of courses per certificate.

Doctorate Level Certificates			
Minimum Level of Education Required	Minimum Grade Point Average on a 4.0 Scale for Full Admission	Minimum Cumulative Grade Point Average on a 4.0 Scale for Provisional Admission	Other Requirements
Graduate Level	3.00	Provisional Admission is not permitted.	Restricted to the number of courses per certificate.

Notification of Admission Decision

Once all required admission documents are received, the applicant's file is reviewed. If the applicant meets the admission requirements, he/she is either fully admitted or provisionally admitted. Applicants are notified of their acceptance via 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 Start Date Policy

New students, after enrollment at ACE, may encounter circumstances in their lives that prevent them from starting classes on their expected term start date. In these instances, new enrollees can apply to change their start date by submitting a Change of Start Date Request form. The Admissions team will review the Change of Start Date Request form and provide approval if all the following applies:

1. The student's initial admissions documents are still current and approved; and
2. The student's requested new start date is within a time-period of three hundred and sixty-five (365) days from the initial application date; and
3. The student's request will not exceed the maximum of two (2) changes to the start date within a time-period of three hundred and sixty-five (365) days from the initial application date.

New ACE enrollees can submit updated admissions documents for their request to be considered. If the change of start date request exceeds the allowable time period or exceeds the maximum of two (2) changes to the start date within a time period of three hundred and sixty-five (365) days from the initial application date and cannot be approved, the new enrollees will be required to submit a new admission application with the required documents and pay a new application fee to be considered for admission in the new requested term.

Reinstatement of Cancelled Enrollment

When an individual who was enrolled in courses but cancelled his/her enrollment wishes to begin their studies at ACE, he/she can request for his/her enrollment to be reinstated by submitting a Reinstatement of Cancelled Student form. The Admissions team will review the form and provide approval if all of the following applies:

1. The student's initial admissions documents are still current and approved; and
2. The student's requested new start date is within a time-period of three hundred and sixty-five (365) days from the initial application date; and

3. The student's request will not exceed the maximum of two (2) reinstatement requests within a time-period of three hundred and sixty-five (365) days from the initial application date.

Individuals can submit updated admissions documents for their request to be considered. If the reinstatement request exceeds the allowable time period or exceeds the maximum of two (2) reinstatements within a time period of three hundred and sixty-five (365) days from the initial application date and cannot be approved, the individual will be required to submit a new admission application with the required documents, and pay a new application fee to be considered for admission for the new requested term.

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 to 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 for the new program and submit all required documentation, if not already on file.

The request is reviewed and approved by the Admissions office.

- 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 according to the catalog in effect 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 master's-level 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 according to the catalog in effect 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 to 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. This is 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 according to the catalog in effect 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 the Admissions office.

- 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 according to the catalog in effect 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 couple of 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.

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 length of 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, the student must re-apply to the College.

Re-Entry:

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

Re-Apply:

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

Program Disclaimer

Program requirements may change over time and these changes will be reflected in a catalog or addendum. Students may request to move to a more recent program version by sending an email [registrar@ace.edu]. Students may not move to program requirements in an earlier catalog version. Policies, tuition, and fees may change at any time. ACE will give proper notice of these changes via Student/Doctoral Commons in the LMS and the College's website. These changes will apply to all students.

Prior Credit Evaluation/Transfer Credit

- Prior Credit Evaluation Policy
- Prior Credit Evaluation Grid
- Master Courses with 5-year Limit for Internal Transfer
- Doctoral Courses with 7-year Limit for Internal Transfer

Prior Credit Evaluation Policy

As a college that serves the adult learner, American College of Education is committed to the acceptance of prior post-secondary education credits from other institutions, from prior enrollments at ACE, or from assessment of prior learning through work, life, or military experiences. The college evaluates applicants or students credit transfer requests using the Prior Credit Evaluation Grid and will award credits accordingly.

The college may grant transfer credit or credit fulfillment for all ACE courses except for dedicated first courses, capstone courses, student teaching or field experience courses, and dissertation courses. For credit to be awarded, the course requested must be equivalent to the requested ACE course or requirement in credit hour length, course content, and grade-level equivalency.

If a student does leave ACE for any reason, a new evaluation of credit transfers would be needed to ensure compliance with the policy upon the student's return.

Prior Credit Evaluation Grid

Degree	Accreditation Requirements	Type of Credit Received	Non-Academic Credits	External Transfer Time Consideration	Grade or GPA Requirements	Max # of External Credits Permitted	ACE Internal Credit Time Consideration	Max # Of Internal Credits Permitted
Bachelor's Completion	Recognized by the U.S. Department of Education	General Education and Elective Fulfillment	Yes- Military, Credit by examination, and Prior Learning Assessment credit.	No expiration for previously completed courses	C or better	84	N/A	N/A
RN to MSN	Recognized by the U.S. Department of Education	General Education and Elective Fulfillment	Yes-Military, Credit by Examination, and Prior Learning Assessment credit.	No expiration for previously completed courses	C or better	90	N/A	N/A
Master of Arts	Regional	Transfer Credit	Yes-Military, Credit by Examination, and Prior Learning Assessment credit.	5 years from course end to term start at ACE	B or better	6	No expiration*	No maximum

Degree	Accreditation Requirements	Type of Credit Received	Non-Academic Credits	External Transfer Time Consideration	Grade or GPA Requirements	Max # of External Credits Permitted	ACE Internal Credit Time Consideration	Max # Of Internal Credits Permitted
Master of Education	Regional	Transfer Credit	Yes-Military, Credit by Examination, and Prior Learning Assessment credit.	5 years from course end to term start at ACE	B or better	6	No expiration*	No maximum
Ed.S.	Regional	Transfer Credit	Yes-Military, Credit by Examination, and Prior Learning Assessment credit.	7 years from course end to term start at ACE	B or better	6	No expiration**	No maximum
Ed.D. (Pathway Option)	Regional	27 credits awarded for prior work, 37 credits required at ACE ***	Yes-Military, Credit by Examination, and Prior Learning Assessment credit.	No expiration	3.0 GPA in prior coursework	27	N/A	N/A

Degree	Accreditation Requirements	Type of Credit Received	Non-Academic Credits	External Transfer Time Consideration	Grade or GPA Requirements	Max # of External Credits Permitted	ACE Internal Credit Time Consideration	Max # Of Internal Credits Permitted
Ed.D. (Non-Pathway)	Regional	Transfer Credit	Yes-Military, Credit by Examination, and Prior Learning Assessment credit.	7 years from course end to term start at ACE	B or better	18	No expiration**	No limit on ACE doctoral credits and a maximum of 18 credits from a master's degree as a Focus of Study/General track.

*Unless listed on 5-year Master Courses (courses that expire within 5 years due to updates in course and fields)

**Unless listed on 7-year Doctoral Courses (courses that expire within 7 years due to updates in course and fields)

***If students do not have 6 research credits in prior doctoral work, they would need to complete an additional 6 credits at ACE.

Master Courses with 5-year Limit for Internal Transfer

Master Courses with 5-year Limit for Internal Transfer	
HLTH5443	Technology, Leadership, and Health Informatics
ET	All courses that start with ET prefix
DL	All courses that start with DL prefix
EL5753	Law and Policy
LEAD5103	Law, Compliance, and Governance in Higher Education

Doctoral Courses with 7-year Limit for Internal Transfer

Doctoral Courses with 7-year Limit for Internal Transfer	
TECH	All courses that start with TECH prefix
RES	All courses that start with RES prefix
ORG6213	Emerging Technology in Organizations
HLTH6443	Systems, Policy and Leadership in Health Informatics

Student Contact, Protection, and Privacy

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

[\[http://www2.ed.gov/policy/gen/guid/fpco/pdf/ferparegs.pdf\]](http://www2.ed.gov/policy/gen/guid/fpco/pdf/ferparegs.pdf).

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 post-secondary 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, disclosures under the Solomon Amendment, 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 post-secondary 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)
- To military recruiters who request "Student Recruiting Information" for recruiting purposes only under the Solomon Amendment. Student Recruiting Information is name, address, telephone listing, age, academic level, major, degrees received for recent graduates, and previous institution attended (10 U.S.C. §983).
- 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 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 or text if it is sent from the email account or contact number 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, short message service (SMS) or text messages. Contact with students may also be made through social messaging apps or social media.

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 the required form via the MyACE Portal.

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.

Title IX

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

Title IX applies to gender-based discrimination, such as denying a student the ability to take specific action due to his gender, and gender-based harassment. Gender-based harassment occurs where a student is harassed either for exhibiting what is perceived as a stereotypical characteristic for their sex, or for failing to conform to stereotypical notions of masculinity or femininity. Harassment constitutes a Title IX violation when it is sufficiently serious that it creates a hostile environment and such harassment is encouraged, tolerated, not adequately addressed, or is ignored by school employees. Students who reasonably believe they have a claim under Title IX should contact ACE dedicated Title IX Coordinator (See "Title IX Coordinator"). It should be noted that ACE prohibits intimidating, threatening, coercive or discriminatory behavior against any individual because that individual made a complaint 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

Attendance and Accommodation Policies

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.

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.

Course Drop Policy

Whereas students can always request to drop a course, the outcome of the drop will be dependent on the particular week of the term during which 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 PM Pacific Time on 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 during weeks 2 and 3 of the term. If the drop request is 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.

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.

In keeping with its mission to deliver high-quality, affordable and accessible online programs to its students, American College of Education makes all efforts to comply with the requirements of applicable state and federal laws, including Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008, in the provision of and access to post-secondary education. As such, the college provides reasonable accommodations for qualified students 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 for Academic Programs and Services

Since American College of Education is a completely online institution, most reasonable accommodations granted will be related to additional time to complete 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:

1. Complete and submit the Request for Disability Support form found in the MyACE Portal. The form will ask the student to submit documentation from the student's attending medical professional. The documentation should address and meet the following guidelines:
 - a. Diagnosis of the student's disability.
 - b. The effect of the disability on the student's academic potential.
 - c. Recommendations for the type of accommodations appropriate to equalize the student's academic opportunities. If recommendations are not provided by the medical professional, the Office of Academic Excellence (OAE) will provide the student with the standard accommodations described above. If any of the medical professional's recommendations are not reasonable for ACE to provide, OAE will work with the student, as deemed appropriate, to determine the nature of accommodations the college is reasonably able to provide.
 - d. An end date if the disability is short-term.
 - e. All documentation must be current by meeting one of the following:
 - Be issued within the last five (5) years for chronic disabilities or within the last six (6) months for short-term disabilities, or
 - Specify a permanent physical condition which may impact academic performance, or
 - (For documentation related to learning or cognitive disabilities) include results from an evaluation instrument normed and designed to be administered to adults AND conducted no earlier than at the high school level
 - f. All medical documentation must be on official letterhead identifying the medical professional's name, professional mailing address, telephone number, and must be signed by the issuing medical professional.
2. Requests for disability 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.
3. Once the requests for accommodations and the supporting documentation are 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. The Letter of Accommodations will be sent to the student's email address on file with ACE.
4. A student has the right to appeal, per the appeal policy found in the Student Handbook, any decision rendered regarding accommodations.

Student Responsibilities

1. It is the student's sole responsibility to send via email the Letter of Accommodations to his or her faculty member(s) at the start of each term to receive accommodations. OAE will not provide this letter to any faculty member on the student's behalf, as it is important for students to keep an open line of communication with his or her faculty member(s). If the student does not email the letter to his or her faculty member(s) at the start of the term, the faculty member is not obligated to provide accommodations for coursework with a due date before the letter was sent to the faculty member(s).
2. To gain the most value from a course, students should make every effort to keep up with coursework as it is due. When the student is granted time extensions on assignments, the student must notify his or her faculty member(s) each time an assignment will be submitted past a due date, again keeping the communication lines open. It is not reasonable to assume faculty members will be more flexible with due dates beyond the accommodations a student is provided.
3. Students should keep OAE abreast of any problems they experience with receiving granted accommodations. This will allow OAE to intervene as needed to ensure students with disabilities are fully supported.

Interview Accommodations for Hearing and Visually Impaired Applicants

1. The application process for some ACE programs, as articulated in ACE's admissions requirements policy, require applicants to complete an interview through video software. The college understands this platform may be difficult for applicants who are hearing or visually impaired. In the event a hearing or visually impaired applicant wishes to apply for a program requiring an interview, he or she should contact the Office of Admissions at admissions@ace.edu with a request for an interview accommodation. The applicant must accompany this request with documentation from a medical professional addressing the visual or hearing impairment.
2. All medical 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.
3. Once the requested documentation is received, the Office of Admissions will respond to the applicant with a typewritten list of interview questions and a deadline for response.
4. The applicant should provide a typewritten response to the interview questions and return his or her responses to the Office of Admissions by the enrollment deadline for the term in which the applicant wishes to begin. The enrollment deadlines can be found on the ACE website, under Admissions.
5. A student has the right to appeal, per the appeal policy found in the Student Handbook, any decision rendered regarding accommodations.

Leave of Absence; Medical Leave of Absence

Students may encounter personal, professional or medical circumstances requiring a temporary interruption of their academic program. The Leave of Absence form is available via ACE's website and Student/Doctoral Commons to allow students to request consideration for these situations.

The minimum cumulative GPA required for a planned leave of absence for bachelor's level students is a 2.0 GPA and 3.0 GPA for Master's, Doctoral.

Requirements for any Leave of Absence:

- Student is a degree-seeking student. (Non-degree students -at-large are not eligible.)
- Student has no financial obligations at time of request.
- 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.

There are two leave of absence options for students, described below:

Planned Leave of Absence (LOA)

The Leave of Absence policy is available for personal and professional pre-planned reasons. A student must be in good academic standing to qualify for a Leave of Absence. The minimum cumulative GPA required for a planned leave of absence for bachelor's level students is 2.0 and 3.0 for Master's and Doctoral. 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 Medical Leave of Absence policy is available for unexpected medical or familial matters. A MLOA can be requested at any time during a term or break period but must be accompanied by 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.
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 LOA/MLOA:

- Students will retain access to the following ACE technology platforms. MyACE Portal and Student/Doctoral Commons.
- In order to return from LOA a student must submit a Return from Leave of Absence form.
 - Once received, the student will be registered in the next available course. If no applicable courses are available for that term, the student will be placed in an "Active Waiting for Class status" in their interim. They do not need to apply for an additional LOA.
 - If a form is not received before the indicated 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. The student must provide additional information in the appeal and use the appropriate steps outlined in the appeal process.

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 through the MyACE Portal (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.

Withdrawal from the College/Cancellation of Enrollment

Withdrawal is a student-initiated separation from ACE. Students may withdraw from the College during the Unregister Period (through Friday of week 1 at 11:59 PM Pacific Time) and the Drop Period (through Friday of week 3 at 11:59 PM Pacific Time).

- 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.

Academic Policies

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:

Bachelor Level Students

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

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.
- 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.

Academic Integrity

American College of Education expects students to exhibit academic integrity throughout their educational experience 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: Students are responsible for meeting all course requirements, including current discussion board postings, when retaking a course. 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.

For questions regarding self-plagiarism, students should visit the College's Writing Center for assistance.

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

Course Addition Request

ACE recognizes circumstances may exist when a student determines he or she would benefit from taking an additional course(s) that are not a part of his or her program. Students can be approved to take course(s) outside of his or her program if the following conditions are true:

Student is in good academic standing (2.0 GPA for Bachelors, and 3.0 GPA for Masters or Doctoral).

Student has completed at least one course successfully at ACE prior to approval.

The additional course(s) are at the same or lower degree level than the student's program of enrollment (i.e. Masters level students can be approved to take masters level or bachelors level courses but cannot be approved to take doctoral level courses).

The requested course(s) are available during a term prior to the student's expected graduation date.

The student will be assessed tuition and fees associated with the added course(s). Furthermore, the additional courses will be factored in the students GPA and extend program completion time.

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.

Course Registration Policy

It is the practice of ACE's registration office to schedule new enrollments for their first class immediately upon enrollment. This first class, in all degree programs, is a dedicated first class and is listed as such in the College's catalog.

After a new student matriculates past the first week of class, future classes are scheduled by the registration office. The goal is to provide students the most optimal progression to complete their program in the shortest amount of time possible. For bachelor's and master's level students, a schedule for the remainder of the program will be produced for the student. For doctorate students, a schedule for the next term will be provided.

If a student wishes to make a change to this schedule, they are required to seek approval through the registration office. If the change can be made without impact to prerequisites, time to completion, or benchmark requirements, the change will be made for master's and bachelor's level students.

If a doctoral student wishes to either add or drop a course, they can do so by completing the Doctoral Schedule Change Request form. If a student wishes to take a course other than the one scheduled, they must utilize the appeal process to seek the approval of academic leadership in the applicable department.

Credit Hour Policy

American College of Education (ACE) assigns and awards credit hours in accordance with accepted practices in higher education. The College employs the federal definition of the credit hour 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 to the award of credit hours. [Code of Federal Regulations (CFR), Title 34, Part 600.2]

One credit hour consists of 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.

General Education Competency (Undergraduate)

General education competencies are assessed within the first two terms of all bachelor's programs. Students will receive results of the assessments. If proficiency, defined by ACE as minimum score of 70%, is not demonstrated on the assessments within the first two terms, students will be required to complete assessments in or before their Capstone course to ensure proficiency prior to degree completion.

General Education Requirements (Undergraduate)

American College of Education requires students enrolled in programs where a bachelor's degree is conferred to complete thirty general education credits aligned with Indiana's Statewide Transfer General Education Core (STGEC). 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 as depicted in the chart

below. Indiana STGEC requires for students to earn a minimum of 3 credits in each of the competency areas (18 credits) and complete a minimum of 30 credits in the defined competencies. ACE has defined the additional credit hours needed to fulfill general education requirements as listed below:

General Education Requirements				
Indiana STGEC Category	Indiana STGEC Skills/Competencies	Indiana STGEC Required Credits	ACE Additional Credits	Total Semester Credits
Foundational Intellectual Skills	Written Communications (English, Writing, Literature)	3	3	6
	Speaking and Listening (Speech, Communications)	3		3
	Quantitative Reasoning (Mathematics)	3	3	6
Ways of Knowing	Scientific Ways of Knowing (Life and Physical Sciences)	3	3	6
	Humanistic and Artistic Ways of Knowing (Humanities and Fine Arts)	3	0	3
	Social and Behavioral Ways of Knowing (Psychology, History, Political Science, Government, Politics)	3	3	6
Total Credits		18	12	30

ACE students can complete general education credits prior to enrolling at ACE or while attending ACE. All credits are required to be fulfilled prior to degree conferral unless required as a prerequisite in a course as listed in the College Catalog.

Maximum Number of Registrations in Specified Courses

Students completing work as prescribed throughout their programs at ACE, should be prepared to successfully complete their RN to MSN courses and internship, student teaching and/or capstone courses after the first attempt. If a student is not successful after the first attempt, they can only repeat the course a specific number of times.

