



Muskingum University

2010-2011  
**Graduate  
Programs  
Catalog**

MUSKINGUM UNIVERSITY

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GRADUATE & CONTINUING STUDIES

# Muskingum University

## 2010-2011 Graduate Course Catalog

### CONTENTS

<b>Muskingum University.....</b>	<b>4</b>
Mission .....	4
<b>Contact Information.....</b>	<b>5</b>
<b>Muskingum University Graduate Profile .....</b>	<b>6</b>
Graduate Degrees .....	6
Graduate Teacher Education Programs.....	6
Graduate Enrollment.....	6
Faculty .....	6
Campus .....	6
Location .....	6
Accreditation .....	6
<b>General Information .....</b>	<b>7</b>
Academic Support Resources .....	7
Calendar.....	7
Campus Communication .....	8
Commencement .....	8
Graduate And Continuing Studies .....	8
Human Subject Research Review .....	8
Non-Discrimination Statement .....	8
<b>Campus Life.....</b>	<b>9</b>
Housing .....	9
Food Services .....	9
Counseling Services .....	9
Career Services .....	9
Student Faculty Center .....	9
Cultural Life.....	9
The Recreation Center.....	10
Campus Government .....	10
Community Standards .....	10
<b>Admission, Registration And Financial Aid .....</b>	<b>11</b>
Registration .....	11
Enrollment As A Continuing Education Student .....	11
Assistantships.....	11
Financing Graduate Education.....	11
Withdrawal And Refund Terminology .....	11
Withdrawal And Refund Policy.....	11
<b>Academic Policies And Procedures.....</b>	<b>13</b>
Academic Advising.....	13
Grade Appeal .....	13
Academic Credit .....	13
Academic Dishonesty .....	13
Academic Dismissal .....	13
Academic Probation.....	13
Academic Status .....	13
Attendance.....	13
Catalog Governing Program Requirements .....	13
Exemption From Requirements Or Substitution For Courses.....	13
Grade Point Average.....	14
Grading Policy.....	14

International Students .....	14
International Applications .....	14
Non-Degree Seeking Students .....	15
Repeat Courses .....	15
Statute Of Limitations .....	15
Transcripts .....	15
Transfer Credit .....	15
<b>Graduate Teacher Education Programs.....</b>	<b>16</b>
Graduate Degrees .....	16
Post Baccalaureate Teacher Education.....	16
Licensure Programs .....	16
Non-Licensure Programs .....	16
Tuition.....	16
BCI/FBI Background Check .....	16
Faculty .....	16
Licensure .....	16
Admission To Graduate Teacher Education Programs .....	16
Graduate Teacher Education Tuition And Fees .....	17
Graduate Teacher Education Policies And Procedures.....	17
Master Of Arts In Education (Mae) .....	18
Master Of Arts In Teaching (Mat) .....	20
Post-Graduate Programs in Educational Leadership .....	21
<b>Graduate Teacher Education Course Descriptions .....</b>	<b>21</b>
<b>Master Of Information Strategy, Systems And Technology (MISST).....</b>	<b>35</b>
Program Philosophy .....	35
Faculty .....	35
MISST Admission .....	35
MISST Tuition.....	35
Program Structure .....	35
Blended Learning.....	36
Technology Requirements .....	36
Program Length .....	36
Financial Assistance .....	36
Research And Assessment.....	36
<b>MISST Course Descriptions .....</b>	<b>37</b>
<b>Board Of Trustees .....</b>	<b>38</b>
<b>Administration .....</b>	<b>39</b>
<b>Faculty 2010-2011 .....</b>	<b>43</b>

# **MUSKINGUM UNIVERSITY**

Muskingum University is an independent church-related institution of higher education located on a 225-acre campus in New Concord, Ohio. Founded in 1837, the university offers baccalaureate programs in the liberal arts and sciences to approximately 1,600 undergraduate students in a residential university setting. The university also offers master's degree programs to approximately 1400 part-time and full-time students, and continuing education courses to approximately 500 students.

Muskingum University is authorized by the Ohio Board of Regents to grant baccalaureate and graduate degrees. The university has been accredited by the North Central Association since 1919, and has maintained continuous accreditation since that time. Its teacher education programs – at both the baccalaureate and graduate levels – are fully approved by the Ohio Department of Education and NCATE.

Graduate and Continuing Studies at Muskingum University offers master's-level and undergraduate degree completion (MAP) programs that prepare adults to succeed in a professional field. Reflecting the university's mission, the programs are designed to develop whole persons – intellectually, spiritually, socially and physically – within a caring community which encourages individual fulfillment and respects human dignity. The curricula are rooted in liberal arts values, including critical thinking, positive action, ethical sensitivity and spiritual growth.

The Muskingum University Graduate Catalog, published annually, describes the academic policies and procedures that apply to graduate and post-baccalaureate study only, and provides a synopsis of general information applicable to graduate and post-baccalaureate students. The Graduate Catalog is not, however, intended to serve as a comprehensive record of all policies and procedures, and students are encouraged to reference the Muskingum University Catalog and Student Handbook (available online at [www.muskingum.edu](http://www.muskingum.edu)) for comprehensive coverage of the general policies and procedures applicable to all Muskingum University students (except where explicitly described in the Graduate Catalog) and to find federally mandated disclosures.

Muskingum University offers three graduate programs: The Master of Arts in Education, the Master of Arts in Teaching, and the Master of Information Strategy, Systems and Technology. Other programs are under development.

The Master of Arts in Education (MAE) is for licensed or certified educational professionals. Graduate licensure, endorsement or validation is available through the MAE for administrative specialist, early childhood, early childhood development, early childhood intervention specialist, intervention specialist mild/moderate, intervention specialist moderate/intensive, intervention specialist talented and gifted, early education of the handicapped, educational leadership, TESOL, superintendent and reading. Non-licensure programs are available in adult education, art, music, and teacher-leader.