The Registration office will schedule students for their first registration in their RN to MSN courses, internship, student teaching, and/or capstone courses according to program progression. If a student does not receive a passing grade during this first registration, they will be required to retake the course in the following term. This process will continue until one of the following occurs:

- Student receives passing grade and matriculates in program accordingly.

- Maximum number of registrations is reached:

Internship: If a student is not successful after taking the Internship course for the third time, they will be administratively withdrawn from the college and notified accordingly.

Student Teaching: If a student is not successful after taking the Student Teaching course(s) for the third time, they will be administratively withdrawn from the college and notified accordingly.

RN to MSN Courses: If a student is not successful after taking any course in the RN to MSN program, including RN to MSN Capstone courses, for a third time, they will be administratively withdrawn from the college and notified accordingly.

Capstone Courses (non-RN to MSN): If a student is not successful after taking the Capstone course for the fifth time, they will be administratively withdrawn from the College and notified accordingly.

- If a student is administratively withdrawn, they will be subject to the Re-Entry policy.
- A student has the right to appeal this decision per the appeal process.

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. Students at American College of Education may request time away from their coursework through taking a leave of absence and/or withdrawing from the College. The purpose of this policy is to define the maximum time allowed to complete a program, with coursework breaks, under the same program of study.

To ensure that 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.

American College of Education requires its students to complete all program requirements within a specific time limit in order to be eligible to graduate. This limit is known as maximum time to completion. Students who do not complete these requirements within this time frame will be dismissed from the College. These time limits do not supersede those outlined in the Satisfactory Academic Progress Policy. The maximum time to completion time limit is outside dates for completion and takes into consideration time spent away from coursework. The table below lists the maximum time to completion with stop-outs by program types:

Program Type/Level	Maximum Time to Completion (years)
Bachelor's Completion	5 years
Certificate (Master's)	2.5 years
Certificate (Doctoral)	3.5 years
Masters	5 years
RN to MSN	7 years
Specialist	7 years
Doctoral	10 years

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.

Satisfactory Academic Progress

Academic Achievement Standards & Satisfactory Academic Progress

To graduate from American College of Education, each student must achieve a standard of academic achievement as defined by their cumulative grade point average (GPA). This standard is determined based on the degree level of the student. Undergraduate students must earn a minimum 2.0 cumulative GPA; graduate students and RN to MSN students must earn a minimum 3.0 cumulative GPA. Students must also complete their program within 1.5 times the length of the program (without stop outs).

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.

To ensure students are tracking towards successful degree completion, students are required to maintain the academic achievement GPA.

If a student's GPA does not meet the academic achievement level or if the student has been provisionally admitted, the following statuses and rules will apply:

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 might be allowed to enroll as a provisionally admitted student. Provisional Admission could also be the result of an admissions appeal. In either of these cases, the student will be placed on Academic Probation for their first two terms at the College.

Graduate and RN to MSN students cannot earn a grade below a "B" in either of the first two courses at the Master's and Doctoral Level. Undergraduate students cannot earn below a "C" in either of their first two courses. Undergraduate students must have earned a cumulative GPA of 2.0 and graduate and RN to MSN students must have earned a 3.0 cumulative GPA by the end of their second course in order to be removed from Academic Probation status and be considered in good standing with the college.

Academic Warning

Academic Warning is assigned when a student's cumulative grade point average falls below a 2.0 for undergraduate and 3.0 for graduate and RN to MSN students. The status is assigned for two terms to provide students the opportunity to raise their GPA. If the GPA is not raised to the academic achievement level at this time, they will be placed on Academic Probation. While placed on this status, graduate and RN to MSN students are required to earn a grade of "B" or better in each course; undergraduate students are required to earn a grade of "C" or better in each course. If these grades are not received, the student will be dismissed.

Academic Probation

Academic Probation is assigned to a provisionally admitted student or when a student on Academic Warning status is not successful in raising his or her cumulative GPA to the appropriate GPA (2.0 for undergraduate and 3.0 for graduate and RN to MSN) within two terms. While placed on this status, graduate and RN to MSN students are required to earn a grade of "B" or better in each course; undergraduate students are required to earn a grade of "C" or better in each course. If these grades are not received, the student will be dismissed.

Dismissal

A graduate or RN to MSN student on any student on a SAP status, may be dismissed if they receive a grade of "C" or worse in their courses. An undergraduate student on a SAP status may be dismissed if they receive a grade of "D" or worse in their courses. 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 cumulative 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. The dismissed student is required to wait four terms prior to being allowed to re-enter (See Re-Entry or Readmission procedures).

Re-Entry after Dismissal or Withdrawal

A student who leaves ACE for any reason while on an Academic Warning or Academic Probation status will return under this same status if he or she is granted Re-Entry or Readmission.

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.

State Specific Course Policy

It is the American College of Education's policy to schedule students solely in courses listed in the course list for the program that corresponds to their student information. Specifically, some ACE programs list specific courses to be taken based on the state of residence for the student. ACE does this to ensure that key state components for potential licensure are covered during the student's time at ACE. To meet this practice, the ACE registration team schedules students based on the state entered in the student's record.

ACE recognizes there may be circumstances where students may live in one state or country; however, will be seeking licensure in a different state. To accommodate this scenario, students can be approved to be registered in state specific courses that differ from their state/country of residence if any of the following conditions are true:

- Student has a valid teaching certificate in the state for the request (i.e. Student lives in Iowa but has an Illinois teaching certificate).
- Student has current proof of employment in the state for the request (i.e. student lives in Indiana but is presently teaching in Ohio).
- Student lives overseas presently but will be returning to the United States and has proof of teaching certificate in a specific state.

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.

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.

Grading Policies

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 ACE have the right to appeal a final course grade they allege to be the result of arbitrary or capricious grading. To do so, the student utilizes the appeal form available in the MyACE Portal. Students should, provide a written rationale and documentation for the grade dispute after following the prescribed steps outlined in the Student Handbook. The deadline for appealing a final grade is week 2 of the term immediately following the term of the final course grade being appealed.

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.

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)*:

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

Important notes about grades:

- The credits attempted for courses with W grades are used in the calculation for cumulative GPA.
- Courses with a grade of "F" or "D" will not be counted toward degree conferral and must be repeated as listed in the Degree Conferral Policy
- 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.
- Each student has secured 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.

Capstone Completion Policy: Students must fulfill all requirements of the Capstone course and earn a minimum final course grade of 80%. 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 submission. All submissions must be completed to receive a passing score, or the course must be retaken in the next term.

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 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 academic leadership in the applicable department. The grade received at the end-of-term for incomplete work due is the grade earned.

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 instructors 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 for 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.

Program Specific Academic Policies

B.S. in Healthcare Administration

Credit Hour Requirement

The Bachelors of Science in Healthcare Administration program requires students to complete 120 semester credits. The 120-hour requirement for the B.S. in Healthcare Administration program includes the following:

- 36 semester credits earned at ACE.
- 84 credits earned at an accredited institution outside of ACE, earned as electives at ACE, earned as CLEP credit, or earned through prior learning assessment.
 - 30 of these credits are required to be fulfilled in accordance with the general education policy.

Certificate in Transition to Teaching/Masters of Arts in Teaching

Benchmark Policy

MAT/T2T students at the American College of Education must pass three benchmarks during their coursework to advance to student teaching. Students who are not able to pass the benchmarks will be scheduled for non-licensure tracks which will allow them to earn a degree but not receive a teaching license.

Content Area Test Policy

ACE requires for all Masters of Arts in Secondary Teaching and Certificate in Transition to Teaching in Secondary Education students to successfully take and pass their required content area test(s) prior to the start of their fifth term at ACE. If ACE does not receive proof of official passing scores prior to a student starting his/her fifth term, she/he will be administratively withdrawn from the program. Information about approved tests can be found on the Indiana Department of Education's website (<http://www.doe.in.gov/licensing/educator-testing>).

Content area exams must be from an area which is noted as approved by the IDOE through testing alone. Students should verify the content exam area is permitted before submitting test results.

http://www.in.nesinc.com/PageView.aspx?f=GEN_RequiredContentAssessments.html

Mentor Teacher Approval for Student Teaching Policy

ACE requires for all MAT/T2T students to have an approved mentor teacher before beginning the student teaching experience. If a mentor teacher is not approved by the beginning of student teaching, he/she will not be permitted to progress in the program until such a time as this requirement is met. To be approved, student teaching mentor teachers must meet the following criteria:

- Must hold a current U. S. teaching license and be a practicing classroom teacher with at least three years' experience in the grade level or content area of the student teacher's certification.
- Received an evaluation rated as effective or highly effective (or the equivalent) on the teacher evaluation system in the school district for the last three years.
- Located within the same school as the student teacher.
- Cannot be related to the student teacher.

Field Hours Requirement

Students are required to complete field hours as part of the degree completion, prior to student teaching. Field hours are embedded in the assignments within the course along with the diversity experience form. All field hours must be completed prior to enrollment in student teaching. To successfully complete the field hours, students must gain access to classrooms upon enrollment into the MAT/T2T program which aligns with their selected degree area. Students must also submit an acknowledgment of the requirements and verification of classroom access in the admission application.

Remediation Policy

MAT/T2T students at the American College of Education must pass three benchmarks with a score of 80% or better during their coursework to advance to student teaching. Once in student teaching, students must pass each assignment in the student teaching course with an 80% to complete the program. Students who are not successful in meeting these requirements are provided remediation to support growth in the areas of deficiency.

Students who do not pass the first or second benchmark during the first attempt are enrolled in a remediation course during the following term which provides support and guidance for the areas related to the benchmark. By the end of the term, students complete the benchmark a second time. Students who do not pass the benchmark after the second attempt will be moved to the non-licensure track.

The final benchmark is submitted during the first week of the student teaching term. Students must submit all completed diversity field experiences to document the required hours. The diversity field experiences are completed as part of the coursework during the program. Students who do not submit all the required diversity field experiences will be dropped from student teaching and will be re-enrolled for the following term.

Students who are not successful in meeting the required score in student teaching on assignments are provided a personal remediation plan which identifies specific criteria and goals which must be met to pass student teaching. The remediation plan is signed by the student, mentor teacher, and field supervisor. This document acts as a formal contract and outlines the expectations which must be met to pass the student teaching course. Students who do not meet all identified criteria will not be able to pass student teaching and will be re-enrolled in the following term.

Ed.D. in Leadership

Benchmark Exam Policy

Ed.D. students at the American College of Education must pass the Research Competency Exam, the first benchmark of the program. To pass the research competency exam, students must receive a score of 80% or better. Students who are not able to pass the exam shall not be scheduled for other Ed.D. courses until a passing score is achieved. Students will have up to three attempts in three terms to pass this exam. If a student is not able to pass the first doctoral benchmark after exposure in three (3) courses, they must enter a program change to the Ed.S. program.

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. At the successful completion of at least 30 Credit Hours, final approval of the concept paper, and approval with the Application for Candidacy: the Ed.D. student will be eligible for advancement to candidacy.

Dissertation Committee Change Request

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 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.

Doctoral Dissertation Committee Selection

American College of Education recognizes that matching qualified dissertation chairs and committee members with candidates, based on content area and methodology, of the dissertation, is required to optimize the student learning experience. Doctoral Candidates will be assigned a dissertation committee comprised of a dissertation chair and two committee members. Upon approving a doctorate candidate, the College will select a dissertation chair and committee members based on the following criteria:

1. Expertise in content area and methodology selected by the doctorate candidate.
2. Number of dissertation committees in which potential members are serving.
3. Completion of appropriate training to serve as dissertation chair or committee member.

ACE will assign all members of the committee unless the doctoral candidate requests for an external-to ACE-member to serve on the committee. An external individual must be nominated to serve in a committee member-only capacity and be approved to be appointed to the committee. Approvals are based on nominated individuals meeting the criteria below:

1. Attainment of terminal/doctoral degree.
2. Documented scholarly activities, such as refereed publications or presentations.
3. Experience serving on dissertation committees at other regionally accredited institutions.

External members are also required to complete dissertation committee training at American College of Education prior to serving on the committee.

Doctoral Programs Expected Graduation Date Policy

The initial anticipated graduation date can change based on students' choice of progression, including full-time, $\frac{3}{4}$ -time or part-time, as well as dissertation progression. Furthermore, students can be approved for a leave of absence or may unsuccessfully complete their courses which results in a delayed graduation date. Full-time students who remain enrolled and successfully complete their courses, can expect to finish the program in three years. Students must adhere to the ACE designated progression in order to complete their program in the three-year time frame. The expected graduation dates will be updated as follows:

1. Upon enrollment, students are issued a graduation date based on an extended five-year time frame.
2. Upon being scheduled for course RES6033 - Qualitative Research Design, a student's expected graduation date will be updated by the Registration office to reflect the standard completion of the dissertation time frame.
3. The expected graduation date will be updated again when scheduled for RES6512 - Research Concept Paper and then every term after this course is completed.

Non-Progression Policy

American College of Education is dedicated to ensuring that our doctorate students successfully complete the program and earn their doctorate degree. ACE also recognizes that students may experience challenges in the dissertation courses. If a student is not progressing as scheduled in the program, the interventions, as listed below, are utilized to support the student at progressing through the program.

- **Courses Leading to Final Approval of the Concept Paper.** If a student does not receive a passing grade after the initial 10-week term, the student will have up to two additional 10-week terms to take the Concept Paper course to receive final approval of the concept paper. Within the additional 10-week terms, the student must also take the Research Boot Camp concurrently to receive support and guidance on developing the concept paper. Thus, the student will have a total of three 10-week terms to attempt passing the Concept Paper course. If the student is not successful and receives a non-passing grade within the three 10-week terms, the student will be counseled to make a program change or be administratively withdrawn from the college. An appeal may be filed should the student want to remain in the program.

NOTE: Students enrolled prior to January 1, 2018, will no longer be enrolled in RES6201 and RES6501 concurrently.

- **Proposal Courses.** If a student does not receive a passing grade after the initial 10-week term of any proposal course, the student will have up to two additional 10-week terms to take the proposal course to receive final approval over the dissertation chapter. Within the additional 10-week terms, the student must also take the Dissertation Boot Camp concurrently to receive support and guidance on developing the chapter. Thus, the student will have a total of three 10-week terms to attempt passing the proposal

chapter. If the student is not successful and receives a non-passing grade within the three 10-week terms, the student will be counseled to make a program change or be administratively withdrawn from the college. An appeal may be filed should the student want to remain in the program.

- **Dissertation Course.** If a student does not receive a passing grade after two 10-week terms of the dissertation course, the student must also take the Dissertation Boot Camp concurrently to receive support and guidance on the data analysis. If the student is still in the data collection process (e.g. ethnography), then the student can file an appeal to avoid taking the boot camp. *Note:* Students enrolled prior to January 1, 2018 may file an appeal to schedule 2 credits of RES6501 in a term if they are at the end completion stages of the dissertation but still need the 4-credit hour requirement of RES6501 to be fulfilled.

Ed.S. in District Level Administration

Mentor & Clinical Site Location Approval Policy

American College of Education requires all District-Level Administration (Superintendent) students to have an approved mentor and P-12 district selected prior to their first course containing a clinical experience. ACE must approve the mentor and clinical experience site. It is responsibility of the student to identify a mentor (a superintendent or assistant superintendent) to work with them in a diverse P-12 school district setting. To be approved the mentor/site must meet the following criteria:

- The Mentor must hold a valid Superintendent license or certification.
- Have a minimum of 2 years' experience working in the role of a superintendent or assistant superintendent.
- Have no immediate associations with the student. (i.e. related)
- Be active - retired administrators, central office personnel, or colleague principals with superintendent certification cannot be approved as mentors.
- A P-12 district-level administrative setting accredited by an appropriate state agency and designed to be compatible with the U.S. school system.

M.Ed. in Educational Leadership

Additional Internship Hours Request Policy

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. Students may request to have additional hours evaluated during the Internship course or during an Internship completion course.

Benchmark & Remediation Policy

M.Ed. in Educational Leadership students at the American College of Education must pass three benchmarks during their coursework to matriculate. Students must earn a minimum score of 80% on benchmarks within EL5703 (ELX5073), EL5723 (ELX5723), and during Internship (practicum). Students who are not successful in completing the benchmark during the courses will be provided two (2) additional attempts in two terms within the ASMT5020 course to earn the passing score. Students who cannot earn a passing score within on each benchmark after exposure in three (3) courses must enter a program change to a program not leading to licensure.

Mentor Approval for Internship/Practicum Policy

ACE requires for all Educational Leadership students and applicable Florida modified pathway students who are required to take an internship/practicum experience course as part of his/her degree or course sequence to have an approved mentor/site supervisor before starting his/her third term at ACE. If a mentor/site supervisor is not approved by the beginning of the student's third term, he/she will not be permitted to progress in the program or course sequence until such a time as this requirement is met. To be approved, mentors/site supervisors must meet the following criteria:

- Work Experience: Mentors/Site Supervisors must be currently licensed and practicing principals or assistant principals with at least two years' experience (three years is required for Texas site supervisors) in a leadership role.
 - A leadership role is defined as a position in which the individual is responsible for evaluating the work of subordinates as a part of a systematic review process for the sub-ordinate's employment file.
 - Retired administrators, central office personnel, or colleague teachers with principal certification cannot be approved as mentors/site supervisors.
- Location: Mentors/Site Supervisors must be located within close proximity to the intern (called a candidate in Texas).
- Relationship: Mentors/Site Supervisors cannot be related to the intern/candidate.

Texas Approval to Test Policy

To be approved by American College of Education to register for the TExES examination, graduates must have successfully completed the Texas Educational Leadership Program and achieved an 80% or better on the practice examination within six months of testing approval request. If the graduate does not meet the above criteria the following will occur:

1. Graduate will be enrolled in ACE's test preparation course if he/she has not met the 80% threshold on the practice exam within the past six months, was not successful on his/her first attempt on the certification exam, or if he/she was not successful at passing the examination the first time and completed ACE's testing preparation course more than four months prior to the new testing date. If the student is successful in reaching the

passing threshold in the preparation course, he or she will be permitted to register for the exam within six months of completion.

2. Graduate will be required to complete one-on-one sessions with EL Program designee to discuss concepts and preparation for the exam if the student does not meet the 80% threshold in ACE's test preparation course or was not successful on his/her first attempt on the certification exam after successfully passing the practice test within four months. Upon conclusion of the one-on-one sessions, the EL Program designee will either recommend for the graduate to be permitted to register for the certification examination or for the graduate to seek additional support as outlined below.
3. Graduate will be required to seek additional support from a third party, such as <https://www.texas068.com/>, or program offerings at Regional Education Service Centers if the EL Program designee feels it is warranted after concluding one-on-one sessions or if the graduate does not pass the certification exam after having completed two enrollments in ACE's preparation course. Graduates will be asked to provide successful completion of the third-party program or service in order to be permitted to register to test again.

If a graduate is still not successful after all the above avenues are exhausted, American College of Education will not grant permission for the graduate to register for the TExES certification examination.

M.Ed. in STEM Leadership

NISE National Certificate in STEM Teaching Requirement Policy

ACE M.Ed. in STEM Leadership students are required to complete the Certificate for STEM Teaching at the National Institute for STEM Education (NISE). By completing the Certificate in STEM Teaching, students will earn credits for two ACE courses (six total credits): SCI5423 and SCI55623. ACE does not offer these two courses; thus, completing the Certificate in STEM Teaching is required to complete the M.Ed. in STEM Leadership program.

To ensure that ACE students are able to complete the program, ACE requires that M.Ed. in STEM Leadership students acknowledge this requirement prior to starting their first course at ACE. Additionally, ACE M.Ed. in STEM Leadership students must complete the Certificate in STEM Teaching prior to their third term at ACE. If a student fails to meet this requirement, they will be administratively withdrawn from ACE.

RN to MSN

Credit Hour Requirement

The RN to MSN program requires students to complete a total of 155 semester credits. The 155-credit requirement for the RN to MSN program includes the following:

- 55 semester credits earned at ACE (RN to MSN Course List)
- 90 credits earned at ACE or outside of ACE (according to the Prior Credit Evaluation/Transfer Credit Policy)

- 30 of these credits are required to be fulfilled in accordance with the general education policy
- 15 of these credits are must be in the following areas: 3 credits in Technical Writing, 3 credits in Pharmacology, 3 credits in Statistics, and 6 additional credits in Scientific Ways of Knowing courses (Microbiology, Chemistry, Anatomy and Physiology)
- 45 of these credits are in electives

Matriculation Policy

RN to MSN students are required to successfully complete all coursework in the BSN portion of the program, including all general education, elective, and required credits, prior to matriculating to the MSN portion of the program. The College defines successful completion as:

- Completion of all coursework listed in the BSN portion of the program.
- Achievement of a 3.0 cumulative GPA, at minimum.
- Earned grade of "B" or better in the Senior Capstone course.
- All general education competencies are passed.

Upon verification of the above criteria, the College will confer the BSN degree and the student will be permitted to progress with the MSN coursework as outlined in the program description.

Preceptor Approval Policy

RN to MSN students are required to have an approved preceptor three terms prior to starting his/her Capstone/Practicum experience at ACE. If a preceptor is not approved prior to the graduate level practicum course, he/she will not be permitted to take the practicum/capstone course in the program until such a time as this requirement is met.

- To be approved, preceptors must meet the following criteria:
- Work Experience: Qualified Preceptors must be currently licensed as a RN and practicing nurses with a Master's degree and at least two years' experience in the specialty.
- Qualifications: Preceptors must be knowledgeable and experienced in the area the student is completing the approved clinical project/experience.
- Location: Preceptors must be employed at the site where the student is completing the practicum capstone project.
- Relationship: Preceptors cannot be related to the student.

Conferral and Commencement Policies

Certificate Completion Requirements

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

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.

Commencement

Bachelor's, Master's, and Educational Specialist students who intend to participate in a commencement ceremony at American College of Education must be in "Graduate Status" within two terms of the commencement date. For example, if commencement is held in July, students with expected graduation dates in August and September may participate.

Doctorate (Ed.D.) students who intend to participate in a commencement ceremony must be in "Graduate Status" by the date of the commencement. Furthermore, the academic team must confirm anticipated dissertation completion for all Ed.D. students prior to the student being allowed to participate in commencement.

Degree Conferral

Degrees will be conferred when the following requirements have been met:

- Grade Point Average (GPA): Undergraduate students must have a cumulative GPA of 2.0; Graduate students and RN to MSN students must have a cumulative GPA of 3.0.
- A grade of "C" or better in all required program courses has been achieved.
- All course and credit hour requirements and/or any field experiences are successfully completed.
- Bachelor's level only: Demonstrated proficiency in all general education competencies.

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.

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 the Dissertation Oral Defense for Ed.D. candidates.
- Satisfactory completion of internship, practicum or student teaching, when applicable.
- Minimum cumulative grade point average of 2.0 for Bachelor's students and 3.0GPA for Master's, RN to MSN, Specialist and Doctoral students with no D's or F's.

Graduation with Honors

ACE recognizes exemplary academic performance for graduates. ACE graduates of post baccalaureate degree programs will be awarded the honor of "Distinguished Graduate" if all

degree requirements have been met, a cumulative GPA of a 4.0 has been achieved in program enrollment, and no academic or conduct violations occurred during the enrollment in the completed degree program.

Information Literacy, Library, and Technology Policies

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 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.

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 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

The American College of Education library staff provides 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

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

Information Technology Policy

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

- Use of College communications services or equipment in a manner that violates copyrights, patent protection, license agreement, or intellectual property laws.
- Attempts to gain unauthorized access to any information facility, whether successful or not.
- Any action that disrupts the availability of a system for other users, such as running programs that limit system resources.
- Encryption of files and other electronic records in such a way that no other representative of the College can read its contents.
- Use of Internet or electronic mail files that may cause an overload to the College's network without making prior arrangements with Information Services.
- Use of assigned American College of Education electronic mail or Internet access for personal or promotional, or in any way that does not support academic goals of the College.
- Sharing College-assigned user IDs or access codes.

- Attempts to alter, damage, delete, destroy or otherwise abuse any communications service or equipment.
- Use of a computer account that has not been authorized.
- Use of the College network system to gain unauthorized access to any computer system.
- Posting electronic bulletin board material that violates existing federal or state laws, the College's Standards of Student Behavior policy.
- Attempting to monitor or tamper with another user's communications system, or reading, copying, changing, or deleting another user's files or software without the explicit agreement of the owner.
- Any use of the College's communication services or equipment that does not support the mission or business strategy of the College.
- Use of the College's communication services or equipment to view, bookmark, or download sexually explicit materials.
- Configuration of unauthorized proxy servers on any College asset.

Research Policies

Institutional Review Board

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 reviews all research proposals from members of the ACE community (faculty, staff, and students) on regular basis. The committee is also responsible for recommending and monitoring research-related training, including research ethics, for the ACE community.

External Requests

The College's IRB will review research requests from individuals outside of ACE if a case can be made by the individual that the proposed research may benefit the institution and/or its constituents. To be able to be approved, the potential researcher would need to show that the potential benefits would outweigh any potential risk to the institution. Additionally, the potential researcher would need to demonstrate how the proposed research would improve the field of higher education. If a proposal demonstrates these items, the IRB will review the proposal according to standard procedures as well as ACE executive leadership.

Research Misconduct Policy

American College of Education expects all faculty, students, and staff to follow high standards of academic integrity with regard to research activities. ACE promotes research within the College by providing an environment conducive to ethical research which includes the introduction and

enforcement of related policies. As a result, ACE does not tolerate any research misconduct but insures that due process is followed.

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 with the research policy/expectation/etc. If found in compliance with the charge respondent 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 that it has responsibility for protecting the rights and welfare of human subjects involved in research at ACE. ACE also accepts responsibility for following the local, state and federal laws that relate to the research. The Institutional Review Board (IRB) will review, approve, reject or require changes in research involving human subjects. ACE IRB will ensure that informed consent will be obtained by the researchers using human subjects. In addition, it will carefully evaluate those proposals that involve vulnerable subjects, including those below the age of 18. 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 or organizations during research studies will be kept confidential and participants will be fully informed of their rights. For additional information, see the IRB Handbook.

Total Cost of Attendance

Tuition/Technology and Library Fees by Degree Level

Degree Level	Tuition (per credit)	Technology & Library Fee (per credit)
Bachelors	\$215.00	\$30.00
Masters	\$235.00	\$25.00
RN to MSN	\$275.00	\$70.00
Doctoral	\$306.00	\$30.00

Effective January 8, 2018

**Please note: In rare instances, students may be required to purchase a book for a course. These costs are not included in the information below.*

Certificate Programs Tuition and Fees

Certificate in Adult Education and Corporate Training Certificate in Content Area Instruction Certificate in English as a Second Language and Bilingual Education Certificate in Higher Education Certificate in Teacher Leadership				Total Cost of Attendance	\$4,830.00
Tuition		Non-Refundable Fees		Additional Fees	
Tuition per Credit Hour	\$235.00	Technology and Library	\$450.00	Capstone or Dissertation	N/A
Total Credits in Program	18	Application	\$50.00	Student Teaching	N/A
Total Tuition	\$4,230.00	Program Conferral	100.00		

Certificate in Advanced Graduate Study				Total Cost of Attendance	\$10,330.00
Tuition		Non-Refundable Fees		Additional Fees	
Tuition per Credit Hour	\$306.00	Technology and Library	\$900.00	Capstone or Dissertation	N/A
Total Credits in Program	30	Application	\$100.00	Student Teaching	N/A
Total Tuition	\$9,180.00	Program Conferral	\$150.00		

Certificate in Transition To Teaching - Elementary Education				Total Cost of Attendance		\$7,390.00
Tuition		Non-Refundable Fees		Additional Fees		
Tuition per Credit Hour	\$235.00	Technology and Library	\$600.00	Capstone or Dissertation	N/A	
Total Credits in Program	24	Application	\$50.00	Student Teaching	\$1,000.00	
Total Tuition	\$5,640.00	Program Conferral	\$100.00			

Certificate in Transition To Teaching - Secondary Education				Total Cost of Attendance		\$5,830.00
Tuition		Non-Refundable Fees		Additional Fees		
Tuition per Credit Hour	\$235.00	Technology and Library	\$450.00	Capstone or Dissertation	N/A	
Total Credits in Program	18	Application	\$50.00	Student Teaching	\$1,000.00	
Total Tuition	\$4,230.00	Program Conferral	\$100.00			

Certificate in Teaching English Learners				Total Cost of Attendance		\$4,310.00
Tuition		Non-Refundable Fees		Additional Fees		
Tuition per Credit Hour	\$235.00	Technology and Library	\$400.00	Capstone or Dissertation	N/A	
Total Credits in Program	16	Application	\$50.00	Student Teaching	N/A	
Total Tuition	\$3,760.00	Program Conferral	\$100.00			

Certificate in Virtual Instruction				Total Cost of Attendance	\$5,870.00
Tuition		Non-Refundable Fees		Additional Fees	
Tuition per Credit Hour	\$235.00	Technology and Library	\$550.00	Capstone or Dissertation	N/A
Total Credits in Program	22	Application	\$50.00	Student Teaching	N/A
Total Tuition	\$5,170.00	Program Conferral	\$100.00		

Degree Programs Tuition and Fees

M.Ed. in Advanced Studies M.Ed. in Curriculum and Instruction M.Ed. in Educational Leadership M.Ed. in Educational Technology M.Ed. in Elementary Education M.Ed. in English as a Second Language and Bilingual Education M.Ed. in Higher Education				Total Cost of Attendance	\$8,990.00
Tuition		Non-Refundable Fees		Additional Fees	
Tuition per Credit Hour	\$235.00	Technology and Library	\$850.00	Capstone or Dissertation	N/A
Total Credits in Program	34	Application	\$50.00	Student Teaching	N/A
Total Tuition	\$7,990.00	Program Conferral	\$100.00		

M.Ed. in Educational Business Administration				Total Cost of Attendance		\$9,250.00
Tuition		Non-Refundable Fees		Additional Fees		
Tuition per Credit Hour	\$235.00	Technology and Library	\$875.00	Capstone or Dissertation	N/A	
Total Credits in Program	35	Application	\$50.00	Student Teaching	N/A	
Total Tuition	\$8,225.00	Program Conferral	\$100.00			

M.A. in Elementary Teaching M.A. in Secondary Teaching				Total Cost of Attendance		\$9,900.00
Tuition		Non-Refundable Fees		Additional Fees		
Tuition per Credit Hour	\$235.00	Technology and Library	\$850.00	Capstone or Dissertation	N/A	
Total Credits in Program	34	Application	\$50.00	Student Teaching	\$1,000.00	
Total Tuition	\$7,990.00	Program Conferral	\$100.00			

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				Total Cost of Attendance	\$8,210.00
Tuition		Non-Refundable Fees		Additional Fees	
Tuition per Credit Hour	\$235.00	Technology and Library	\$775.00	Capstone or Dissertation	N/A
Total Credits in Program	31	Application	\$50.00	Student Teaching	N/A
Total Tuition	\$7,285.00	Program Conferral	\$100.00		

M.Ed. in STEM Leadership*				Total Cost of Attendance	\$6,650.00
Tuition		Non-Refundable Fees		Additional Fees	
Tuition per Credit Hour	\$235.00	Technology and Library	\$625.00	Capstone or Dissertation	N/A
Total Credits in Program	25	Application	\$50.00	Student Teaching	N/A
Total Tuition	\$5,875.00	Program Conferral	\$100.00		

NOTE * 6 credits taken through Accelerate Learning/National Institute for STEM Education (NISE) and 25 credits taken through ACE.

RN to MSN				Total Cost of Attendance		\$20,225.00
Tuition		Non-Refundable Fees		Additional Fees		
Tuition per Credit Hour	\$275.00	Technology and Library	\$3,850.00	Capstone or Dissertation	\$800	
Total Credits in Program	55	Application	\$50.00	Student Teaching	N/A	
Total Tuition	\$15,125.00	Program Conferral	\$400.00			

Ed.S. in Leadership Ed.S. in District Level Administration			Total Cost of Attendance			\$11,674.00
Tuition		Non-Refundable Fees		Additional Fees		
Tuition per Credit Hour	\$306.00	Technology and Library	\$1,020.00	Capstone or Dissertation	N/A	
Total Credits in Program	34	Application	\$100.00	Student Teaching	N/A	
Total Tuition	\$11,322.00	Program Conferral	\$150.00			

Ed.D. in Leadership Ed.D. Curriculum and Instruction Ed.D. in Instructional				Total Cost of Attendance		\$22,954.00
Tuition		Non-Refundable Fees		Additional Fees		
Tuition per Credit Hour	\$306.00	Technology and Library	\$1,920.00	Dissertation/Research (6 courses)	\$200.00 each	
Total Credits in Program	64	Application	\$100.00	Student Teaching	N/A	
Total Tuition	\$19,584.00	Program Conferral	\$150.00			

Ed.D. in Leadership (Ed.S. or ABD to Ed.D. Leadership Pathway)				Total Cost of Attendance	\$13,882.00
Tuition		Non-Refundable Fees		Additional Fees	
Tuition per Credit Hour	\$306.00	Technology and Library	\$1,110.00	Dissertation/Research (6 courses)	\$200.00
Total Credits in Program	37	Application	\$100.00	Student Teaching	N/A
Total Tuition	\$11,322.00	Program Conferral	\$150.00		

Dual Degree Programs Tuition and Fees

M.Ed. in Curriculum and Instruction <i>for graduates of M.Ed. in Elementary Education</i> M.Ed. in Elementary Education <i>for graduates of M.Ed. in Curriculum and Instruction</i>				Total Cost of Attendance	\$5,090.00
Tuition		Non-Refundable Fees		Additional Fees	
Tuition per Credit Hour	\$235.00	Technology and Library	\$475.00	Capstone or Dissertation	N/A
Total Credits in Program	19	Application	\$50.00	Student Teaching	N/A
Total Tuition	\$4,465.00	Program Conferral	\$100.00		

M.Ed. in Educational Leadership <i>for graduates of M.Ed. in Curriculum and Instruction</i> M.Ed. in Curriculum and Instruction <i>for graduates of M.Ed. in Educational Leadership</i>				Total Cost of Attendance	\$4,310.00
Tuition		Non-Refundable Fees		Additional Fees	
Tuition per Credit Hour	\$235.00	Technology and Library	\$400.00	Capstone or Dissertation	N/A
Total Credits in Program	16	Application	\$50.00	Student Teaching	N/A
Total Tuition	\$3,760.00	Program Conferral	\$100.00		

M.Ed. in STEM Leadership <i>for graduates of M.Ed. in Integrated Curriculum</i> M.Ed. in Integrated Curriculum <i>for graduates of M.Ed. in STEM Leadership</i>				Total Cost of Attendance	\$5,870.00
Tuition		Non-Refundable Fees		Additional Fees	
Tuition per Credit Hour	\$235.00	Technology and Library	\$550.00	Capstone or Dissertation	N/A
Total Credits in Program	22	Application	\$50.00	Student Teaching	N/A
Total Tuition	\$5,170.00	Program Conferral	\$100.00		

Bachelor Degree Programs Tuition and Fees

Bachelor of Science in Healthcare Administration				Total Cost of Attendance	\$8,970.00
Tuition		Non-Refundable Fees		Additional Fees	
Tuition per Credit Hour	\$215.00	Technology and Library	\$1,080.00	Capstone or Dissertation	N/A
Total Credits in Program	36	Application	\$50.00	Student Teaching	N/A
Total Tuition	\$7,740.00	Program Conferral	\$100.00		

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.

Bridge Course	Tuition	Non-Refundable Technology and Library Fees	Total Cost
1 semester credit	\$235	\$20	\$255
2 semester credits	\$470	\$40	\$510
3 semester credits	\$705	\$60	\$765

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)

State of California Student Tuition Recovery Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Post-Secondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in-excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.
8. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Payment Due Date

Payments are due on the Friday before each term start. If payment has not been received by the end of day the Friday of the term start, the student will be administratively withdrawn. If students are administratively withdrawn and wish to be reinstated, they will be subject to the \$100 reinstatement fee as explained below.

Reinstatement Fee

For new and continuing students who have been Administratively Withdrawn or canceled (new students) for nonpayment, nonparticipation, or failure to provide an official document 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 Student Services at 1-800-280-0307, Option 1 on or before 9:00 p.m. on the Tuesday of the second week of the term 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 2018 Academic Year

Payment Due Date: Friday Prior to Week 1/Term Start	Course Start Date: Monday Week 1 First Day of Class	Drop Deadline: Friday, Week 1 <i>Final Payment and Change of Status (Change of Start Date, Cancel, Withdraw w/ Refund Deadlines)</i>	Reinstatement Dates: Monday and Tuesday the week following Term Start <i>\$100 Reinstatement Fee Assessed if Student Wishes to Remain Enrolled After Being Dropped</i>
January 5, 2018	January 8, 2018	January 12, 2018	January 17, 2018 <i>(extended to Wednesday due to holiday)</i>
January 26, 2018	January 29, 2018*	February 2, 2018	February 6, 2018
February 16, 2018	February 19, 2018	February 23, 2018	February 27, 2018
April 6, 2018	April 9, 2018	April 13, 2018	April 17, 2018
May 18, 2018	May 21, 2018	May 25, 2018	May 30, 2018 <i>(extended to Wednesday due to holiday)</i>
June 8, 2018	June 11, 2018*	June 15, 2018	June 19, 2018
July 6, 2018	July 9, 2018	July 13, 2018	July 17, 2018
August 17, 2018	August 20, 2018	August 24, 2018	August 28, 2018
September 7, 2018	October 1, 2018	October 5, 2018	October 9, 2018
November 9, 2018	November 12, 2018	November 16, 2018	November 20, 2018

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/Climb Achieve - Climb Achieve should be selected if you would like to make monthly payments over the length of the program. Total tuition and fees plus a \$150 Origination Fee will be divided by the length of your selected program to determine the monthly amount due. The actual total cost or payment amounts will vary dependent on the program selected. All payments are due by the 15th of each month. May not be available in all 50 states. Students-at-Large are not eligible for the monthly payment plan.
- 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.