The Master of Arts in Teaching (MAT) is for persons who hold a baccalaureate degree in an area other than teacher education, and who are not licensed or certified to teach. Graduate licensure is available through the MAT for early childhood, middle childhood, adolescent/young adult, intervention specialist mild/moderate, and intervention specialist moderate/intensive.

The Master of Information Strategy, Systems and Technology (MISST) is designed for business or IT professionals seeking to gain a concrete understanding of the critical linkages between business strategy and technology. MISST enables students from diverse business and educational backgrounds to work together to identify and create solutions bridging the gap between technology and business to solve problems.

Although the majority of classes are scheduled on the New Concord campus during the evenings and weekends, for the convenience of students, a variety of courses are also offered at the Coshocton Campus, the Morgan County ESC, and at area public schools and community centers. Graduate students have access to a full range of campus resources and services, many customized to meet the specific needs of adult part-time and full-time students.

## **MISSION**

The mission of Muskingum University is to offer quality academic programs in the liberal arts and sciences in the setting of a residential, coeducational, church-related university and in the context of a caring community where individual fulfillment is encouraged and human dignity is respected. Its primary purpose is to develop—intellectually, spiritually, socially and physically—whole persons, by fostering critical thinking, positive action, ethical sensitivity and spiritual growth, so that they may lead vocationally productive, personally satisfying and socially responsible lives.

## **IMPORTANT CONTACT INFORMATION**

### **Graduate and Continuing Studies**

Montgomery Hall Room 117  
740.826.8038  
740.826.6038 (Fax)  
gcs@muskingum.edu  
www.muskingum.edu/home/gradstudies

### **Academic Advising:**

#### **Graduate Student Advisor**

Nancy Bradley  
740.826.8038  
nbradley@muskingum.edu

#### **MAP Student Advisor**

Marjorie Pickworth  
740.826.8038  
mpickwor@muskingum.edu

#### **MISST Student Advisor**

Mary Kaufmann  
740.624.5494  
maryk@muskingum.edu

#### **Nursing Student Advisor**

Cindy Wilkins  
740.826.6149  
cindyw@muskingum.edu

### **Books and Class Supplies:**

Bookstore  
740.826.8170  
www.muskingumbookstore.com

### **Tuition Payments and Payment Plans:**

Business Office  
740.826.8111  
www.muskingum.edu/home/business

### **Parking and safety:**

Campus Police & Parking  
740.826.8155  
www.muskingum.edu/home/campuspolice

### **Computer Technology:**

Computer & Network Services (CNS)  
740.826.8050  
www.muskingum.edu/home/cns

### **Financial aid and loan information:**

Student Financial Services  
Jan Vejsicky  
740.826.8139  
janv@muskingum.edu  
www.muskingum.edu/home/financialaid

### **Research & Information Resource Support:**

Library  
740.826.8152  
www.muskingum.edu/home/library

### **Transcript Request:**

Registrar's Office  
740.826.8164  
www.muskingum.edu/home/registrar

### **Student ID:**

Campus Services  
740.826.8147

## **MUSKINGUM UNIVERSITY GRADUATE PROFILE**

### **GRADUATE DEGREES**

Master of Arts in Education (MAE)  
Master of Arts in Teaching (MAT)  
Master of Information Strategy, Systems  
and Technology (MISST)

### **GRADUATE TEACHER EDUCATION PROGRAMS**

#### **Licensure Programs**

Administrative Specialist; Early Childhood (initial licensure); Early Childhood (second licensure); Middle Childhood; Adolescent/Young Adult; Early Childhood Intervention Specialist; Intervention Specialist: Mild/Moderate (initial licensure); Intervention Specialist: Mild/Moderate (second licensure); Intervention Specialist: Talented and Gifted; Intervention Specialist Moderate/Intensive (initial licensure); Intervention Specialist Moderate/Intensive (second licensure); Principal, Ages 3–14; Principal, Ages 8–21; Pre-K Special Needs (validation); Early Childhood Development (validation); Early Childhood Generalist (endorsement); Middle Childhood Generalist (endorsement); Reading (endorsement); Superintendent; Talented and Gifted (endorsement); TESOL (endorsement)

#### **Non-Licensure Programs**

Adult Education and Human Resource Development, Art Professional Development, Music Professional Development, Invitational Teacher-Leader

### **GRADUATE ENROLLMENT**

Approximately 1400 students enrolled in graduate classes, including more than 500 degree-seeking students

### **FACULTY**

102 current full-time faculty, including two librarians  
93% possess terminal degrees in their discipline

### **CAMPUS**

225 acres with 20 major buildings

### **LOCATION**

Muskingum University is located in New Concord, Ohio (70 miles east of Columbus). Graduate & Continuing Studies is located in Montgomery Hall, room 117.

### **ACCREDITATION**

Muskingum University has been continuously accredited since 1919 by the North Central Association of Universities and Schools – 159 North Dearborn, Chicago, IL 60601, (312) 263-0456 – (renewed in 2003), and is authorized by, and receives periodic reauthorization from, the Ohio Board of Regents – 30 E. Broad Street, 36th floor, Columbus, OH 43215, (614) 466-6000 – to grant its degrees.

The program in chemistry is approved by the American Chemical Society – 1155 Sixteenth Street NW, Washington, D.C. 20036, (202) 872-4589.

The Muskingum University Teacher Education Unit is accredited by the National Council for Accreditation of Teacher Education (NCATE) for both initial and advanced programs. Muskingum University is fully approved for teacher education by the Ohio Department of Education – 25 South Front Street, Columbus, OH 43215, (877) 644-6338 – and is a member of the Interstate Certification Compact which provides for comparable certification in numerous other states including Pennsylvania, New York and New Jersey.

Muskingum holds memberships in the American Council on Education, the Council for the Advancement and Support of Education, the Council of Independent Universities, and the Association of Independent Universities and Universities.

Muskingum University is an accredited institutional member of the National Association of Schools of Music – 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190, (703) 437-0700.

The university is also a member of the Ohio Confederation of Teacher Education Organization (OCTEO).

## GENERAL INFORMATION

### ACADEMIC SUPPORT RESOURCES

**The University Library** (1960) accommodates 180 students for group or individual study. Its collections include more than 209,157 items, 310 journal subscriptions, and 14 daily/weekly newspaper subscriptions. In addition, the Library provides access to: 100+ research databases; 7,100 full-text electronic journals; 31,000 full-text electronic books; 125,000 digital images; 110,000 digital audio files; and 2,250 digital videos. As a member of the OPAL and OhioLINK consortia, library services to Muskingum University students, faculty, and staff include borrowing privileges at 85 academic libraries throughout the state. The library is an official depository for United States and State of Ohio publications and information. The Muskingum University Library online catalog and other electronic library resources are available to students and faculty at <http://muskingum.edu/~library> as well as in the library itself.

**Computer, Data, and Voice Facilities** are provided through a robust backend and fiber optic infrastructure. Server environments are UNIX-based while client systems utilize current versions of the Microsoft Windows operating system. Muskingum's academic quadrangle houses three large open access laboratories and eight discipline-specific facilities for Art, Theatre, Graphic Arts, Computer Science (Linux), Physics and Engineering, Modern Languages, Music, Psychology, and Education (wireless laptops). In the residential areas, four additional seven-day/24-hour open access facilities are maintained. Each facility is equipped with a dot matrix and laser printer while image scanning and plotting are provided separately as needed. All campus offices, laboratories, and residential rooms are provided with data and voice services which include internet, local dial tone, voice mail, and long distance access.

**The Center for Advancement of Learning** administers the Learning Strategies and Resources Program providing academic assistance to all students. Its programs and professional staff use a learning strategies approach to help students build on their strengths and develop lifelong learning skills. All students have the opportunity to meet on a weekly basis with professional staff. Any qualified student with a disability who provides substantiating documentation may receive reasonable accommodation or academic adjustments.

### AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE/AUXILIARY AIDS

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, reasonable accommodations will be provided to a student (1) upon request, and (2) who presents verification

of qualifying documentation that establishes a disability and (3) who demonstrates the need for specific accommodations due to a substantial impairment in one or more major life functions. Documentation should be conducted by a qualified professional, contain evidence to identify the disability and its implications, establish specific recommendations for accommodations with rationale supporting the need for such accommodations, and be no more than three years old. Reasonable accommodations are provided with no additional charge to students.

Muskingum University makes available to qualified students with disabilities those reasonable accommodations necessary to provide appropriate access to the learning environment and the opportunity to demonstrate academic achievement. The scope and amount of auxiliary aids to be provided is determined on an individual basis, depending upon the extent and nature of the student's challenging conditions. Auxiliary aids are facilitated by the Center for Advancement of Learning. To procure auxiliary aids, qualified students must identify themselves to and direct all requests for those aids to the Director of the Center for Advancement of Learning, who is responsible for making auxiliary aids available. Other accommodations, such as those physical/environmental in nature, are arranged by the University's Director of Human Resources, Compliance Coordinator, (740) 826-8114.

Auxiliary aids provided to qualified students with a disability may include additional time for completing examinations, proctoring of examinations in an alternative test environment, a reader for examination questions, scribing oral responses to examination questions, cassette recorders for recording lectures, coordination of Textbooks on Tape services, and tape recording of text material unavailable through other services. Required documentation should be submitted to the Director of the Center for Advancement of Learning.

### AVAILABILITY OF STUDENT RECORDS

Muskingum University abides by the Family Educational Rights and Privacy Act of 1974 as amended. All students have access to their education records on file with the University and have the right to challenge records they feel are inaccurate. Further information is available from the Registrar's Office.

### CALENDAR

The Graduate and Continuing Studies academic calendar is twelve months in length, beginning with the Fall Term. There are three terms in the academic year: Fall, Spring, and Summer. Short session classes are considered part of the longer term. Some programs and select off-campus courses may adhere to calendars that differ from the Graduate and Continuing Studies academic calendar. Please refer to the appropriate program section of this catalog or contact Graduate and Continuing Studies (740-826-8038) for additional information.



## **CAMPUS COMMUNICATION**

The University will communicate official information to the campus community via campus email. For this reason all faculty, staff and students of the University are provided with campus email addresses and are asked to make a practice of checking their addresses frequently to retrieve information/communications which may be pertinent to them. Computer and Network Services is available to assist the campus community with the electronic communication system. Students should contact Graduate and Continuing Studies for information on activating their account.

## **COMMENCEMENT**

The University hosts a graduate commencement ceremony one time annually. Muskingum University issues diplomas to students who have completed all requirements of their degree program three times each year at dates corresponding roughly with the end of each academic term. For specific dates, refer to the graduate calendar.

## **GRIEVANCE PROCEDURE**

Muskingum University's internal grievance procedure provides for prompt and equitable resolution of complaints made by students and employees alleging any action prohibited by US Department of Education, Office for Civil Rights, regulations implementing Section 504 of the Rehabilitation Act of 1973, as amended, (29 USC 794), and Title IX of the Education Amendments of 1972 which prohibit discrimination on the basis of handicap and sex, respectively. Complaints should be set forth in writing and addressed to the Director of Human Resources, Compliance Coordinator, Montgomery Hall, (740) 826-8114, who has been designated to coordinate the University's compliance activities pursuant to the indicated regulations. The full text of the grievance procedure may be found in The Student Handbook or The Faculty Handbook.