Tuition Refund Policy

Three-Day Cancellation Policy

Students who provide written notice of cancellation within three days (excluding Saturday, Sunday, and federal and state holidays) of paying tuition 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.

General Refund Policy

The following tuition refund policy applies to all programs/courses and to all students except those who reside in, Florida, Indiana, Louisiana, Maryland, and Wisconsin.

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 or cancelled; the effective day is the 5th day of the course. Students who are administratively withdrawn/cancelled from the course for non-participation will receive a 100% tuition refund. This refund does not include the non-refundable Application and Payment Processing fees and Technology fee. Refunds will be issued within 30 business days.

Participation in courses is the responsibility of the student. If a student remains enrolled in a course after the Unregister Period ends (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 student's account.

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. Technology fee refund eligibility will be dependent on student usage and is not pro-rated unless required by applicable state law. 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

The following State-Specific tuition refund policies apply to all programs/courses for students who reside in Florida, Indiana, Louisiana, Maryland, and Wisconsin.

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 completing 20% of the course will result in a Pro Rata refund computed on the number of

hours completed to the total program course hours. 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			Ten Week Course Policy		
# Days in Term	% of Course Completed	% of Tuition Refund	# Days in Term	% of Course Completed	% of Tuition Refund
0-5	0%	100%	0-5	0%	100%
6+	20 % +	Pro-Rata based on % Completed	6+	20 % +	Pro-Rata based on % Completed

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 onetime 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.

Five Week Course Policy			Ten Week Course Policy		
# Days in Term	Max % of Course Completed	% of Tuition Refund	#Days in Term	Max % of Course Completed	% of Tuition Refund
0-5	10%	90%	0-10	10%	90%
6-9	25%	75%	11-18	25%	75%
10-18	50%	50%	19-36	50%	50%
19-27	60%	40%	37-54	60%	40%
28+	61%+	0%	55+	61%	0%

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.

Five Week Course Policy			Ten Week Course Policy		
# Days in Term	Max % of Course Completed	% of Tuition Refund	#Days in Term	Max % of Course Completed	% of Tuition Refund
0	0%	100%	0	0%	100%
1-10	29%	75%	1-20	29%	75%
11-24	69%	50%	21-48	69%	50%
25+	70%+	0%	49+	70%+	0%

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.

Five Week Course Policy			Ten Week Course Policy		
# Days in Term	Max % of Course Completed	% of Tuition Refund	#Days in Term	Max % of Course Completed	% of Tuition Refund
0-3	9%	90%	0-6	9%	90%
4-6	19%	80%	7-12	19%	80%
7-10	29%	60%	13-20	29%	60%
11-13	39%	40%	21-26	39%	40%
14-20	59%	20%	27-40	59%	20%
21+	60%+	0%	41+	60%+	0%

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.

Five Week Course Policy			Ten Week Course Policy		
# Days in Term	Max % of Course Completed	% of Tuition Refund	#Days in Term	Max % of Course Completed	% of Tuition Refund
0-7	20%	100%	0-14	20%	100%
8-10	29%	70%	15-20	29%	70%
11-14	40%	60%	21-28	40%	60%
15-17	49%	50%	29-34	49%	50%
22-35	100%	0%	43-70	100%	0%

Military Education Benefits

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

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

Benefits Overview

ACE honors the following military and veterans education benefits:

Chapter 30: Montgomery GI Bill® - Active Duty Educational Assistance - Active Duty (MGIB-AD)

[\[http://www.gibill.va.gov/benefits/montgomery_gibill/active_duty.html\]](http://www.gibill.va.gov/benefits/montgomery_gibill/active_duty.html)

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)

[\[http://www.gibill.va.gov/benefits/montgomery_gibill/selected_reserve.html\]](http://www.gibill.va.gov/benefits/montgomery_gibill/selected_reserve.html)

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

Chapter 33: Post 9/11 GI Bill®

[\[http://www.gibill.va.gov/benefits/post_911_gibill/index.html\]](http://www.gibill.va.gov/benefits/post_911_gibill/index.html)

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

Chapter 35: Survivors' and Dependents' Educational Assistance Program (DEA)

[\[http://www.benefits.va.gov/GIBILL/DEA.asp\]](http://www.benefits.va.gov/GIBILL/DEA.asp)

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

Chapter 31: Vocational Rehabilitation and Employment Program

[\[http://www.benefits.va.gov/vocrehab/index.asp\]](http://www.benefits.va.gov/vocrehab/index.asp)

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

Chapter 1607: Reserve Educational Assistance Program (REAP)

[\[http://www.benefits.va.gov/gibill/reap.asp\]](http://www.benefits.va.gov/gibill/reap.asp)

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.

Financial Assistance 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, seven (7) \$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.

Leadership and Administration

Board of Trustees

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

Dr. Don McAdams, Board Vice Chairman, Founder and Chairman, Center for Reform of School Systems

Dr. Deborah Jewell-Sherman, Director of the Urban Superintendents Program, Harvard University Graduate School of Education

Dr. Rod Paige, Former Secretary of Education, U.S. Department of Education

College Administration

Executive Leadership Team

Shawntel Landry, Ed.D., President

Bryce Peterson M.I.S, CPA, Chief Financial Officer

Dan Holestine, M.B.A., Chief Operating Officer

KK Byland, PHR, M.S., Human Resources Director

Stephanie Hinshaw, M.B.A., Senior Vice President of Academic Affairs

Office of Academic Affairs

Imani Akin, Ed.D., Academic Curriculum Director, Leadership and Administration

Krista Allison, Ph.D., Doctoral Dissertation Coordinator, Leadership and Administration

Jerry Ausburn, Ed.D., Assistant Provost, Education Professions

Byron Barton, Ph.D., Department Chair, Healthcare

Debbie Beck, Ph.D., Department Chair, Nursing

Robyn Burrell, BS, Senior Director, State Licensing and Approvals

Traci Coomer, Ph.D., Academic Affairs Manager and Internship Coordinator
Jill Delcambre, M.Ed., Senior Director, Curriculum Production
Tiffany Hamlett, Ph.D., Department Chair, Teaching and Learning
Kenneth Jandes, Ed.D., Senior Director, Academic Excellence
Elizabeth Johnson, Ed.D., Doctoral Dissertation Coordinator
Katrina Landa, Ed.D., ESL/BL Program Coordinator
Erin Maurer, M.S., Associate Director, Office of Academic Excellence
Catherine McKay, Ed.D., Department Chair, Professional Educational Studies
Claudia Mitchell, RN, MSN, Ph.D., Assistant Provost, Healthcare Professions
Marsha Moore, Ph.D., MAT/T2T Program Coordinator
Crystal Neumann, D.B.A., Department Chair, Leadership and Administration
Natalie Pelham, M.Ed., Director of Training and Development
Sandra Quiatkowski, Ph.D., M.L.S., Director, ACE Library
Cynthia Rawlins, Academic Operations Coordinator
Lana Sloan, Ed.D., Assistant Provost, Curriculum Production Services
Tracey Soper, Ph.D., Nursing Curriculum Director
Kathleen Stroud, Ed.D. Educational Leadership Program Coordinator
Rebecca Wiehe, Ph.D., Academic Curriculum Director, Teaching and Learning

Administration

Jill Algate, B.A., Executive Assistant, Office Manager, and HR Liaison
Katy Ghormley, B.S. Analytics and Reporting Manager

Finance

Bryce Peterson M.I.S, CPA, Chief Financial Officer

Information Technology

Swapnal Shah, M.S., Vice President, Technology

Institutional Effectiveness

Alison Witherspoon, M.S., Director, Assessment and Accreditation
Becky Gerambia, M.S., Director, Institutional Research and Effectiveness

Marketing and Enrollment

Jenni Sopko, M.A., M.A., Senior Director, Communications and Marketing
Tony Miller, M.S., Executive Director, Field Operations and Partnerships
Nicky Wiley, B.S., Director, Enrollment Operations
Robert Houston, B.S., Enrollment Manager
Victoria Brooks, A.A., Enrollment Manager

Regulatory Affairs and Compliance

Tom Brouwer, B.A., Director, Regulatory Affairs and Compliance

Student Operations

Anissa Anderson, B.A., Senior Manager, Student Services
 Courtney Shelton, M.M., Senior Director, Admissions and Registration
 Lindsay May, B.A., Registrar
 Jeannie Taylor, B.A., Assistant Director, Admissions

Faculty

Executive 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).

Landry, Shawntel; Ed.D. in Educational Leadership, Texas Christian University (Degree Conferred 2009); MBA in Business Administration, Texas Christian University (Degree Conferred 2007); M.Ed. in Gifted Education / Instructional Technology, University of Louisiana - Lafayette (Degree Conferred 2009); BA in Elementary Education, University of Louisiana - Lafayette (Degree Conferred 1995).

Mitchell, Claudia; Ph.D. in Education, Northcentral University (Degree Conferred 2010); MSN in Nursing Administration, University of Phoenix (Degree Conferred 2002); BSN in Nursing, College of Mount St. Joseph (Degree Conferred 1998).

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).

Administrative 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).

Allison, Krista; Ph.D. in Educational Leadership and Research, Florida Atlantic University (Degree Conferred 2012); Ed.S. in Educational Leadership and Adult and Community, Florida Atlantic University (Degree Conferred 2010); MA in Communication and Interpersonal and Organizational Communication, University of Central Florida (Degree Conferred 2008); BA in Communication, Palm Beach Atlantic University (Degree Conferred 2004).

Barton, Byron; Ph.D. in Biology, University of Vermont (Degree Conferred 2007); BS in Biology, Butler University (Degree Conferred 1999).

Beck, Debbie; Ph.D. in Nursing Education, Capella University (Degree Conferred 2016); MSN in Nursing, Madonna University (Degree Conferred 1999); MS in Health Care Administration, Central Michigan University (Degree Conferred 1989); BSN in Nursing, Madonna University (Degree Conferred 1981).

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

Hamlett, Tiffany; Ph.D. in Child Development, Texas Woman's University (Degree Conferred 2007); MS in Child Development, Texas Woman's University (Degree Conferred 2004); BA in Psychology, University of Texas (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).

Johnson, Elizabeth; Ed.D. in Child Development and Early Childhood Education, Texas Woman's University (Degree Conferred 2016); M.Ed. in Education Curriculum and Instruction, Chapman University (Degree Conferred 2008); BS in English, San Diego University (Degree Conferred 2004).

Landa, Katrina; Ed.D. in Special Education, Florida International University (Degree Conferred 2009); M. Ed. in Early Childhood Special Education and English as a Second Language, 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 2013); MS in Curriculum and Instruction, Walden University (Degree Conferred 2009), BA in Biology, Psychology and Education, Indiana University (Degree Conferred 1990).

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, American Intercontinental University (Degree Conferred 2005).

Pelham, Natalie; M.Ed. in Curriculum and Instruction with Concentration in Digital Learning and Teaching, American College of Education (Degree Conferred 2014); BA in Elementary Education, University of North Florida (Degree Conferred 2008).

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).

Soper, Tracey; DNP in Healthcare Systems Leadership Chamberlain College of Nursing (Degree Conferred 2016); Certified Nurse Educator National League for Nursing (Conferred 2014); Ed.D. in Educational Leadership/Curriculum & Instruction University of Phoenix (Degree Conferred

2012); MSN, University of Phoenix (Degree Conferred 2006); BSN St. Francis College (Degree Conferred 1984).

Stroud, Kathy; Ed.D. in Educational Leadership, Maryville University (Degree Conferred 2008); M.Ed. in Counseling, University of Missouri (Degree Conferred 1986); B.M. in Special Education, University of Missouri (Degree Conferred 1980).

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).

Instructional Faculty

Everts, Sarah; Ph.D. in Leadership in Educational Administration, Capella University (Degree Conferred 2007); CAS in Education Administration, SUNY Geneseo (Degree Conferred in 2000); M.Ed. in Elementary Education, Elmira College (Degree Conferred 1988); BS in Business Education, SUNY Geneseo (Degree Conferred 1997).

Hsu, Chih-Hsin; Ed.D. in Bilingual Education, Texas A&M University Kingsville (Degree Conferred 2013); M.A. in Political Science, Tunghai University (Degree Conferred in 2004); M.A. in TESOL, University of Arkansas Tech (Degree Conferred in 2008); BA in Political Science, Tunghai University (Degree Conferred in 2001).

O'Mara, Jacqueline; Ed.D. in Administrator Leadership for Teaching and Learning, Walden University (Degree Conferred 2013); M.Ed. in Secondary Education and Principal Licensure, Cleveland State University (Degree Conferred 1998); BA in History, Hiram College (Degree Conferred 1990).

Richard, Al; M.Ed. in Education Administration, Louisiana State University (Degree Conferred in 1982); BS in Mathematics Education, University of Southwestern Louisiana (Degree Conferred in 1978).

Senior Core Faculty

Caudill, Jason; Ph.D. in Education, University of Tennessee (Degree Conferred 2009); MBA in Operation Management, University of Tennessee (Degree Conferred 2002); BS in Operations Management, University of Tennessee (Degree Conferred 1989).

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

Demoulin, Donald; Ed.D. in Education School Administration, Mississippi State University (Degree Conferred 1987); Ed.S. in Curriculum / Supervision, Southern Illinois University at Edwardsville (Degree Conferred 1985); M.S. in Environmental Science, Governors State University (Degree Conferred 1985); BS in Geography and Geology, Eastern Illinois University (Degree Conferred 1975).

Donaldson, Audrey, Ed.D. in Educational Leadership, Nova Southeastern University (Degree Conferred 1997); MS in Administration and Supervision, National College of Education (Degree Conferred 1982); BA in English and Language Arts, Education, Loyola University, (Degree Conferred 1969).

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, State University of NY Oswego (Degree Conferred 1972).

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

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, University of Hawaii, Manoa (Degree Conferred 1983).

Lee, Deborah; Ed.D. in Educational Leadership, Georgia Southern University (Degree Conferred 2009); Ed.S. in Educational Leadership, Georgia Southern University (Degree Conferred in 1997); M.Ed. in Social Science Education, Georgia Southern University (Degree Conferred 1987); BA in History, Georgia Southern University (Degree Conferred 1980).

Mapp, David; Ed.D. in Instructional Leadership, Argosy University (Degree Conferred 2005); MA in Social Science Education, University of South Florida (Degree Conferred 2005); BA in Psychology, University of South Florida (Degree Conferred 1999).

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

Phelps, Marsha; Ed.D. in Adult Continuing Education, Northern Illinois University (Degree Conferred 2002); MBA in Business Administration, University of Chicago (Degree Conferred 1973); BS in Science in Education, Chicago Teachers College (Degree Conferred 1968).

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).

Core Faculty

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

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, Université Paul Valéry (Degree Conferred 1980).

Bateman, Tiffani; Ed.D. in Educational Leadership, University of Phoenix (Degree Conferred 2014); M.Ed. in Special Education (K-12), University of Mary (Degree Conferred 2002); BS in Secondary ED/SBS, University of Mary (Degree Conferred 1999).

Begley, Stephanie; MA in Instructional Leadership-Principal, The University of the Cumberlands (Degree Conferred 1996); BA in Education, The University of the Cumberlands (Degree Conferred 1996).

Boling, Jodi; MSN in Adult Health Clinical Nurse Specialist, Valparaiso University (Degree Conferred 1999); BSN in Nursing, Regis University (Degree Conferred 1994).

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

Coopersmith, Michael; Ed.D. in Educational Leadership, Lamar University (Degree Conferred 2011); MS in Administration, University of Houston Clear Lake (Degree Conferred 2005); BS in Mathematics Education, Millersville University (Degree Conferred 1995)

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

Durden, Felicia; Ed.D. in Educational Leadership, Argosy University (Degree Conferred in 2011); MA in Curriculum and Instruction, Chapman University (Degree Conferred 2009); BA in English Literature, Arizona State University (Degree Conferred 1996).

Hutchinson, Gretchen; MSN/ED in Nursing and Health Care Education, University of Phoenix (Degree Conferred 2010); BSN in Nursing, University of Phoenix (Degree Conferred 2006).

Jazzar, Michael; Ph.D. in Education Administration, Michigan State University (Degree Conferred 1992); Ed.S. in K-12 Education Administration, Michigan State University (Degree Conferred 1988); MA in Counseling and Personnel, Western Michigan University (Degree Conferred 1988); BA in Language Arts, Western Michigan University (Degree Conferred 1978).

Johnson, Sandra; Ph.D. in Curriculum and Instruction, New Mexico State University (Degree Conferred 2011); MA in Educational Leadership, Western New Mexico University (Degree Conferred 2007); MS in Educational Technology, Walden University (Degree Conferred 2003); BS in Secondary Education and General Science, New Mexico State University (Degree Conferred 2001).

Johnston, Jason; Ed.D. in Education Administration, Texas A&M University Commerce (Degree Conferred 2013); M.Ed. in Educational Administration, Texas A&M Commerce (Degree Conferred 1998); BBA in Marketing, University of North Texas (Degree Conferred 1998).

Kaminski, Dana; Ph.D. in Elementary Education, Ball State University (Degree Conferred 2014); MA in Curriculum and Instruction, University of Colorado, Colorado Springs (Degree Conferred 2000); BA in Elementary Education, Purdue University (Degree Conferred 1995).

Maranaga, Kennedy; Ph.D. in Public Policy and Administration, Walden University (Degree Conferred 2011); M.S. in Higher Education, Walden University (Degree Conferred 2014), LL.M. in U.S. Law, Washington University in St. Louis (Degree Conferred 2007).

Mathes, Jennifer; Ph.D. in Educational Psychology, University of Illinois Urbana-Campaign (Degree Conferred 2003); MS in Business Education, Illinois State University (Degree Conferred 1994); BS in Mass Communications, Illinois State University (Degree Conferred 1990).

Melton-Riddle, Deanna; DHA in Healthcare Administration, Central Michigan University (Degree Conferred 2016); MS in Human Services Administration, National Louis University (Degree Conferred 2000); BA in Psychology, Chicago State University (Degree Conferred 1992).

Orlando, Maria; Ed.D. in Educational Leadership, Maryville University (Degree Conferred 2008); M.A. in Elementary Administration, Lindenwood University (Degree Conferred 2003); B.A. Elementary Education, Lindenwood University (Degree Conferred 1998).

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

Portugal, Lisa; Ph.D. in Leadership in Higher Education, Capella University (Degree Conferred 2012); M.Ed. in Education and Secondary Education, University of Phoenix (Degree Conferred 2005); BFA in Media Arts and Fine Arts, University of Arizona (Degree Conferred in 2006).

Schmidt, Heidi; Ph.D. in Educational Leadership and Policy Analysis, University of Wisconsin-Madison (Degree Conferred 2005); MS in Educational Administration and Curriculum & Instruction, University of Wisconsin-Madison (Degree Conferred 2003); BS in Elementary Education and Reading-Language Arts, University of Wisconsin, Platteville (Degree Conferred 1981).

Scott, Denita; Ed.D. in Educational Leadership and Organizational Change, Roosevelt University (Degree Conferred 2003); M.Ed. in Reading and Curriculum, Governors State University (Degree Conferred 1992); BA in Elementary Education, Governors State University (Degree Conferred 1987).

Sethna, Kim; Ed.D. in Administrator Leadership for Teaching and Learning, Walden University (Degree Conferred 2003); MS in Educational Administration, Duquesne University (Degree Conferred 1991); BS in Elementary Education, Slippery Rock University (Degree Conferred 1991).

Sloan, Brian; Ph.D. in Education, Purdue University (Degree Conferred 1991); BS Elementary Education, Ball State University (Degree Conferred 1991).

Smith, Mary; DNP, University of Alabama (Degree Conferred 2011); MSN, University of Mississippi (Degree Conferred 1999); BSN, Mississippi University for Women (Degree Conferred 1995).

Sourdoot, Ludovic; Ph.D. in Curriculum & Instruction, Texas A&M University (Degree Conferred 2009); M.Ed. Secondary Education, Texas State University (Degree Conferred 2005); B.S. Radio & Television, Arkansas State University (Degree Conferred 1998).

Sturgeon, Martha; Doctor of Nursing Practice, Oakland University (Degree conferred 2011); MSN in Adult Health, Oakland University (Degree conferred 1997); BSN, Oakland University (Degree conferred 1982); RN Diploma, Providence Hospital School of Nursing (Degree conferred 1975).

Woods, Pamela; Ed.D. in Curriculum and Instruction, Wayne State University (Degree Conferred 2011); Ed.S. in Art Education and Technology, Wayne State University (Degree Conferred 2003); MA in Business Administration & Human Resource, Wayne State University (Degree Conferred 2003); MSBA in Business Administration, Madonna University (Degree Conferred 1995); BFA in Areas of Concentration: Major Studio Art, Graphic Design & Minor: Writing, Michigan State University (Degree Conferred 1980).

Wynn, Julius; Ed.D. in Educational Leadership, University of South Florida (Degree Conferred 2010); M.Ed. in Educational Leadership, University of South Florida (Degree Conferred 1993); BS in Business Management, Florida State University (Degree Conferred 1985).

Yalof, Barbara; Ed.D. in Educational Technology, Northcentral University (Degree Conferred 2012); M.Ed. in Physical Education, Temple University (Degree Conferred 1978); BS in Art Education, Temple University (Degree Conferred 1972).

National Faculty

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

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

Brewer, Ellen; Ed.D. in Education, Nova Southeastern University (Degree Conferred 2010); MA in Education, University of Alabama (Degree Conferred 1990); BS in Education, University of Alabama (Degree Conferred 1986).

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

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).

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 (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 2005); M.Ed. in Middle Grades Math and Science, Georgia Southern University (Degree Conferred 2007); BS in Secondary Sciences Education, Charleston Southern University (Degree Conferred 1999).

Lamer, Maryann; Ph.D. in Education, Oklahoma State University (Degree Conferred 2007); MBA in Business Administration, Southern Nazarene University (Degree Conferred 2000); MA in Journalism and Mass Communication, University of Oklahoma (Degree Conferred 1994); BS in Communication, University of Tulsa (Degree Conferred 1994).

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

Mowery, Ann; Ed.D. in Educational Leadership in Curriculum and Instruction, University of Delaware (Degree Conferred 1994); MA in Elementary Education with a specialization in 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, Elementary Education, Mercer University (Degree Conferred 1963).

Quarterman, F. Camilla; Ph.D. in Educational Leadership, Union Institute and University (Degree Conferred 2013); M.Ed. in Education, Cambridge College (Degree Conferred 2005); BS in Criminology, Florida State University (Degree Conferred 2001).

Ratliff, Karen; Ed.D. in Educational Leadership, University of Phoenix (Degree Conferred 2010); MS in Workforce Education, Training and Development, 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, Iowa State University (Degree Conferred 2010); 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 2011); MS in Computer Education and Cognitive Systems, University of North Texas (Degree Conferred 1993); BA in Marketing, Baylor University (Degree Conferred 1990).

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).

Weischadle, David; Ed.D. in Curriculum Theory and Development, Rutgers University (Degree Conferred 2008); M.Ed. in Curriculum and Instruction, Rutgers University (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 Leadership, University of Cincinnati (Degree Conferred 2002); BS in Early Childhood Education, University of Alabama and Mechanical University (Degree Conferred 1982).

Adjunct Faculty

Adolphine, Mamzelle; Ph.D. in Professional Studies in Education, Capella University (Degree Conferred 2008); MS in Teaching Science, Pace University (Degree Conferred 2004); MA in Intercultural Management, School for International Training (Degree Conferred 2000).

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 Organizational Management, University of Phoenix (Degree Conferred 2003); BA in Business and Marketing, University of Central Florida (Degree Conferred 1999).

Avella, John; Ed.D. in Education Administration, Nova Southeastern University (Degree Conferred 1999); MA in Educational Administration, Georgian Court University (Degree Conferred 1996), BS in Educational Leadership, Arizona State University (Degree Conferred 1981).

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

Bailey, Bryan Scott; Ed.D. in Educational Leadership, Stephen F. Austin State University (Degree Conferred 2007); M.Ed. in Educational Leadership, Stephen F. Austin State University (Degree Conferred 2000); B.A. Chemistry, History, Baylor University (Degree Conferred 1996).

Beck, Catherine; Ed.D. in Educational Administration, University of Phoenix (Degree Conferred 2008); MA in Educational Administration, University of Phoenix (Degree Conferred 2008); BS in Elementary Education, University of North Alabama (Degree Conferred 1982).

Bissonette, Devan; Ph.D. in 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 2001).

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

Bouchey, Bettyjo; Ed.D. in Education, Northeastern University (Degree Conferred 2016); MBA in Business, Rensselaer Polytechnic Institute, Northeastern University (Degree Conferred 1998); BA in Psychology, University of Albany (Degree Conferred 1994).

Braden, Sam; Ed.D. in Administration and Supervision, Tennessee State University (Degree Conferred 2007); Ed.S. in Administration and Supervision, Tennessee State University (Degree Conferred 2004); M.Ed. in Administration and Supervision, Tennessee State University (Degree Conferred 1996); BS in Social Science Sociology, Tennessee State University (Degree Conferred 1993).

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 Resources Management, Troy University (Degree Conferred 2000); BS in Human Resource Management, Troy University (Degree Conferred 1998).

Bridgeforth, Brian; Ph.D. in Applied Management Decision Sciences, Walden University (Degree Conferred 2009); M.B.A. in e-Business, University of Phoenix; M.A. in Organizational Management, University of Phoenix (Degree Conferred 1998); B.S. in Accounting/Business Administration, Vitero College (Degree Conferred 1995).

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).

Capps, Ken; Ph.D. in Inorganic Chemistry, University of Miami (Degree Conferred 1999); MST in College Teaching, University of New Hampshire (Degree Conferred 2009); BS in Chemistry, Wake Forest University (Degree Conferred 1994).

Carver, Raymond; Ed.D. in Leadership, Nova Southeastern (Degree Conferred 2010); M.B.A. Business Administration, University of North Florida (Degree Conferred 1998); B.S. Computer & Information Systems, University of North Florida (Degree Conferred 1996).

Casey, Richard; Ed.D. in Instruction and Curriculum Leadership, University of Memphis (Degree Conferred 2010); MAT in English, The University of West Alabama (Degree Conferred 2006).

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

Chametzky, Barry; Ph.D. in Education, Northcentral University (Degree Conferred 1013); M.Ed. in Instruction and Learning, University of Pittsburgh (Degree Conferred 1995); MA in French, Middlebury College (Degree Conferred 1990); MA Musicology, Brooklyn College (Degree Conferred 1985); BS in Music, Brooklyn College (Degree Conferred 1983).

Costello, Brian; Ed.D. in Educational Leadership, Wilkes University (Degree Conferred 2017); M.Ed. in Curriculum & Instruction, Bloomsburg University (Degree Conferred 2006); B.S. in Education, Temple University (Degree Conferred 1997).

Creighton, Theodore (Ted); Ed.D. in Educational Leadership, California State University, Fresno (Degree Conferred 1996); M.Ed. in Education Ken State University, (Degree Conferred 1971); B.S. in Teacher Education, Indiana University of Pennsylvania (Degree Conferred 1965).

Debay, Dennis; Ph.D. in Mathematics, 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).

Dodge-Clay, Kathy; Ed.D. in Educational Administration, Texas A&M University (Degree Conferred 1994); M.Ed. in Curriculum and Instruction, University of Nebraska (Degree Conferred 1988); BS in Elementary Education, University of Nebraska (Degree Conferred 1981).

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 Program, Walden University (Degree Conferred 2014); BS in Nutrition and Dietetics, University of North Florida (Degree Conferred 2017); BS in Physical Science, University of Auburn at Montgomery (Degree Conferred 2005).

Etheridge, Laurie; Ph.D. in Educational Research and Human Development, University of North Texas (Degree Conferred 2015); MS in 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, Youngstown State University (Degree Conferred 2007); BA in Religious Education, St. Vincent College (Degree Conferred 2003).

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, 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 Curriculum and Instruction, Our Lady of the Lake University (Degree Conferred 2006); M.Ed., in Instructional Technology, American Intercontinental University (Degree Conferred 2004); BS in Biblical Studies, College of Biblical Studies (Degree Conferred 2004).

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

Fults, Will; DC in Chiropractic, Parker University (Degree Conferred 2006); BS in Biology, Parker University (Degree Conferred 2003).

Gardner, Guykesha; Ph.D. in Psychology, Capella University (Degree Conferred 2007); Ed.S. in Educational Psychology, UNLV University of Nevada Las Vegas (Degree Conferred 2004); MA in Counseling, Purdue University (Degree Conferred 2002); BA in Psychology, Indiana University (Degree Conferred 1998).

Greiner, Shawn; D.Phil. in Education Administration, Indiana State University (Degree Conferred 2013); Ph.D. in School Administration, Indiana State University (Degree Conferred 2013).

Grimshaw, Brian; Ed.D. in Educational Leadership, University of Phoenix (Degree Conferred 2012); MA in Learning and Technology, Western Governors University (Degree Conferred 2005); BS in Visual Art Composite, Southern Utah University (Degree Conferred 1997).

Gulbrandsen, Caroline; Ed.D. in Higher Education, Argosy University (Degree Conferred 2014); M.Ed. in Education, Florida Atlantic University (Degree Conferred 1999); BA in English, University of South Florida (Degree Conferred 1988).

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

Harris Milton; Ed.D. in Leadership (Curriculum & Instruction / Science Ed.), American College of Education (Degree Conferred 2018); M.Ed. in Instructional Leadership / Curriculum and Instruction, University of Illinois at Chicago (Degree Conferred 2005); M.A.T. in Science Education, University of Iowa, (Degree Conferred 2001), B.S. in Biology / Chemistry, Western Illinois University, (Degree Conferred 1997); A.S. in General Science, Wallace State Community College, (Degree Conferred 1995).

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

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

Hopkins, Janet; Ph.D. in Education, University of Denver (Degree Conferred 1987); MS in Mathematics, University of Denver (Degree Conferred 1984); MS in Computer Science, University of Denver (Degree Conferred 1980); BS in Biology, University of Denver (Degree Conferred 1973).

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 Counsel ED and Supervision, Argosy University Sarasota (Degree Conferred 2014); MS in Mental Health Counseling, NC A and T State University (Degree Conferred 2007); BS in Psychology, Fayetteville State University (Degree Conferred 2002).

Johnson, Amy; Ph.D. in Early Childhood Development and 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).

Kaufman, Lori; M.S. in Medical Biology, LIU (Degree Conferred 1995); BA in Health Science, Townson State University (Degree Conferred 1987).

Lawrence, Sharron; M.Ed. in Reading, Texas Women's University (Degree Conferred 1990); BS in Education, North Texas State University (Degree Conferred 1965).

Lucas, Paul; Ph.D. in Educational Leadership, University of Dayton (Degree Conferred 2007); M.S. in K-12 Reading Education, Bowling Green University (Degree Conferred 1974); BS. in English; Drama (Double Major), Bowling Green State University (Degree Conferred 1971).

Macon, Don; Ph.D. in Humanities, Universidad Central de Nicaragua (Degree Conferred 2014); Ed.D. in Educational Technology & E-Learning, Northcentral University (Degree Conferred 2011); MA in History, American Public University System (Degree Conferred 2010); Ed.S. in Leadership and Instruction, Northwestern State University of Louisiana (Degree Conferred 2007); MA in Humanities, California State University (Degree Conferred 2004).

Maloney, Laura; Ed.D. in Leadership, American College of Education (Degree Conferred 2017); M.Ed. in Educational Leadership, American College of Education (Degree Conferred 2013); MS in Human Resource Development & Administration, Barry University (Degree Conferred 2008); BS in Professional Administration, Barry University (Degree Conferred 2004).

Maskowitz, Howard; Ph.D. in Education-Curriculum & Instruction, Research Design, Statistics & Evaluation, University of Toledo (Degree Conferred 1980); M.Ed. in Guidance and Counseling, University of Toledo (Degree Conferred 1970); B.Ed. in Elementary Education, Social Studies, University of Toledo (Degree Conferred 1968).

Mayes, Clifford; Psy.D. Doctor of Psychology, Southern California University for Professional Studies (Degree Conferred 2000); Ph.D. in Cultural Foundations of Education, University of Utah (Degree Conferred 1996); M.A. in Applied Linguistics, University of Arizona, (Degree Conferred 1981); M.A. in English Literature, University of Oregon (Degree Conferred 1979); B.A. in English Literature, University of Arizona (Degree Conferred 1975).

McCarney, Michelle; Ed.D. in Curriculum and Instruction, Nova Southeastern University (Degree Conferred 2000); MS in Exceptional Student Education, Nova Southeastern University (Degree Conferred 1994); BS in Liberal Arts, University of Central Florida (Degree Conferred 1991).

McLemore, Tetiana; Ph.D. in Organizational Leadership, Chicago School of Professional Psychology (Degree Conferred 2017); MA in I/O Psychology, Chicago School (Degree Conferred 2013); BA in Linguistics, English, and Russian, Gorlovka State Teacher Training University of Foreign Languages (Degree Conferred 1997).

Mills, Jamie; Ph.D. in Educational Psychology, University of Georgia (Degree Conferred 2000); M.S. in Education Research, Georgia State University (Degree Conferred 1994); B.S. in Mathematics, North Carolina Central University (Degree Conferred 1990).

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 1998); M.Ed. in English, Florida Atlantic University (Degree Conferred 1984); BA in English, Florida Atlantic University (Degree Conferred 1981).

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

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).

Morgan, Regan; MSN in Nursing, Virginia Commonwealth University (Degree Conferred 2002); BSN in Nursing, Virginia Commonwealth University (Degree Conferred 2002); BS in Psychology, Virginia Commonwealth University (Degree Conferred 2000).

Mulvaney, Bernie; Ed.D. in Educational Leadership, Lamar (Degree Conferred 2018); M.Ed. in Education Administration, Lamar (Degree Conferred 2011); B.A. in History, North Central College (Degree Conferred 1997).

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 Administration, University of Phoenix (Degree Conferred 1998).

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

Paniagua-Quinones, Carmen; Ph.D. in Industrial and System Engineering, University of Wisconsin-Madison (Degree Conferred 2004); MS in Industrial and System Engineering, University of Chihuahua (Degree Conferred 2002); MS in Statistics, University of Wisconsin-Madison (Degree Conferred 1991); BS in Engineering, University of Chihuahua (Degree Conferred 1984).

Pedersen, James; Ed.D. in Educational Leadership, Management Policy, Seaton Hall University (Degree Conferred 2011); M.A. Urban Education: Administration & Supervision, New Jersey City University (Degree Conferred 2002); B.A. English, New Jersey City University (Degree Conferred 1996).

Penland, Nathan; Ed.D. in Educational Leadership, Liberty University (Degree Conferred 2017); MA in Christian Education, Southwestern Baptist Theological Seminary (Degree Conferred 2009); BA in Christian Education, Southwest Baptist University (Degree Conferred 2006).

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 Christian Education and Administration, Logos Christian College (Degree Conferred 2007).

Reichard, Sara; Ed.S. in Teaching and Learning, Liberty University (Degree Conferred 2011); M.Litt. in Family Life Education, Oxford Graduate School (Degree Conferred 2005); BA in Christian Counseling, Vision International University (Degree Conferred 2004).

Renaud, Dora; Ed.D. in Educational Leadership, University of Texas at Austin ((Degree Conferred 2012); MS in Reading, Texas A&M Mesquite (Degree Conferred 2001); BS in Interdisciplinary Studies, Texas Womans University (Degree Conferred 1992).

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

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

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

Rodriguez, Timothy; Ph.D. in Reading, University of Iowa (Degree Conferred 1995).

Ruffin, Tony; D.B.A. in Information Systems, Argosy University (Degree Conferred 2011); M.A. in Organizational Leadership, Chapman University (Degree Conferred 2001); M.S. in Human Resources, Chapman University (Degree Conferred 2002); A.A. in Business, Northwood University (Degree Conferred 1999).

Scherzer, Barbara; Ph.D. in General Psychology, North Central University (Degree Conferred 2015); M.B.A. in Management, North Central University (Degree Conferred 2012); 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 1997); BS Education with Specialization in Reading, West Texas A&M (Degree Conferred 1995).

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

Smalley, Matthew (Matt); Ed.D. in Leadership, American College of Education (Degree Conferred 2018); M.P.S. in Professional Studies (Degree Conferred 2014); B.S. in Meteorology, Pennsylvania State University (Degree Conferred 2001).

Spero, Susan; Ed.D. in Curriculum and Instruction, University of Southern Mississippi (Degree Conferred 2009); Ed.S. in Curriculum and Instruction, University of Southern Mississippi (Degree Conferred 1996); MA in Curriculum and Instruction, University of Southern Mississippi (Degree Conferred 1996); BS in Education, Salem State College (Degree Conferred 1992).

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

Strong, Mary; Ed.D. in Curriculum and Instruction & Educational Administration, West Virginia University (Degree Conferred 2012); MA in Reading Supervision, West Virginia University (Degree Conferred 1965); B.Ed. in Elementary Education, Duquesne University (Degree Conferred 1963).

Strunk, Vicki; Ed.D. in Leadership in Education, Spalding University (Degree Conferred 1981); MA in Arts in Teaching, Spalding University (Degree Conferred 1992); BS in Speech Pathology and Audiology, Spalding University (Degree Conferred 1989).

Sutton, Susan; Ph.D. in Instructional Technology, University of Tennessee (Degree Conferred 1997); MS in Education with a concentration in Instructional Design, University of Tennessee (Degree Conferred 2004); BS in Special Education K-12 Hearing Impaired, Ball State University (Degree Conferred 2002).