## **GRADUATE AND CONTINUING STUDIES**

Muskingum University Graduate and Continuing Studies provides academic administration of all graduate, post-baccalaureate, adult degree completion and continuing studies programs. Graduate and Continuing Studies is located in Montgomery Hall, room 117, and can be reached via telephone at 740-826-8038 or via fax at 740-826-6038.

## **HUMAN SUBJECT RESEARCH REVIEW**

Students conducting research projects involving the participation of human subjects must, according to federal regulation 45 CFR Part 690, 101-690.124, seek the approval of the Human Subjects Research Committee (HSRC) for their research. To obtain this authorization, students must submit a completed Human Subjects Research Review Form to the Human Subject Research Committee. This form is available online or in the Graduate and Continuing Studies office.

## **NON-DISCRIMINATION STATEMENT**

Muskingum University does not discriminate on the basis of race, color, religion, sex, national or ethnic origin, age, handicap, physical challenge, disability, sexual orientation, socioeconomic status or political affiliation, in admission or access to, or treatment or employment in its education programs and activities, including rights and privileges, educational policies, scholarship and loan programs, athletic activities and school-administered programs. The Director of Human Resources, Compliance Coordinator, has been designated to coordinate the University's compliance with the nondiscrimination requirements under Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972 and the Age Discrimination Act of 1975, which prohibit discrimination on the basis of handicap, race, sex and age, respectively. The Director of Human Resources, Montgomery Hall, may be contacted at (740) 826-8114.

## **SOURCES OF CONSUMER INFORMATION**

Muskingum University's graduate academic programs and policies are described in this catalog. Undergraduate academic programs and policies are described in the Muskingum University Course Catalog. More specific information about undergraduate programs is available from the Registrar, departmental chairs and in The Student Handbook at <http://www.muskingum.edu/home/registrar/academiccatalogs.html>. Additional information about graduate programs is available from Graduate and Continuing Studies, and from program directors. Accreditation documents can be reviewed in the Office of the Vice President for Academic Affairs. Muskingum's costs and refund policy are detailed in this catalog and in printed material available, along with specific information about financial aid programs and the rights and responsibilities of aid recipients, in the Office of Student Financial Services. Information concerning specific fees and charges is available from the Business Office.

## **"Student Right to Know" Act**

Information pertaining to the "Student Right to Know" Act and PRAXIS results (listed in the Education Department's section in the Undergraduate Course catalog) for Muskingum University's Teacher Education students is available on the Muskingum University website, <http://www.muskingum.edu> or in hard copy form from the Registrar and the Office of Admission.

## **Annual Crime Statistics Disclosure**

Muskingum University provides statistics for the previous three years concerning reported crimes which have occurred on campus, in certain off-campus buildings, and at property owned or controlled by the University. Additionally, this report includes crimes on public property within or immediately adjacent to and accessible from campus. The report also includes institutional policies concerning campus security such as policies concerning crime prevention, reporting of crimes, alcohol and drug use, sexual assault, and other matters. This report is available at <http://www.ope.ed.gov/security/index> or by contacting Campus Police.



## **CAMPUS LIFE**

*This section provides a brief synopsis of the Campus Life policies and procedures applicable to graduate, post baccalaureate, adult degree completion and continuing education students. Comprehensive policy statements provided in the Student Handbook are applicable to all students except as explicitly contradicted herein for the aforementioned students.*

Muskingum University prides itself on developing an environment on campus that both challenges and supports students to strive for personal success. The philosophy of the Student Affairs division at Muskingum University is to provide services and programs that support and enhance the academic mission of the institution. Within the broad context of the student experience, Muskingum University sees the graduate population as part of the larger University community and encourages graduate students to take advantage of all the services and activities available to them.

## **HOUSING**

The Student Life Office in the top of the Student Faculty Center will assist graduate students who are interested in living in or about the New Concord community by providing a list of known community accommodations and advising students on resources to support their search for lodgings.

## **FOOD SERVICES**

Graduate students may eat at The Bait Shop (located in the Bottom of the Student Faculty Center) during the day and at either of the University dining halls (located in Patton Hall on the East Hill and Thomas Hall on the West Hill) throughout the day and early evening by paying cash at the door or using their Muskie Bucks account funds. All hours and rates for meals are posted at these dining facilities.

## **STUDENT IDENTIFICATION CARDS**

ID cards are available through Campus Services, and are required to take advantage of many campus services, including the library, computer labs, printing, and sporting events. To better serve Graduate and MAP students, Campus Services is open until 5:30 pm during the first week of class.

## **COUNSELING SERVICES**

The Office of Counseling Services is available to assist students, faculty and staff. Students may seek guidance concerning decisions related to educational and vocational plans, as well as personal problems. Personal and/or career counseling is available to all students; consultation is available to faculty and staff. All walk-in services are free of charge. The staff also presents workshops designed to help educate students and to develop skills necessary for success both in University and in the world of work. All sessions are confidential and are intended to help students solve their problems.

## **CAREER SERVICES**

The Office of Career Services assists undergraduate and graduate students, as well as alumni, in job searches, career counseling, coordination of on-campus recruitment, maintenance of files on employment opportunities and on-line postings for job opportunities. Graduate students are advised to begin preparation of their credentials as early in the course of their graduate studies as possible. Credentials files will be mailed to potential employers at the request of employers or the student at no charge. These files are maintained for five years unless contact, in writing, by the student to keep them active for a longer period of time.

## **THE QUAD CENTER**

The Quad Center is the hub of campus social activities, a place where students, faculty members and visitors are equally welcome. The center provides the services, conveniences and activities required by members of the University community.