Tobin, Patricia; Ph.D. in Education, Capella University (Degree Conferred 2005); MA in Fine Art, California State University of Fullerton (Degree Conferred 1999); BFA in Art in Sculpture, California State University and Long Beach (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/Special Education K-12, University of South Florida (Degree Conferred 1975).

Valdez, Carl; Ph.D. in Educational Psychology and School Psychology, University of Arizona (Degree Conferred 2013); MA in American Studies, New Mexico Highlands University (Degree Conferred 1991); BA in Sociology, University of New Mexico (Degree Conferred 1984).

Van Ourkerk, Deborah; Ed.D. in Educational Leadership, Fielding Graduate University (Degree Conferred 2003); M.Ed. in Education, United States International University (Degree Conferred 1981); BS in Education/Science, Concordia University (Degree Conferred 1975).

Velez, Verna; Ph.D. in Public Policy, Walden University (Degree Conferred 2014); MPA in Public Administration, Andrew Jackson University (Degree Conferred 2006); BBA in Business Administration, University of LaVerne & Strayer University (Degree Conferred 2009).

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

Woodward, James; Ed.D. in Teaching and Learning, Liberty University (Degree Conferred 2011); Ed.S. in Teacher Leadership, University of North Georgia (Degree Conferred 2005); M.Ed. in Physical Education, University of North Georgia (Degree Conferred 2005); BS in Middle Grades Education, University of North Georgia (Degree Conferred 2001).

Articulation Agreements & Memberships

Articulation Agreements

Institutions of higher education and alternative credit providers with which the college has established an articulation agreement include:

Ivy Tech Community College

Some credits earned in Ivy Tech's associate of science in Nursing (ASN) will transfer to American College of Education's RN to MSN program. Associate of applied science degrees in the School of Health Sciences, will transfer to American College of Education's Bachelor of Science in Healthcare Administration program.

<https://www.ivytech.edu/reversetransfer/index.html>

<https://www.ivytech.edu/transfer/index.html#partner>

StraighterLine

Some general education credits offered by StraighterLine will fulfill credit requirements for American College of Education's Bachelor of Science in Healthcare Administration and RN to MSN programs.

<https://www.straighterline.com/colleges/american-college-of-education/>

Memberships

American College of Education is a member organization of the following organizations:

ACE Credit College and University Network

American College of Education is a proud member of the ACE Credit College and University Network. The ACE Credit College and University Network is a group of higher education institutions that consider ACE credit recommendations and other credit for prior learning options for transfer to degree programs.

<http://www2.acenet.edu/crm/cup/>

American Association of Colleges of Nursing

American College of Education is approved for institutional membership of American Association of Colleges of Nursing (AACN).

<http://www.aacnnursing.org/Membership>

National College Credit Recommendation Service

American College of Education is a cooperating college in this credit recommendation organization.

<http://www.nationalccrs.org/>

State Authorization to Operate

State Authorization or Registration to Operate, State Exemption and State Authorization Reciprocity Agreement (SARA).

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 or registration to operate in 10 states;
- is permitted to operate in 39 SARA participating states, the District of Columbia, the U.S. Virgin Islands and Puerto Rico (see below for additional information related to SARA); and
- is permitted to operate in 1 state, which does 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 or Registration to Operate

State authorization or registration to operate is the legal authorization ACE maintains in order to provide post-secondary 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 or registered 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.

Alabama

Private School Licensure Division
Alabama Community College System
P. O. Box 302130
Montgomery, Alabama 36104334-293-4651
Annette.funderburk@accs.edu

California

Bureau for Private Post-secondary Education
2535 Capitol Oaks Drive, Suite 400
Sacramento, California 95833
Telephone: 916-431-6959
www.bppe.ca.gov

Florida

Florida Commission for Independent Education
325 West Gaines Street, Suite 1414
Tallahassee, Florida 32399
888-224-6684 (Toll Free)
850-245-3200
www.fldoe.org/cie/

Licensed by the Commission for Independent Education (License Number 3872). 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.

Georgia

Georgia Nonpublic Post-Secondary Education Commission (GNPEC)
2082 East Exchange Place Suite 220
Tucker, Georgia, 30084-5305770-414-3300
<http://www.gnpec.georgia.gov/>

Indiana

Indiana Commission for Higher Education/Indiana Board for Proprietary Education
101 West Ohio Street, Suite 300
Indianapolis, IN 46204
317-232-1033
www.in.gov/bpe

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

Louisiana

Louisiana Board of Regents
1201 North Third Street, Suite 6-200
Baton Rouge, Louisiana 70802
225-342-4253
<http://www.regents.la.gov/>

American College of Education is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

Maryland

Maryland Higher Education Commission
6 North Liberty Street, 10th Floor
Baltimore, MD 21201
410-767-3301
www.mhec.state.md.us

Nevada

Nevada Commission on Post-Secondary Education
8778 South Maryland Parkway Suite 115
Las Vegas, NV 89123702-486-7330
<http://www.cpe.state.nv.us/>

Pennsylvania

Commonwealth of Pennsylvania Department of Education
333 Market Street
Harrisburg, Pennsylvania 17126
717-787-5041
www.education.state.pa.us

Wisconsin

Wisconsin Educational Approval Board - Department of Safety and Professional Services
1400 East Washington Avenue
P.O. Box 8935
Madison, Wisconsin 53703
608-266-1996
DSPSEAP@wisconsin.gov
www.eab.state.wi.us

American College of Education has been approved and is legally authorized to do business in the state of Wisconsin as a private post-secondary 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.

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): Arizona, Arkansas, Colorado, Connecticut, Delaware, D.C., Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, U.S. Virgin Islands, Utah, Vermont, Virginia, Washington, West Virginia, and Wyoming.

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.

Alaska Commission on Post-Secondary Education

Institutional Authorization

P.O. Box 110505

Juneau, Alaska 99811-0505

Telephone: 907-465-5316

Website: <https://acpe.alaska.gov/Institutional-Authorization>

International

Bahamas Institutional Recognition

American College of Education has been granted Institutional Recognition status by The National Accreditation & Equivalency Council of The Bahamas (NAECOB).

The Institutional Recognition status does not suggest that American College of Education now has accreditation with NAECOB.

Institutional Recognition status indicates that the institution currently holds full accreditation status from international or regional accreditation bodies recognized by NAECOB. NAECOB's

Institutional Recognition permits the institution to recruit for and offer educational programs in The Bahamas.

Please direct all inquiries regarding the status of American College of Education's Institutional Recognition to a representative of NAECOB. Their contact information is outlined below:

The National Accreditation and Equivalency Council of The Bahamas (NAECOB)

RND Plaza West

John F. Kennedy Drive

P.O. Box N-3913

Nassau, The Bahamas

Telephone: 328-8872/3

Email: info@naecob.org

State Regulatory Agency, NC-SARA and Accreditor 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.

NC-SARA

Students who have a complaint against the College should first reference the College's Student Complaint Policy for formal complaints. If the College does not resolve the complaint through the College's Student Complaint Policy students may file a complaint with the College's NC-SARA home state portal agency, the Indiana Commission for Higher Education

The Indiana Commission for Higher Education will only consider complaints that were previously unresolved through the College's own student complaint policy and may refer a complaint to another agency for investigation.

If you are enrolled in an ACE distance education program, and you are a resident of a state that is a member of the National Council for State Authorization and Reciprocity Agreements (NC-SARA) as listed in the State Authorization to operate section of the Catalog, then the contact information to file a complaint with the College's NC-SARA home state portal agency is as follows:

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

State Regulatory Agencies

If a complaint cannot be resolved after exhausting the College's student complaint procedure the student may file a complaint with the relevant state official or agency that would handle a student's complaint, regardless of whether the state regulates the institution.

Alabama

Alabama Department of Postsecondary Education

PO Box 302130

Montgomery, Alabama 36130-2130

331-242-1198

<https://www.accs.cc/index.cfm/school-licensure/complaints/>

Alaska

Alaska Commission on Postsecondary Education

PO Box 110505

Juneau, Alaska 99811-0505

800-441-2962

<https://acpe.alaska.gov/ConsumerProtection>

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>

Arkansas

Arkansas Department of Higher Education

423 Main Street, Suite 400

114 East Capitol Avenue Little Rock, Arkansas 72201

501-371-2000

<http://www.adhe.edu/institutions/academic-affairs/institutional-certification-advisory-committee/grievance-form>

California

California Bureau for Private Postsecondary Education

PO Box 980818

West Sacramento, California 95798-0818

916-445-9555

<https://oag.ca.gov/contact/consumer-complaint-against-business-or-company>

Colorado

Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, Colorado 80202
303-866-2723

<http://highered.colorado.gov/Academics/Complaints/default.html>

Connecticut

Connecticut Department of Higher Education
Office of Higher Education
61 Woodland Street
Hartford, Connecticut 06105
860-947-1800

<http://www.ctohe.org/StudentComplaints.shtml>

Connecticut Department of Consumer Protection

165 Capitol Avenue, Room 110
Hartford, Connecticut 06105-2326

http://www.ct.gov/dcp/lib/dcp/Consumer_Statement_CPFR-2.pdf

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

<http://osse.dc.gov/service/public-complaints>

Florida

Florida Commission for Independent Education
325 West Gaines Street, Suite 1414
Tallahassee, Florida 32399-0400
850-245-0505

<http://www.fldoe.org/policy/cie/file-a-complaint.shtml>

Georgia

Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place #220
Tucker, Georgia 30084
770-414-3300

www.gnpec.georgia.gov

If a complaint cannot be resolved after exhausting the College's student complaint procedure the student may appeal the final institutional decision to GNPEC.

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

<https://boardofed.idaho.gov/higher-education-private/private-colleges-degree-granting/student-complaint-procedures/>

Illinois

Illinois Board of Higher Education
431 East Adams, 2nd Floor
Springfield, Illinois 62701
217-557-7359

<http://complaints.ibhe.org/>

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/academic_affairs/private_out_of_state/complaint_process

Kentucky

Kentucky Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, Kentucky 40601
502-696-5389

http://cpe.ky.gov/campuses/consumer_complaint.html

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/certFAQ.asp>

Louisiana

Louisiana Board of Regents
P.O. Box 3677
Baton Rouge, Louisiana
225-342-7084

<http://www.regents.la.gov/page/proprietary-schools>

Maine

Mr. Angel Loredo
Higher Education Specialist
Maine Department of Education
Augusta, Maine 04333
207-624-6846

Angel.Loredo@maine.gov

Maine Attorney General

Consumer Protection Division
6 State House State Augusta, Maine 04333

http://www.maine.gov/ag/consumer/complaints/complaint_form.shtml

Maryland

Maryland Higher Education Commission
6 North Liberty Street, 10th Floor
Baltimore, Maryland 21201
410-767-3388

http://mhec.maryland.gov/institutions_training/Pages/acadaff/acadaffairsdepartments.aspx

Massachusetts

Massachusetts Department 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 Licensing and Regulatory Affairs
Bureau of Commercial Services, Licensing Division
Proprietary School Unit Staff
201 North Washington Square
Lansing, Michigan 48913
517-373-1820

http://www.michigan.gov/lara/0,4601,7-154-35299_61343_35395_35396---,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

<http://dhe.mo.gov/documents/POLICYONCOMPLAINTRESOLUTION-reviseddraft.pdf>

Montana

Montana University System
2500 Broadway Street, PO Box 203201
Helena, Montana 59620
406-444-6570

<http://www.mus.edu/MUS-statement-of-complaint-process.asp>

Nebraska

Coordinating Commission for Postsecondary Education
P.O. Box 95005
Lincoln, Nebraska 68509-5005
402-471-2847

<https://ccpe.nebraska.gov/student-complaints-against-postsecondary-institutions>

Nevada

Nevada Commission on Postsecondary Education
8778 South Maryland Parkway, Suite 115
Las Vegas, Nevada 89123

<http://www.cpe.nv.gov/>

New Hampshire

New Hampshire Department of Education
101 Pleasant Street
Concord, New Hampshire 03301
603-271-0256

<http://www.education.nh.gov/highered/compliance-allegation.htm>

New Jersey

New Jersey Office of the Secretary of Higher Education
PO Box 542
Trenton, New Jersey 08625
609-292-4310

<http://www.state.nj.us/highereducation/OSHEComplaintInstructions.shtml>

New Mexico

New Mexico Higher Education Department
2048 Galisteo,
Santa Fe, New Mexico 87505
505-476-8400

<http://www.hed.state.nm.us/institutions/complaints.aspx>

New York

New York Office of College and University Evaluation
New York State Education Department
5 North Mezzanine
Albany, New York 12234

<http://www.highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html>

North Carolina

North Carolina Board of Governors for the University of North Carolina Postsecondary Education Commission

910 Raleigh Road

Chapel Hill, North Carolina 27515

919-962-4558

<https://www.northcarolina.edu/complaints>

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) 962-4550, studentcomplaint@northcarolina.edu. The student may contact UNC General Administration for further details. Website: <http://www.northcarolina.edu/complaints>

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

<http://www.nd.gov/cte/private-post-inst/>

Ohio

Ohio Board of Regents

25 South Front Street

Columbus, Ohio 43215

614-466-6000

The Ohio Department of Higher Education (ODHE) is responsible for responding to formal complaints against public, independent non-profit and proprietary institutions of higher education in Ohio. While the ODHE has limited authority over colleges and universities and cannot offer legal advice or initiate civil court cases, the Chancellor's staff will review submitted complaints and work with student complainants and institution.

<https://www.ohiohighered.org/students/complaints>

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

ATTN: Complaints-ODA

255 Capitol St NE

Salem OR 97310

503-947-5716

<http://www.oregon.gov/highered/institutions-programs/private/Documents/ODA/ODA-Student-Complaint-Form.pdf>

Pennsylvania

Pennsylvania Department of Education

333 Market Street

Harrisburg, Pennsylvania 17126

717-783-8228

<http://www.education.pa.gov/Postsecondary-Adult/College%20and%20Career%20Education/Pages/Students-Complaints.aspx#tab-1>

Puerto Rico Council on Higher Education

P.O. Box 19900

San Juan, Puerto Rico 00910-1900

787-724-7100 ext. 2022

<http://www.edicion.pr.gov/agencias/cepr/inicio/Pages/default.aspx>

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/students.htm>

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/Students,FamiliesMilitary/LearningAboutCollege/ConsumerInformation.aspx>

South Dakota

South Dakota Office of Attorney General

Division of Consumer Protection

1302 East Highway, Suite 3 Pierre,

South Dakota 57501-8059

<http://consumer.sd.gov/complaintform.aspx>

Tennessee

Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, Tennessee 37243
615-741-5293

<https://www.tn.gov/thec/for-students-and-families/transcript-requests-and-institution-complaints.html>

Texas

Texas Higher Education Coordinating Board
1200 E. Anderson Lane
Austin, Texas 78752
512-427-6101

<http://www.thecb.state.tx.us/index.cfm?objectid=C9BD55D4-C5A3-4BC6-9A0DF17F467F4AE9>

Utah

Utah Division of Consumer Protection
160 East 300 South
Salt Lake City, Utah 84111
801-530-6601

<http://consumerprotection.utah.gov/complaints/index.html>

Vermont

Vermont Agency of Education
State Board of Education
120 State Street
Montpelier, Vermont 05620-2501
802-828-5402

<http://education.vermont.gov/documents/postsecondary-program-complaint-resolution>

Virginia

State Council of Higher Education for Virginia
101 North 14th Street, James Monroe Building
Richmond, Virginia 23219
804-371-2258

<http://schev.edu/index/students-and-parents/resources/student-complaints>

Washington

Washington Student Achievement Council
917 Lakeridge Way, PO Box 43430
Olympia, Washington 98504
360-753-7800

<http://www.wsac.wa.gov/student-complaints>

West Virginia

Executive Vice Chancellor for Administration

West Virginia Council for Community and Technical College Education

West Virginia Higher Education Policy Commission

1018 Kanawha Boulevard, East

Suite 700

Charleston, WV 25301

Fax: 304.558.5719

<http://www.wvhepc.edu/wp-content/uploads/2014/10/Student-Complaint-Process-revised.pdf>

Wisconsin

Wisconsin Educational Approval Board

201 West Washington Avenue, 3rd Floor PO Box 8696

Madison, Wisconsin 53708

608-266-1996

<https://dsps.wi.gov/Pages/Programs/EducationalApproval/Student.aspx>

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/>

Accreditor

Any student with an unresolved complaint may refer the complaint to American College of Education's accreditor, The Higher Learning Commission.

The Higher Learning Commission

230 South LaSalle Street, Suite 7-500

Chicago, Illinois 60604-1411

800-621-7440

312-263-0456

Fax: 312-263-7462

complaints@hlcommission.org

Course Descriptions

ACCT5303 -Managerial Accounting, Credits 3

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.

ASMT5020 -Benchmark Assessment for Educational Leadership Preparation, Credits 0

Students are required to successfully complete the benchmarks in the Educational Leadership program. Each benchmark includes a comprehensive assessment of specific skillsets to ensure students are effectively prepared for roles in educational leadership. This assessment course allows for two additional attempts if not successful in the designated course.

ASMT5040 -Elementary Teaching Benchmark: Professionalism, Credits 0

This course provides additional support, as needed, for students to successfully complete the second benchmark in the Elementary MAT/T2T program. The assessment is a professional interview which is submitted as a video recording in response to a series of questions focused on professionalism and ethics for classroom teachers. Students must pass the benchmark to continue in the licensure track.

ASMT5060 -Secondary Teaching Benchmark: Professionalism, Credits 0

This course provides additional support, as needed, for students to successfully complete the second benchmark in the Secondary MAT/T2T program. The assessment is a professional interview which is submitted as a video recording in response to a series of questions focused on professionalism and ethics for classroom teachers. Students must pass the benchmark to continue in the licensure track.

BE5013 -Foundations of ESL and Bilingual Education, Credits 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.

BE5033 -Methods and Materials for Teaching English as a Second Language, Credits 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.

BE5053 -Advocacy and Leadership, Credits 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.

BE6043 -Advanced Foundations of Second Language Learners, Credits 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.

BE6063 -Methods and Materials for Second Language Instruction, Credits 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.

BE6083 -Understanding Linguistics and Second Language Learners, Credits 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 examines 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 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.

BIOL5203 -Foundations of Integrated Biology, Credits 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.

BIOL5313 -The Forces of Biology, Credits 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.

BIOL5333 -Levels and Layers of Biology, Credits 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.

BL5063 -Methods and Materials for Teaching Bilingual Education, Credits 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.

CHEM4003 -Survey of Chemistry, Credits 3

This course introduces students to the nature of chemistry and the principles of scientific inquiry. Foundational concepts in chemistry are emphasized, including theories and laws; the states of matter; chemical and physical properties; the periodic table; chemical reactions and the properties of reactive matter; the structure of atoms and molecules, and the characteristics of elements, ions, compounds, and mixtures.

CHEM5303 -Systems of Chemistry, Credits 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.

CHEM5323 -Practical Chemistry, Credits 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.

CHEM5343 -Environmental Chemistry, Credits 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.

CI5091 -Capstone Experience for Curriculum and Instruction, Credits 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 Curriculum and Instruction program.

CI5113 -Design of Integrated Curriculum, Credits 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.

CI5223 -Differentiated Instruction: Principles in Action, Credits 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.

CI5353 -Standards-Driven Learning, Credits 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.

CI5503 -Principles and Practices of Classroom Management, Credits 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.

CI5523 -Interventions for Students with Challenging Behaviors, Credits 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.

CI5912 -Independent Study for Curriculum and Instruction, Credits 2

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

CI6103 -Curriculum and Instructional Design for Diversity, Credits 3

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.

CI6123 -Assessment Strategies, Credits 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.

CI6143 -Designing and Leading Professional Learning, Credits 3

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.

CI6163 -Technologically Driven Curriculum and Social Media, Credits 3

The course focuses on the evaluation and utilization of appropriate technology integration into curriculum and instructional design to meet the educational needs of 21st century learners. Through an examination of historical trends in technology and current methods, students will evaluate and provide examples of technology that meet the definition of authentic learning. Students will engage in critical inquiry to explore issues related to responsible technology use, social media and ethical standards related to the selection and evaluation of materials and content to enhance learning.

CI6183 -Integrating Social Emotional Learning (SEL) in Instruction, Credits 3

This course focuses on the connections between performance and behavior as they relate to social and emotional development. Students discuss various social emotional learning (SEL) programs and the application to diverse learning environments. Students will focus on strategies for curriculum integration, assessment and establishing positive learning environments to support the developmental needs of all learners from a whole child perspective.

DL5013 -The Digital Learner, Credits 3

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.

DL5091 -Capstone Experience for Instructional Design, Credits 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 Instructional Design and Technology program. It does this by having candidates provide specific artifacts produced along with or as a result of their courses' application assignments. Candidates align their work with the International Board of Standards for Training, Performance and Instruction and (IBSTPI) standards. Opportunities to use technology in synthesizing and reflecting upon their learning and future are also provided, culminating in students' construction of their own online electronic portfolio to provide a highly personalized framework for their planning and professional documentation beyond graduation.

DL5703 -Instructional Design Fundamentals, Credits 3

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.

DL5723 -Applying Learning Theories in Instructional Design, Credits 3

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.

DL5743 -Advanced Design of Instructional Media, Credits 3

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.

DL5773 -Online Course Design, Credits 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 pre-requisite to continued application in DL5783.

DL5803 -Evaluation and Assessment of Instructional Design, Credits 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.

EB5402 -Independent Study in ELLs or Bilingual Education, Credits 2

This course is an independent study of specific problems in the field of curriculum and instruction with specialization in ESL/BL. 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.

EBL5091 -Capstone Experience for ESL and Bilingual Education, Credits 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 ESL/BL program.

EBUS5091 -Capstone Experience for Educational Business Administration, Credits 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.

EBUS5213 -Human Resource Management, Credits 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 benefits and payroll administration, employment law and labor relations. Exploring the changing role of human resources, principles and strategies for gathering and communicating critical information are examined 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.

EBUS5263 -Innovative Learning Environments, Credits 3

Driven by organizational theory, this project-based course integrates aspects of sociology with adult learning theory to deliver an 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.

EBUS5403 -Marketing Management, Credits 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.

EBUS5423 -Data Analytics and Reporting, Credits 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.

EBUS5443 -Risk Management, Credits 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.

EBUS5473 -Employment Law, Credits 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.

EBUS5493 -Information Systems, Credits 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.

EBUS5556 -Internship in Educational Business Administration (Optional), Credits 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, Credits 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.

EC5413 -Child Growth and Development, Credits 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.

EC5433 -Curriculum Development: Content Specific, Credits 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.

EC6013 -Research and Trends in Early Childhood Education, Credits 3

By exploring current trends in early childhood education, students examine public policy, research, professional development relevant to classroom practices, and program management. Students will apply guiding research practices currently utilized in the field. The connection between theory and emerging information will help to maintain relevance for the profession.

EC6033 -Collaborative Partnerships in Early Childhood Practices, Credits 3

Through the formation of collaborative partnerships, roles across multiple early childhood settings are investigated. Theories and practices which guide relationships with families, community organization and advocacy organizations will highlight the leadership skills necessary to establish and maintain connections relevant to supporting the field of early childhood education.

EC6053 -Advocacy and Leadership in Early Childhood, Credits 3

This course focuses on the role of advocacy and leadership for early childhood practitioners. Students gain knowledge on different levels of advocacy and how this supports students and families in the field. This course prepares students to take on leadership roles related to advocacy and professional development opportunities relevant to current issues in early childhood education.

ECON5203 -Education Economics, Credits 3

By investigating the underlying structures of economics through the application of econometrics, students apply theories to topics such as human capital, institutional finance, and educational technology. As economics grows more complex and critical, educational choice, public funding, and policy trends impact the education production function. The economics of education is explored from a cost-and-benefit perspective as students learn to navigate operational challenges, make data-driven financial decisions, and maximize capital resources utilizing sound principles of management.

ED5002 -Seminar in Education, Credits 2

This course provides students with the opportunity to apply theory, pedagogy, culture, and best practices in education to understand the role of the classroom teacher. Through an application-based learning environment, students gain knowledge of specific critical issues File Location: Provost>ACE Meeting Minutes> Curriculum and Assessment Committee 3 facing schools and classrooms. Topics include qualities of effective teachers, diversity, learning environments and professional environments.

ED5053 -Community Engagement, Outreach, and Collaboration, Credits 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.

ED5123 -Diverse Learners, Credits 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.

ED5213 -Designing Learning Environments, Credits 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 regard to ability and attitude. The role of technology integration in differentiating to meet learner needs will be discussed and applied.

ED5243 -The Influence of Culture, Credits 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.

ED5263 -Fundamentals of Integrated Thinking, Credits 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.

ED5313 -School and Community Issues, Credits 3

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.

ED5353 -Principles of Program Design and Implementation, Credits 3

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.

ED5373 -Implementing Integrated Curriculum, Credits 3

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.

ED5403 -The Exceptional Child, Credits 3

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.

ED5423 -Family, School, and Community, Credits 3

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.

ED5503 -Adult Learning, Credits 3

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.

ED5523 -Evaluating Instructional Programs, Credits 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.

ED5553 -Crossing the Lifespan of Human Development, Credits 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.

ED6023 -Instructional Strategies for the Adult Learner, Credits 3

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.

ED6043 -Assessing Adult Learners, Credits 3

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.

ED6063 -Designing and Leading Professional Learning, Credits 3

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.

EDTT5013 -Assessment for Elementary Teachers, Credits 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.

EDTT5022 -Elementary Student Teaching and Seminar, Credits 2

This course provides students with the opportunity to apply theory, pedagogy, and best practices in education to understanding the role of the elementary teacher. In this course, students participate in a 10-week (full time) practicum designed to provide the knowledge and experience necessary for teaching in the elementary classroom. Through an application based learning environment students will apply the skills they have learned throughout their previous coursework and experience firsthand the issues facing schools and classrooms. Topics include educational foundations, philosophy of education, diversity, exceptional needs, classroom management, cultural competencies, as well as lesson planning, implementation and assessment.

EDTT5032 -Secondary Student Teaching and Seminar, Credits 2

This course provides students with the opportunity to apply theory, pedagogy, and best practices in education to understanding the role of the secondary teacher. In this course, students participate in a 10-week (full time) practicum designed to provide the knowledge and experience necessary for teaching in the secondary classroom. Through an application-based learning environment students will apply the skills they have learned throughout their previous coursework and experience firsthand the issues facing schools and classrooms. Topics include educational foundations, philosophy of education, diversity, exceptional needs, classroom management, cultural competencies, as well as lesson planning, implementation and assessment.

EDTT5053 -Community Engagement for Elementary Teachers, Credits 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.

EDTT5313 -Instructional Practice and Delivery, Credits 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.

EDTT5353 -Adolescent Development and Learning Process, Credits 3

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.

EDUC6113 -The Role of International Organizations and Global Foundations, Credits 3

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 EDUC6103 course, students 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: EDUC6103 or equivalent course.

EDUC6133 -International Programs, Curricula and Pedagogies, Credits 3

Leaders examine 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 explore pedagogies, theories, curricula, and strategies that are applied to meet the needs of intercultural and multicultural learning environments. Significant attention is given to the application of technology, including mobile technology; students have the opportunity explore the use of educational technology in both developing and developed country contexts.

EDUC6153 -Capstone in International Education, Credits 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 doctoral focus of study in international education. Students create a professional portfolio based on work created during their program to highlight mastery of specific academic outcomes and demonstrate the impact of the focus of study on the professional field.

EL5023 -Assessment Strategies, Credits 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, including special populations, in a variety of school and organizational settings.

EL5053 -Community Engagement, Outreach, and Collaboration, Credits 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.

EL5113 -Educational Leadership Internship Completion, Credits 3

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.

EL5601 -Independent Study for Educational Leadership, Credits 1

This course is an independent study of specific problems in the area of building and district leadership with emphasis on the principalship. This course may be repeated. In seeking permission to register in this course, the student will submit a proposed topic to the department chair. With an approved topic, the student will conduct an independent inquiry under the supervision of a faculty member. Work in EL5601 must be accomplished in a regular five-week session with all student products submitted through the learning management system. Through the student's independent inquiry, the student will develop a product for review.

EL5603 -Independent Study for Educational Leadership, Credits 3

This course is an independent study of specific problems in the area of building and district leadership with emphasis on the principalship. This course may be repeated. In seeking permission to register in this course, the student will submit a proposed topic to the department chair. With an approved topic, the student will conduct an independent inquiry under the supervision of a faculty member. Work in EL5601 must be accomplished in a regular five-week session with all student products submitted through the learning management system. Through the student's independent inquiry, the student will develop a product for review.

EL5653 -Professional Communities of Practice, Credits 3

This course focuses on the identification and implementation of research-based strategies to develop vibrant and meaningful professional learning communities (PLCs) with the primary goal of increasing student achievement. Students will learn about the importance of developing a common professional language that can be used to identify and solve both school management and instructional challenges. In addition, students will use converging research evidence in identifying the characteristics of effective PLCs and common obstacles to establishing them. This course also provides a solid foundation for establishing structures and routines that make a thriving professional learning community possible.

EL5723 -Resource and Fiscal Management, Credits 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.

EL5983 -Internship Experience for Educational Leadership, Credits 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.

ELFL5983 -Internship Experience for Educational Leadership (Florida), Credits 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.

ELIL5983 -Internship Experience for Educational Leadership (Illinois), Credits

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

ELIN5983 -Internship Experience for Educational Leadership (Indiana), Credits 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.

ELOH5983 -Internship Experience for Educational Leadership (Ohio), Credits 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), Credits 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.

ELX5053 -Community Engagement, Outreach, and Collaboration (TX), Credits 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.

ELX5623 -Developing Teachers (TX), Credits 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.

ELX5723 -Resource and Fiscal Management (TX), Credits 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.

ELX5983 -Practicum Experience for Educational Leadership (Texas), Credits 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.

ENG5003 -Writing as a Means to an End - Connecting Writing and Reading for Literacy Success, Credits 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.

ENG5023 -The Culture of Literary Expression - Analyzing Influences on Literature and Comprehension, Credits 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.

ENG5043 -The Message in the Bottle - Media and Messaging in the Modern Age, Credits 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.

ES5063 -Linguistics for TESOL, Credits 3

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.

ET5013 -Responsible Technological Change, Credits 3

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.

ET5033 -Technology for Learning and Assessment, Credits 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.

ET5053 -Design of Learning Environments, Credits 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.

ET5073 -Educational Technology Planning and Delivery, Credits 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.

ET5083 -Educational Technology Systems Management, Credits 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.

ET5801 -Independent Study for Educational Technology, Credits 1

This course is an independent study of specific problems in the field of technology. 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.

ET5803 -Independent Study for Educational Technology, Credits 3

This course is an independent study of specific problems in the field of technology. 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.

GE4013 -Collaboration and Teamwork, Credits 3

In an era of increasing collaboration, people entering the workforce now more than ever before need to understand the value of working with others. This course offers insight on how to be flexible when working with individuals and provides tips on how to exercise interpersonal sensitivity and take feedback gracefully without offense. Learners learn to recognize when it's necessary to stand up for their ideas or compromise for the good of a team. The concept of synergy is discussed along with the different modes of persuasion and negotiation. Students also learn about the various jobs involving teamwork, including virtual opportunities.

GE4033 -Planning and Organizational Skills: Time Management, Credits 3

This course is designed to teach students the basic principles of planning and organization with a focus on time management. From keeping a day planner to using a digital organizer, students will learn about tools they can use to gain control of their busy lives. The concepts of to-do lists, prioritizing commitments, filing things away, and filtering out digital and physical clutter as strategies for improving efficiency are explored. Students address the challenges associated with procrastination and how to overcome it. Practical advice is provided on how to complete tasks in a timely manner, ways to approach seemingly difficult projects, and how to make commitments in line with personal and professional values and goals.

GE4053 -Developing an Academic Mindset, Credits 3

This course provides tips and suggestions on how learners can be more academically minded in all aspects of their lives. Through a series of activities, students will realize that learning doesn't have to stop when a lecture ends or their degrees are earned. The course examines attributes of successful, lifelong learners and people both in and out of academia. Exercises in the course are designed to foster students' interest in learning and ignite passion for continual development.

GE4073 -Self-Efficacy and Self-Directed Action, Credits 3

This course focuses on helping students learn how to independently structure their lives to better meet academic, personal, and professional goals. The concepts of self-efficacy, self-directed action, and self-awareness serve as the focal point as students learn to build confidence in their skills and take initiative toward attaining their aspirations. Emphasis is placed on developing lifelong habits that lead to greater productivity. Through a series of application-based exercises and reflective work, learners gain knowledge on how to take more control of their futures. Additionally, goal setting, resilience, and the drive to get things done are explored.

GE4093 -Global Skills and Cultural Awareness, Credits 3

This course is designed to help students learn to communicate effectively across borders, navigate cultural differences, and hone skills that will help them succeed on a global level. They will learn what it means to be culturally competent and culturally responsible. Hallmarks of cross-cultural communication are considered. Additionally, ways to harness the power of a diverse workforce along with suggestions on how to develop a global mindset are presented. Ethnocentrism and the challenges associated with it are examined. Students will leave the course with a better understanding of where they fit in the world on a global scale and practical steps they can take to improve their chances for success in the global economy.

HE5091 -Capstone Experience for Higher Education, Credits 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 Master of Education in Higher Education.

HE6113 -Resource Management in Higher Education, Credits 3

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.

HE6133 -Issues in Higher Ed, Credits 3

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.

HE6153 -Capstone in Higher Education, Credits 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 doctoral focus of study in higher education. Students create a professional portfolio based on work created during their program to highlight mastery of specific academic outcomes and demonstrate the impact of the focus of study on the professional field.

HIST5413 -Ancient Roads - Historical Exploration and Expansion, Credits 3

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.

HIST5433 -The Americans - History of Western Influence, Credits 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.

HIST5453 -The Legacies of History - Special Topics in U.S. - World Historical Research, Credits 3

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.

HLTH4303 -Legal and Ethical Issues in Healthcare Management, Credits 3

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.

HLTH4343 -Health and Wellness Across Populations, Credits 3

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.

HLTH4373 -Human Resources for Healthcare Administrators, Credits 3

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.

HLTH4392 -Communication and Advocacy for Health and Wellness, Credits 2

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.

HLTH4393 -Quality Management for Healthcare Administrators, Credits 3

This course examines quality management methodologies used to analyze safe and effective healthcare operations. Techniques such as advanced quality planning and control plans will be studied to determine how they are utilized to drive quality improvement and optimization of healthcare organizational efficiencies. Emphasis will be placed on using statistical analysis techniques to increase healthcare efficiencies and improve health outcomes.

HLTH4913 -Senior Capstone Experience: Health and Wellness Services Management, Credits 3

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.

HLTH5403 -Behavioral Diversity in Health Education, Credits 3

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.

HLTH5423 -Human Development, Credits 3

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.

HLTH5453 -Health Policy Evaluation and Development, Credits 3

This course takes an interdisciplinary approach to guide students in evaluating healthcare policy issues that impact decision making and outcomes in healthcare. Students will explore healthcare delivery systems and analyze issues which impact the delivery of healthcare and nursing at global, national, and state levels of government. Students will analyze the development, formulation, and implementation of policies and related economic issues that can influence healthcare practice today. In addition, the course includes topics such as the relationship between healthcare providers and patients, insurance policies, quality management, legislative liability issues, ethical decision making.

HLTH6413 -Fundamentals in Health Education, Credits 3

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.

HLTH6443 -Systems, Policy, and Leadership in Health Informatics, Credits 3

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.

HLTH6463 -Capstone in Health Education, Credits 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 doctoral focus of study in health education. Students create a professional portfolio based on work created during their program to highlight mastery of specific academic outcomes and demonstrate the impact of the focus of study on the professional field.

LEAD5003 -International Development and Policy, Credits 3

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

LEAD5023 -Education and International Migration, Credits 3

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

LEAD5043 -Instructional Leadership, Credits 3

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

LEAD5063 -Achievement and Accountability, Credits 3

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.

LEAD5103 -Law, Compliance, and Governance in Higher Education, Credits 3

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.

LEAD5123 -Student Affairs, Credits 3

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.

LEAD5223 -Communication and Collaboration Through Ethical Leadership, Credits 3

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.

LEAD5393 -Teacher Leadership, Credits 3

This course explores the leadership models and frameworks required for teacher leaders to share governance and work collaboratively with principals and other adults to achieve school goals for student learning and achievement. Recognition is given to the critical roles teachers assume in decision-making through the perspective of multiple stakeholders and the need for teacher leaders to assist in harnessing this collective knowledge to make a difference in teaching and learning. Learners engage in leadership interactions to develop instructional leadership, critical thinking and problem-solving skills, and the ability to become advocates and change agents for continuous school improvement. Emphasis is placed on understanding teacher evaluation systems and communicating this information to colleagues.

LEAD5503 -Higher Education Administration I, Credits 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.

LEAD5533 -Developing and Distributing Leadership, Credits 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.

LEAD5573 -Student Matriculation Services, Credits 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.

LEAD5593 -Research for Institutions, Credits 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.

LEAD5613 -Institutional Assessment and Evaluation, Credits 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.

LEAD5633 -Redesigning the Community College, Credits 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.

LEAD6001 -Introduction to Advanced Studies, Credits 1

Students will undertake an examination of the rigors of advanced graduate study and reflect on personal strengths and challenges at the start of their program. Topics include: identity as scholar-practitioner, models of inquiry, self-assessment, and professional goals.

LEAD6011 -Leadership as a Reflective Practice, Credits 1

This leadership course will focus on defining what leadership really means and how to employ the college's innovative spirit. Students will reflect on theory and real-life application of the leadership journey, discover personal strengths, and discover ways to lead effectively. This course will also establish residency for states that require a face-to-face presence.