Included in the center's facilities are a bookstore and University shop, snack bar, mail room, lounge and Student Life Offices which operate primarily during the standard business day. Some programs provide extended services, and students are advised to check current operating hours. Additionally, the lounge space in the Top of the Center (TOC) and the gathering area in the Bottom of the Center (BOC) remain open until 11:00 p.m., Monday through Friday.

## **CULTURAL LIFE**

Cultural opportunities are available to students and the entire University community under the sponsorship and direction of a number of organizations and departments and through a spectrum of endowed lectureships.

The University brings outstanding individuals to campus for lectures, colloquia, and other activities designed to enrich and educate the campus community. A Distinguished Alumni Series features Muskingum alumni who have achieved notable distinction in their careers. As a part of the Ohio Poetry Circuit, the English department schedules a series of evenings in which noted poets read from their works in programs open to the community.

Musicians, dancers, actors, mimes and other artists perform on campus, often combining performances with lectures, master classes, and informal discussions with students. Scheduled choral and instrumental performances by student ensembles as well as recitals by Muskingum faculty fill out the musical calendar.

Creative work by Muskingum art students is regularly exhibited on campus. The art department also arranges trips for students to galleries and museums in nearby cities.

The Muskingum Players Dramatic Society, whose alumni include the late actress Agnes Moorehead, is dedicated to furthering interest in all forms of theatre and maintaining standards of excellence in theatrical production. Together with the Speech Communication and Theatre Department, the organization presents a season of major productions and student-directed plays.

Muskingum offers a variety of musical organizations, instrumental and vocal. Private lessons are available for academic credit in a number of applied areas. Students also may audition for the Southeastern Ohio Symphony Orchestra, which is jointly sponsored by the University and a board of trustees from neighboring communities.

### **THE RECREATION CENTER**

The Recreation Center (1986) connects on all floors with the John Glenn Physical Education Building to provide a complete varsity and intramural complex. The facility includes a varsity gymnasium with seating for 2,800; a practice room for baseball, softball, golf and archery; locker rooms for students, faculty, staff and officials; an observation lounge; and offices and seminar/conference rooms.

### **CAMPUS GOVERNMENT**

The Community Standards Board is composed of students from the undergraduate and graduate studies programs, staff and faculty who are charged with the objective of examining behaviors and institutional rules in specific cases in ways that carefully protect a student's rights, both procedural and substantive, while also emphasizing the student's obligation to abide by the community norms that the rules reflect. The board has jurisdiction in all disciplinary cases presented to the Board by the Student Affairs Office. The Peer Judicial Board, which has jurisdiction in first-level conduct hearings, is composed of students and advised by a staff advisor. Both bodies make recommendations to the Dean of Students or his/her designee who renders final outcomes.

### **COMMUNITY STANDARDS**

Muskingum University is an intentional undergraduate and graduate community—one that is purposely set somewhat apart from the world around it. Its focus is on education, as well as seeking increased development and integration of the whole person in the intellectual, spiritual, social, and physical aspects of life. As an educational community, it respects and encourages the development of individual virtues such as integrity, rationality, compassion, self-discipline, and personal responsibility.

The University also places special emphasis upon certain community ideals such as tolerance, civility, and respect for the person and conscience of others. As a University related to the Presbyterian Church, it holds additional values such as

honesty, the value and worth of each individual, the seriousness and inevitability of human shortcomings, and the hope for redemptive behavior. Such a community must depend upon the respect for certain principles and patterns of behavior by its members in order to function effectively. Students who join this community are making an implicit commitment to live by its standards, whatever the difference of their backgrounds has been.

A Code of Academic Responsibility provides the definitions, operational structure and policies for the academic programs. A University Code of Student Conduct provides the definitions, operational structure, and policies for life together on campus. Adherence to these Codes shall be considered an understood prerequisite for acceptance to and continuance in the University. As an institution within the State of Ohio, Muskingum University is committed to encouraging compliance with all state and local laws.

Muskingum University unequivocally condemns immoderate drinking. The University considers the decision to drink within moderation, or not to drink beverage alcohol at all, to be a value judgment on the part of each individual. Personal possession of limited amounts of beverage alcohol (beer and/or wine) is permitted in designated areas by residents of legal age. The consumption of beverage alcohol (beer and/or wine) is also permitted at registered social events by students of legal age. All social events must be approved through the Dean of Students or his/her designee.

Muskingum University is unalterably opposed to the possession and/or use of non-prescribed drugs, narcotics, or hallucinogens by all members of the University community.

Muskingum modifies the individual's privilege of smoking by considerations of safety, avoidance of litter, and respect for the rights of nonsmokers; smoking is therefore prohibited in all campus facilities (including the traditional residence halls).

Students bringing motor vehicles on the campus must register them with Campus Police and abide by the Parking Regulations if they are to retain this privilege.

The continuation of students in University depends not only on their ability to maintain satisfactory academic standards, but also on their ability to support Muskingum's ideals and standards. Students are held responsible for their behavior at all times, both on and off campus. If a student is dismissed from the institution, the University has no obligation to return any fees or tuition. Furthermore, by enrolling at this private institution, a student and his agents or guardians, agree to release and indemnify the University, its personnel, officers, agents, or directors from any liability. In all cases the student is guaranteed the safeguard of essential procedural fairness. Specific policies and procedures are addressed in the annually-produced Student Handbook and updated through the University's official communication system.

## **ADMISSION, REGISTRATION AND FINANCIAL AID**

### **REGISTRATION**

Prior to the beginning of each term, Graduate and Continuing Studies publishes a course schedule, including instructions for registration. Typically, registration is done in consultation with the graduate academic advisor through Graduate and Continuing Studies.

### **ENROLLMENT AS A CONTINUING EDUCATION STUDENT**

Individuals who wish to take courses for professional or personal development may enroll as Continuing Education students, but no more than nine credits may be applied later to a degree.

### **ASSISTANTSHIPS**

Muskingum University offers a limited number of competitive graduate and research assistantships to highly-qualified candidates seeking admission to a graduate program as a full-time student. Awards are based on baccalaureate academic performance and an interview. The minimum GPA necessary for consideration is 3.0 on a 4.0 scale. Assistantships carry 9 semester hours of tuition remission per term and a stipend in exchange for a set amount of service to the University. Applicants interested in being considered should express their interest in writing to the Dean of Graduate and Continuing Studies, 117 Montgomery Hall.

### **FINANCING GRADUATE EDUCATION**

Eligible graduate students may take advantage of either the federal or alternative loan programs to finance their studies. Students must be enrolled on at least a half-time basis (4.5 credit hours per term) to qualify for federal Stafford loans. Some alternative loans are available to less-than-half-time students, though many require half-time enrollment. Information about these opportunities can be obtained in the Office of Student Financial Services, 109 Montgomery Hall, on-line at [www.muskingum.edu/home/financialaid](http://www.muskingum.edu/home/financialaid), or by phone at 740-826-8139. Highly qualified candidates seeking full-time enrollment may apply in writing for a limited number of competitive assistantships. The University also makes available a variety of payment plans to students.

## **WITHDRAWAL AND REFUND TERMINOLOGY**

### **Drop**

Student negates registration for a class before or during the add/drop period. Add/drop forms are available in the Graduate and Continuing Studies office. The completed and signed form must be submitted to the Dean of Graduate and Continuing Studies.

### **Withdraw from class**

Student negates registration for a class after the add/drop period and prior to the last day of class. Forms are available in the Graduate and Continuing Studies office. The completed and signed form must be submitted to the Dean of Graduate and Continuing Studies.

### **Withdraw from program**

Student indicates in writing intention to discontinue the program and withdraws from all currently registered classes. The student must submit a written request to the Dean of Graduate and Continuing Studies. To be reinstated in the program, the student must reapply for admission and will be subject to program requirements in effect at the time of reinstatement.

### **Add/drop period**

The period of time during which a student may add or drop courses without financial penalty. Students can drop a class without penalty prior to the start of the second week of class.

### **Mitigating circumstances**

Significant events outside of the control of the student such as illness, illness of a child or dependent family member, death in the family, mandatory job transfer or temporary duty outside of the region, change of job responsibilities or hours of work may be considered mitigating circumstances.

### **Term**

The divisions of the academic calendar. The 12-month graduate academic calendar has three terms: Fall, Spring and Summer.

### **Session**

The division of a term during which graduate classes are scheduled. There may be two or more sessions within the Fall, Spring and Summer terms.

## **WITHDRAWAL AND REFUND POLICY**

### **Drop and refund**

Graduate students who wish to drop a class may do so before or during the add/drop period. Those who drop classes prior to the end of the add/drop period receive a full refund for all dropped classes. Students who drop all classes prior to or during the add/drop period are considered to be not enrolled for the term. Any financial aid for which the student may have been eligible is returned to the respective program. For students who drop some, but not all, classes prior to or during the add/drop period, the enrollment status and subsequent financial aid eligibility are effective as of the end of the add/drop period.

### **Withdrawal and refund**

Graduate students who wish to withdraw from a class may do so any time prior to the last day of class. Students who withdraw from some or all classes following the end of

the add/drop period are responsible for paying all tuition and fees for the courses. Students who withdraw from all courses within a given term are not necessarily considered by Muskingum University to be withdrawn from the program. Federal financial aid guidelines, however, consider such students to be withdrawn from the institution.

Financial aid awards to graduate students who withdraw from all classes after the end of the add/drop period but prior to the completion of 60% of the session will have their federal financial aid adjusted in accordance with federal regulations. Adjustments to financial aid are not required for students who withdraw after the end of the add/drop period from some, but not all, classes within the term. In all cases, graduate students are responsible for paying any balance due to the University.

Graduate students who wish to withdraw from a class after the add/drop period must submit a written request to the Dean of Graduate and Continuing Studies.

Graduate students who withdraw from a course receive a grade of "W", which is not included in the GPA computation.

## **ACADEMIC POLICIES AND PROCEDURES**

### **ACADEMIC ADVISING**

Students are encouraged to meet with an academic advisor prior to registration. Students who “self-advise” risk taking courses out of sequence or which may not count as part of their program. Appointments can be made by calling Graduate and Continuing Studies at 740-826-8038.

### **GRADE APPEAL**

Students are encouraged to resolve concerns about grades by meeting with the faculty member who is involved, or with the appropriate program director. Formal grade appeals must be initiated by sending a written request to the program director, or to the department chair if the program director is party to the concern, within six weeks following the decision. The director or chair will issue a response after the appeal has been received and reviewed. The decision of the program director may be appealed to the chair; the chair's decision may be appealed to the Vice President of Graduate and Continuing Studies who is the final arbiter.

### **ACADEMIC CREDIT**

The unit of academic credit for all graduate courses is the semester hour of credit. Each graduate program specifies the number of credit hours required for degree or licensure completion.

### **ACADEMIC DISHONESTY**

Plagiarism, cheating and other forms of academic dishonesty are serious offenses, and the faculty member has the prerogative of invoking the most severe penalty for the initial offense. Insofar as a first offense is concerned, the minimum penalty for academic dishonesty is a failing grade on the paper or examination; a second offense may result in a failing grade in the course. The student found responsible a second time may also be suspended or expelled from the graduate program. In either case, the faculty member should submit a written report of the offense to the Program Director, the Dean of Graduate and Continuing Studies, and the Vice President of Academic Affairs; and the incident will be recorded in the student's file. Academic dishonesty is considered evidence of lack of moral character, and may be grounds for denying recommendation for licensure in education programs.