LEAD6031 -Doctoral Leadership Seminar II, Credits 1

This third-year leadership seminar focuses on the final stages of the leadership journey and dissertation process for Ed.D. students. This seminar empowers students to represent themselves as experts and leaders. Students will identify ways 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 future conferences.

LEAD6113 -Ethical Leadership and Social Justice, Credits 3

The course focus is on theory, research, and practices related to ethical administration. Students will assess ethical decision making and implications for policy.

LEAD6133 -Models of Leadership and Coaching, Credits 3

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

LEAD6153 -Policy and Governance, Credits 3

Students will analyze specific current and future public policies and conduct policy impact analyses. Students will evaluate best practices for working with local school councils, volunteer boards, advisory councils, and external stakeholders.

LEAD6173 -Global Perspectives, Credits 3

Students will model and promote responsible global citizenship. Culturally relevant pedagogy will be examined and critiqued.

LEAD6193 -Capstone in Leadership, Credits 3

The Capstone Experience is designed for candidates to demonstrate and document the impact their knowledge and competencies gained throughout and as a result of the Educational Specialist in Leadership program. Pre-requisite: Completion of 27 hours at the 6000 level.

LEAD6293 -Designing and Leading Professional Learning, Credits 3

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.

LEAD6313 -The Art of Decision Making, Credits 3

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.

LEAD6333 -Capstone in Advanced Graduate Study, Credits 3

The Capstone Experience is designed for candidates to demonstrate and document the impact their knowledge and competencies gained throughout and as a result of the Certificate in Advanced Graduate Study.

LEAD6353 -Decision Making for the Superintendency, Credits 3

An essential skill for superintendents, decision making identifies critical elements of a choice to determine a plan of action. This course considers ways decisions are made and how these strategies can be evaluated to improve educational outcomes for diverse student populations. Specifically, the course addresses the development of skills to efficiently and consistently make informed decisions using data to evaluate and improve instructional quality and to regularly provide building-level principals and staff with prompt, high-quality feedback aimed at improving student outcomes. Candidates engage in activities using effective decision-making strategies related to change, including forging consensus and managing, monitoring, and gaining cooperation from key stakeholders in planning and implementing reform. The role of collaboration in decision making is also emphasized. This course includes 25 hours of field experiences.

LEAD6413 -Establishing a Culture of Success, Credits 3

Students explore developing and sustaining a positive educational culture by modeling personal, professional, and ethical behavior to promote building of student and adult relationships and the achievement of transformative results in PK-12 districts.

LEAD6433 -Internship for the Superintendency, Credits 3

This course provides students with the opportunity to apply theory, pedagogy, culture, and best practices for district-level administration from the perspective of a superintendent. Through an application-based learning environment, students gain knowledge of specific critical issues facing district-level administrators and their districts. Topics include vision, mission, climate, culture, managing human capital, and qualities of effective teachers and administrators in diverse PK-12 learning environments. Students are required to document a minimum of 250 hours of field-based internship experience to pass this course.

LEAD6453 -Capstone for the Superintendency, Credits 3

This course is designed for superintendent candidates to demonstrate and document the impact of their district-level administrator knowledge and competencies gained throughout their coursework for the superintendency.

LEAD6473 -Administration of District and School Personnel, Credits 3

This course enables future school district leaders to enhance their skill sets in managing human capital and maximizing all available district human resources, including teachers, staff, and district personnel, in a manner that is aligned to district vision, mission, and goals, and, ultimately, supports student achievement.

LIT5043 -Emerging Literacy Methods for Elementary Teacher Preparation, Credits 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.

LIT5063 -Developing Literacy Methods: Integrating Skills in Elementary Teacher Preparation, Credits 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.

LIT5083 -New Literacies in Curriculum Integration, Credits 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.

LIT5113 -Social Studies and Language Arts for Elementary Teacher Preparation, Credits 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.

LIT5143 -Social Studies and Reading/Language Arts for Elementary Teachers, Credits 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 reading/language arts and social studies through the use of differentiated instruction.

LIT5163 -Establishing Communication in ELA, Credits 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, 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.

LIT5183 -Investigating ELA Fundamentals, Credits 3

This course integrates English and language arts applications for developing communications skills across disciplines. Specific examples from middle school grades explore the paradigm shift to rigorous and relevant study of real-world applications to prepare students to use language effectively, developing an appreciation for the world beyond the classroom as found in writings and through the use of other literacies in relation to significant historical events and global perspectives. Principles and methods of inquiry to foster critical and creative thinking are utilized to examine methods for introducing core ideas which have shaped understanding from past eras to present day.

LIT5203 -Strengthening Literacy, Credits 3

This course prepares students to implement a schoolwide 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.

LIT5223 -Strengthening Literacy for Elementary Education, Credits 3

This course prepares students to implement a schoolwide 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.

LIT5243 -Strengthening Literacy for Educational Leaders, Credits 3

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 teachers as they address the needs of diverse populations, including gifted and talented, English learners, special education, and dyslexic thinkers, particularly within content areas.

LIT5313 -Literacy in the Content Areas, Credits 3

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.

LIT5333 -Integrating Literacy Concepts, Credits 3

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.

LIT5353 -Linguistics and Literature, Credits 3

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.

LIT5373 -21st Century Literacies, Credits 3

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.

MATH5073 -Mathematics Instruction for Elementary Teacher Preparation, Credits 3

This course provides a foundation for teaching mathematics to diverse elementary students. Students examine current standards in mathematics, as well as the process of aligning curriculum and lesson plans to standards. Students develop a toolkit of content-specific instruction and assessment strategies. Students demonstrate computational skills and understanding of fundamental concepts and processes of mathematics, including number systems and operations, algebraic thinking, measurement, geometry, and statistics and probability. The course includes 5-10 hours of embedded field experiences.

MATH5103 -Integrative and Expanded Thinking in Mathematics, Credits 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.

MATH5123 -Problem-Solving: Exploring the Practical, Credits 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.

MATH5143 -The Known Equation, Credits 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.

MATH5203 -Number Sense, Operations, Algebraic Thinking, and Problem Solving, Credits 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.

MATH5223 -Fractions, Decimals, and Problem Solving, Credits 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.

MATH5853 -Mathematical Reasoning, Credits 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.

MRKT5403 -Marketing Management, Credits 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.

MRKT5423 -Recruitment and Retention, Credits 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.

NUR4013 -Transition to Professional Nursing: Issues and Concepts, Credits 3

This course develops knowledge related to the profession of nursing, current issues in nursing, and the role of nursing in transforming health outcomes. The ethical and scientific basis for nursing practice are discussed.

Nursing's paradigm is defined. Students explore key nursing theories and theories from other disciplines as a foundation for care. Students utilize the concepts from theories, Professional Nursing Standards (ANA), Code of Ethics, Institute of Medicine Report (IOM), Competencies from the Quality, Safety, and Education in Nursing (QSEN) to analyze their practice and to clarify their role as a member of a profession.

NUR4043 -Community Health and Vulnerable Populations, Credits 3

This course focuses on health promotion, disease, and injury prevention across the lifespan. Health of communities, vulnerable populations and principles of social justice and health policy are discussed within a global context. Students learn to incorporate epidemiological, biostatistical data through knowledge of healthcare informatics to assess factors related to community health. Genetic considerations, culture, health disparities, factors that are determinates of population health, and equity in patient care are explored. Practice experience is part of this course.

Pre-requisite: NUR4033.

Note: A practice experience component is present in this course.

NUR4063 -Leadership and Management in Healthcare, Credits 3

Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality healthcare. In this course, learners explore leadership and change theory and strategies necessary to lead in evolving, contemporary healthcare systems. Students will be prepared to contribute to safety initiatives, quality improvement, policy development, resource management, and strategic planning. An emphasis is placed on professionalism, principles of ethics, decision-making, communication, collaboration, and working within inter-professional teams to facilitate quality care and promote health outcomes.

NUR4083 -Nursing Informatics, Credits 3

Knowledge and skills in information management and patient care technology are the focus of this course. Throughout the course, learners explore the roles, theories, and standards of nursing informatics. Informatics-based health applications that support communication, care coordination, quality improvement, and data- based decision making across healthcare systems are examined.

NUR5023 -Advanced Nursing Research and Practice I, Credits 3

In this course, the student examines multiple theories from nursing and related fields to explore value and application to research and evidence based practice. Specifically, the course explores the use of theory in the design of research and development of nursing knowledge.

Knowledge and skills to critique quantitative research studies are developed. Emphasis is placed on applying four criteria for critique: construct validity, internal validity, statistical conclusion validity, and external validity. Students focus on principles of evidence-based practice and synthesize the evidence from studies and arrive at a conclusion.

NUR5043 -Nursing Leadership: Organizational Systems, Credits 3

Focusing on leadership and management theory, students prepare to lead organizations from a systems perspective.

Systems of care and organizational behavior are examined. Students learn to base practice on evidence to ensure the safety, high quality, and cost effectiveness of patient care. Students analyze leadership to effectively apply ethical and critical decision-making skills to lead healthcare teams.

Students will explore practice issue or concern and plan for intervention. Practice experience is part of this course 50 hours required.

Note: Practice experience part of this course.

NUR5063 -Patient-Centered Care, Credits 3

This course focuses on knowledge, skills and behaviors needed to design, implement, and evaluate patient-centered, culturally appropriate care for individuals or populations. Students analyze the multiple dimensions of patient-centered care to include patient/family/community preferences, values, culture, communication, and health literacy.

Students are prepared to intervene at the systems level through policy development and advocacy to influence healthcare. Additionally, students will evaluate use of information systems and technology in nursing practice.

NUR5103 -Leadership and Management Theory in Nursing, Credits 3

Effective nurse leaders learn and apply leadership and strategic management theories to guide their actions and transform evidence into quality practice. This course prepares students to serve in key positions to participate in decision making, advocacy, strategic planning, and to manage change that affects patient care. Operations, marketing, informatics, and decision-making strategies are explored to increase understanding of the strategic business aspect of nursing.

NUR5123 -Relationships Through Communication, Credits 3

This course teaches students how to build relationships in the community, in a clinical setting, and in an academic environment through effective oral and written communication. Students acquire conflict resolution skills and behavior management techniques by translating data-driven research into practical communication strategies. Emphasis is placed on inter-professional communication, cultural competency, and communication with diverse populations. The course is based on human resource principles, including hiring, separation, and conflict management, team building.

NUR5194 -Capstone Practicum for Role of the Nurse Educator, Credits 4

The Capstone Practicum course is a culminating experience that provides students the opportunity to demonstrate mastery of program and focus of study outcomes. This course emphasizes the application of teaching and learning theories and concepts in implementation of the nurse educator role. The student will demonstrate the competencies essential to the nurse educator. The role will be implemented, applied, and analyzed in an academic or clinical practice setting, in collaboration with a nurse educator mentor. Students must complete a scholarly project which synthesizes advanced knowledge and skills to address an area of relevance to professional nursing in education. Practice experience of 150 hours is required.

NUR5213 -Advanced Pharmacology for Health Educators, Credits 3

This course focuses on advanced pharmacotherapeutics and effective teaching methods for nurse educators in this content area. Pharmacological mechanisms, medication management, treatment of side effects and drug reactions are studied. Drug interventions and nurses' role in educating patients about medications will be covered. Technology related to safety, delivery and education will be explored.

NUR5233 -Curriculum Development, Assessment, and Evaluation in Nursing, Credits 3

By surveying various curricular designs and assessment models, this course integrates aspects of theoretical frameworks with differentiated curriculum, instructional and evaluation strategies delivered in academic and clinical settings. Students analyze assessment and evaluation data to determine effective approaches for supporting effective educational programming and patient-centered health while developing skills as nurse professionals and nurse educators. Use of technology in program assessment and evaluation is discussed.

ORG6213 -Emerging Technology in Organizations, Credits 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.

ORG6233 -Organizational Behavior and Culture, Credits 3

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

ORG6253 -Capstone in Educational and Community Organizations, Credits 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 doctoral focus of study in educational and community organizations. Students create a professional portfolio based on work created during their program to highlight mastery of specific academic outcomes and demonstrate the impact of the focus on study on the professional field.

PDELFL -Educational Leadership Test Preparation - Florida, Credits

This course provides an examination of the standards and competencies of educational leadership in Florida - Instructional Leadership, Operational Leadership, and School Leadership - and the skills that principals exhibit as a result of mastering these competencies. The course provides preparation for the Florida Educational Leadership Examination (FELE), including the written performance assessment. Fees apply.

PDELIN -Educational Leadership Test Preparation - Indiana, Credits

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.

PDELTX -Educational Leadership Test Preparation - Texas, Credits

This course provides an examination of the domains of educational leadership in Texas - School Community Leadership, Instructional Leadership, and Administrative Leadership - and the nine Texas Principal Competencies as preparation for the TExEs' Principal Exam (068). Fees apply.

PHYS5303 -Laws of Physics, Credits 3

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.

PHYS5323 -Energy and Motion, Credits 3

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 modelbased 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.

PHYS5343 -Physics in the Field of Medicine, Credits 3

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.

PSYC5283 -Theories, Constructs, and Psychology Research, Credits 3

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.

PSYC5303 -Issues in Psychology, Credits 3

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.

PSYC5333 -The Role of Neuropsychology, Credits 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. 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.

RES5153 -Research Methods, Credits 3

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.

RES5173 -Research Methods for Educational Leaders, Credits 3

This course enables students to become informed consumers of educational research and to develop skills that prepare them to carry out action research in their schools and classrooms. An emphasis is placed on providing students with knowledge that they can apply in determining whether particular research findings are relevant to their leadership and instructional practices and to distinguish between trustworthy and non-trustworthy research. Throughout the course, students identify the elements that scientifically-based research and action research share. Emphasis is placed on how research can become a vital and relevant tool for teachers and school leaders.

RES5303 -Research Methods and Applied Statistics, Credits 3

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.

RES5323 -Research Design and Application, Credits 3

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.

RES5463 -Research for Higher Educational Professionals, Credits 3

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.

RES6011 -Research Tool: APA & Bibliographic Software, Credits 1

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

RES6021 -Research Tool: Creating and Analyzing Measures, Credits 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.

RES6033 -Qualitative Research Designs, Credits 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.

RES6222 -Crafting a Concept Paper, Credits 2

This course provides students the opportunity to complete an approved concept paper as the first step toward the Ed.S. original research project. Students will apply advanced research skills to address a real-world application of scholarly expertise as it relates to solving an existing problem. A description of the project will provide the rationale for the goals and objectives and includes a literature review, methodology, and the anticipated results of the research project.

RES6233 -Research Boot Camp, Credits 3

This individualized coaching experience provides a strong foundation in essential research elements and competencies through structured practice and feedback. The course is designed specifically to strengthen construction of the problem statement, purpose, and literature review and to assist students in aligning the elements as a precursor to completion of the doctoral dissertation proposal and the final doctoral dissertation.

RES6301 -Dissertation II, Credits 1

Students will prepare, defend and deliver the final presentation of their dissertation. Final completion of their doctoral portfolio is also expected.

RES6403 -Action Research for Leaders, Credits 3

This course enables students to perform active research applying data collection and data analysis techniques for evidence-based decision making. Students explore how action research can become a vital tool to improve organizational operations and activities.

RES6501 -Crafting a Dissertation, Credits 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.

RES6521 -Research Methodology, Credits 1

This course is designed for students to complete Chapter 3 of the dissertation proposal. Final approval of Chapter 3 by the course faculty member and the dissertation chair is required for successful completion.

RES6541 -Finalizing the Dissertation Proposal, Credits 1

This course is designed for students to complete the Dissertation Proposal. In addition to completing Chapters 1-3, this course is designed to support students in obtaining DRR and IRB approval. Final approval of the Dissertation Proposal by both the course faculty member and dissertation chair is required for successful completion.

SCI5073 -Science Instruction for Elementary Teachers, Credits 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.

SCI5091 -Capstone Experience for STEM Leadership, Credits 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.

SCI5213 -Engaging Diversity in the Science Classroom, Credits 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.

SCI5233 -Inventing and Reinventing Mathematics and Science Curriculum: Elementary, Secondary, & College Level, Credits 3

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.

SCI5253 -Building Scientific Understanding in Students, Credits 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.

SCI5303 -Systems of Science, Credits 3

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

SCI5323 -Practical Science, Credits 3

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

SCI5343 -Weathering the Storm: Atmospheres and Environments, Credits 3

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

SCI6213 -Engaging Diversity in the Science Classroom, Credits 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.

SCI6233 -Inventing and Reinventing Mathematics & Science Curriculum: Elementary, Secondary, & College Level, Credits 3

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.

SCI6253 -Capstone in STEM Leadership, Credits 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 doctoral focus of study STEM Leadership. Students create a professional portfolio based on work created during their program to highlight mastery of specific academic outcomes and demonstrate the impact of the focus on study on the professional field.

SOSC5103 -Issues in Sociology, Credits 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.

SOSC5123 -Crossing the Lifespan of Human Development, Credits 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.

SOSC5163 -Theories, Constructs, and Sociology Research, Credits 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.

SOSC5183 -Social Stratification, Deviance, and Social Order, Credits 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.

SPED5011 -Students with Exceptional Needs, Credits 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.

SPED5023 -Assessment and Evaluation in Special Education, Credits 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.

SPED5043 -Building Collaborative Relationships, Credits 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.

SPED5063 -Diagnostic Intervention, Credits 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.

SPED5083 -Early Childhood Assessment and Intervention, Credits 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.

STAT4013 -Statistics for Evidence-Based Practice in the Health Sciences, Credits 3

This course is an introduction to the biostatistical concepts and the skills necessary to interpret research findings and data for evidence-based practice (EBP) in the health sciences. Topics include an introduction to statistical methods frequently used in research, variation and variables, levels of data measurement, descriptive statistics and data display, probability, statistical and clinical significance, confidence intervals, statistical power analysis, hypothesis testing, and inferential statistics. Statistical techniques introduced are correlation, chi-square, t-test, odds ratios, relative risk, linear regression, and an introduction to one-way analysis of variance.

TECH5113 -Creating Online Collaboration and Communities, Credits 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.

TECH5133 -Online Teaching and Assessment, Credits 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.

TECH6313 -Creating Digital Collaboration and Communities, Credits 3

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

TECH6333 -Digital Assessment & Instruction, Credits 3

Students will demonstrate effective instruction and assessment using digital tools; analyze and compare Learning Management Systems; and advocate for professional organizations which provide continuing development.

TECH6353 -Capstone in Online Education, Credits 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 doctoral focus of study in online education. Students create a professional portfolio based on work created during their program to highlight mastery of specific academic outcomes and demonstrate the impact of the focus of study on the professional field.

TECH6373 -Foundations in Instructional Technology, Credits 3

Foundations in Educational/Instructional Technology. Students will research leaders past and present. They investigate what they have contributed to the field and how it has grown over the past 2 decades. Students will also look into the future to see what could be on the horizon.

TEL5081 -Certificate Capstone Experience for Teaching English Learners, Credits 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 Certificate in Teaching English Learners.

TL5091 -Capstone Experience for Teacher Leadership, Credits 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.