### **ACADEMIC DISMISSAL**

A graduate student whose cumulative grade point average remains below 3.0 for two consecutive terms of enrollment may be dismissed from the graduate program. Formal appeals of academic dismissal must be initiated by sending a written request to the Dean of Graduate and Continuing Studies

within six weeks following the decision. The Dean will issue a response after the appeal has been received and reviewed. The Dean's decision may be appealed to the Vice President for Academic Affairs, who is the final arbiter.

### **ACADEMIC PROBATION**

A graduate student whose cumulative grade point average falls below 3.0 will be placed on academic probation. The Program Director will notify the student of the probationary status and develop an individual learning plan through which the student can regain academic good standing. To regain good standing, the student must raise the grade point average to 3.0 by the end of the following term of enrollment.

### **ACADEMIC STATUS**

To be in academic good standing, a student must earn and maintain a grade point average of 3.0. No more than 6 credits below a grade of B- may be applied toward a degree. Students may repeat graduate courses. While the transcript will record both grades, only the second grade will be included in the calculation of the grade point average. Students may not register for any one course more than two times.

### **ATTENDANCE**

Graduate students are expected to attend all scheduled class meetings, to complete work on time, and to make up work missed because of emergency absences. Faculty should be notified of the reason for any absence.

### **CATALOG GOVERNING PROGRAM REQUIREMENTS**

The program requirements of students who have applied and been admitted to a degree or licensure program will be governed by the Graduate Catalog in effect at the time of application. Curriculum changes to meet licensure requirements supercedes provisions in the catalog of entry. The program requirements of students who take more than nine semester hours of credit in any program, but who have not been admitted, will be governed by the Graduate Catalog in effect at the time of their first enrollment. The University reserves the right to change, without notice, rules, policies, fees, curricula, courses and other matters.

### **EXEMPTION FROM REQUIREMENTS OR SUBSTITUTION FOR COURSES**

Exceptions from requirements and substitutions for courses may be approved if the student has demonstrated mastery of the material through other coursework or experientially. Any exceptions to degree requirements must be approved by the appropriate Program Director in consultation with the Certification Officer or Chair of the department encompassing the content area, and must be replaced by a course of equal or greater credit.



## GRADE POINT AVERAGE

All courses for which a student has registered except those resulting in a grade of I, WIP, W, L or NR are included in computation of a grade point average (GPA). Grade point average is determined each term by multiplying the number of grade-based quality points by the number of credits for each course; adding the results for all courses during the term, and dividing by the total number of credit hours. Cumulative grade point average is calculated similarly, using the total number of quality points and credits the student has earned within a degree-level.

## GRADING POLICY

Grades in graduate courses are assigned on the following scale. All graduate students at Muskingum University must have a 3.0 or better GPA to remain in good academic standing or to graduate. Higher grade or GPA standards mandated by individual graduate programs or by licensure requirements, however, take precedence over University minimum standards.

### Grades

A, A-	= Excellent
B+, B	= Good
B-	= Satisfactory
C+, C, C-	= Pass
F	= Unsatisfactory
L	= Audit
WIP	= Work in progress
NR	= Not reported
I	= Incomplete work in a course
W	= Withdrawal (with no penalty)

### Quality Points

A	= 4 quality points (q.p.)
A-	= 3.667 q.p.
B+	= 3.333 q.p.
B	= 3.000 q.p.
B-	= 2.667 q.p.
C+	= 2.333 q.p.
C	= 2.000 q.p.
C-	= 1.667 q.p.
F	= 0.000 q.p.

The Registrar reports all graduate student grades and credits to the appropriate Program Director at the close of each term. The Program Director will notify students of any resulting change in academic status.

**Work in Progress (WIP)** is awarded in a course for which work typically requires research, study or participation beyond the normal limits of a term. WIP grades may be extended for up to two years, and will prevent a student from completing a degree.

**Incomplete (I)** grades may be awarded by faculty when unusual circumstances prevent a student from completing course assignments within the term of registration. It is the prerogative of the instructor to establish a deadline (not to exceed one term) for completion of the work necessary to satisfy an incomplete grade. In the absence of such a deadline, students are given one term to complete course requirements. Because second grade reports are not automatically sent upon completion of incomplete work, it is the student's responsibility to confirm that a letter grade has replaced the incomplete. An "I" grade will prevent a student from completing a degree. If class or field work assignments are not completed within the deadline set by the instructor, or within one term following the end of the original class, the "I" grade may revert to an "F" for the class work.

**Audit (L)** grades may be awarded if a student does not desire or qualify to receive graduate credit. Auditors are required to pay full tuition unless otherwise covered by University policy. Auditing students may enroll only on a space available basis, and with the permission of the Dean of Graduate and Continuing Studies. A grade of "L" may not be converted to another grade. Audited courses appear on a student's transcript but are not counted toward the GPA. Other than for Education field experience courses, Satisfactory/Unsatisfactory is not a grade option for graduate students.

## INTERNATIONAL STUDENTS

Through Graduate and Continuing Studies, Muskingum offers a variety of program options available to international students who desire to earn an advanced degree or licensure. Currently, Muskingum offers a Master of Arts in Education, Master of Arts in Teaching, the Master of Information Strategy, Systems and Technology and MAP undergraduate programs leading to bachelor's degrees in Accounting, Allied Health Studies, Business, Child and Family Studies, Christian Education, Communication, Criminal Justice, Christian Education, Education, Information Systems and RN-to-BSN. Additional undergraduate majors are available to day students.

International students interested in learning more about these program options should contact the Director of International Programs.

## INTERNATIONAL APPLICATIONS

In addition to meeting the admissions criteria for a specific graduate program, international applicants must provide all necessary documentation, including:

- Official transcripts in native language and in English of all postsecondary work. Photocopies will not be accepted. Transcripts should indicate course titles, grades

received and any earned degrees.

- TOEFL scores of 213 (550 paper-based) or above for non-native English-speaking students. Official TOEFL results must be submitted. Muskingum's institutional code for submitting official TOEFL results is 1496.
- A 500-word essay in English describing your academic goals. The essay must be written in your own hand and cannot be typed.
- Certified bank statements or other evidence of financial support demonstrating the ability to pay the total cost to attend Muskingum University.

After meeting these requirements and providing the documentation described in the international student application, accepted students will be issued the I-20 Form in order to obtain their student (F-1) visas. The International Programs Office provides pre-arrival information, an orientation program and assistance with immigration and visa requirements for all international students admitted to Muskingum University.

### **NON-DEGREE SEEKING STUDENTS**

Persons who wish to take coursework at Muskingum for purposes other than pursuing a degree or licensure may enroll as non-degree seeking continuing education students. This classification includes, but is not limited to, certified teachers seeking additional credits, persons taking coursework for personal enrichment, visiting students and students enrolled in continuing education workshops. Up to 9 semester hours of credit earned as a non-degree student may be counted toward a degree or licensure program.

### **REPEAT COURSES**

Students may repeat graduate courses with permission of their academic advisor. While the transcript will record both grades, only the second grade will be included in the calculation of the grade point average. Students may not register for any one course more than two times.

### **STATUTE OF LIMITATIONS**

Graduate students must complete a degree within the period of time required by the program or mandated by licensure. If no such requirement or mandate exists the student is required to complete a degree within eight years following the first term of enrollment regardless of full-time or part-time status. Students who do not complete the degree within the statute of limitations may seek reinstatement by:

- Writing a letter requesting reinstatement
- Completing a new application form
- Paying the matriculation fee
- Interviewing with the Program Director

Students seeking reinstatement must meet the admissions standards and graduation requirements in place at the time of reinstatement.

### **TRANSCRIPTS**

Students who are in good financial standing may request official transcripts, which reflect coursework completed during the previous term(s), and bear the University seal and registrar's signature. The fee for official transcripts is \$5.00. Official transcripts may be sent directly to schools or organizations upon written request of the current student or graduate. Official transcripts, stamped "Issued to the Student" are available in the Registrar's Office.

### **TRANSFER CREDIT**

Transfer credit is awarded on a course-by-course basis for comparable graduate work completed with a grade of B or above at other regionally accredited colleges and universities. Each graduate program determines its own credit transfer policy, although University policy limits transfer credit to a maximum of nine semester hours of credit. Transfer credit is not included in calculation of the grade point average.

All transfer credit completed before admission into the graduate program must be approved by the Program Director. To transfer coursework for credits earned after admission into a degree or licensure program at Muskingum University, students must request approval from the Program Director prior to enrolling in courses at another institution. Upon completion of an approved course, the student must submit an official transcript of the work.



## **GRADUATE TEACHER EDUCATION PROGRAMS**

### **GRADUATE DEGREES**

Master of Arts in Education; Master of Arts in Teaching;

### **POST BACCALAUREATE TEACHER EDUCATION**

Multi-age (prekindergarten–12 in Foreign Language, Health, Integrated Sciences, Physical Education, Music, Visual Arts)

### **LICENSURE PROGRAMS**

Early Childhood (initial licensure); Early Childhood (second licensure); Middle Childhood; Adolescent/Young Adult; Early Childhood Intervention Specialist; Intervention Specialist: Mild/Moderate (initial licensure); Intervention Specialist: Mild/Moderate (second licensure); Intervention Specialist: Talented and Gifted; Intervention Specialist Moderate/Intensive (initial licensure); Intervention Specialist Moderate/Intensive (second licensure); Principal, Ages 3–14; Principal, Ages 8–21; Pre-K Special Needs (validation); Early Childhood Development (validation); Early Childhood Generalist (endorsement); Middle Childhood Generalist (endorsement); Reading (endorsement); Talented and Gifted (endorsement); TESOL (endorsement)

### **NON-LICENSURE PROGRAMS**

Adult Education, Art Professional Development, Music Professional Development, Invitational Teacher-Leader

### **TUITION FOR 2010-2011**

\$390/Semester Hour of Credit

### **BCI/FBI BACKGROUND CHECK**

A BCI/FBI background check is required of all individuals applying for teacher licensure; students must provide proof of current clearances before being fully admitted to their program, prior to the first field experience, and before beginning clinical practice. Clearances must be renewed as required by law. Students should note that even expunged offenses may prevent their ability to obtain licensure in the State of Ohio, and are responsible for assuring their own employability before beginning a program.

### **FACULTY**

All Muskingum University graduate faculty have 1) earned doctorates or exceptional expertise; 2) professional experience; 3) engagement in meaningful scholarship. Graduate faculty participate in academic governance to ensure the quality of the curriculum by reviewing the rigor and currency of courses, evaluating the degree program, and measuring the

achievements of the programs. Most graduate faculty have terminal degrees appropriate to the instruction they provide. Those who do not hold a terminal degree must be nearing completion of the degree, in an approved program of study leading to completion of the degree within five years, or have exceptional expertise.

All Muskingum University teacher education faculty must also provide evidence of service in school settings at the level that they supervise. They are expected to model best professional practices in scholarship, service and teaching, including assessment of their own performance; and to collaborate with colleagues in cooperating schools and in the profession.

Clinical faculty in the teacher education programs have professional experience in school settings at the level and in the fields they teach. School faculty cooperating with field or clinical placements (student teaching) are licensed in the fields they teach or supervise.

As a complement to full-time faculty, part-time faculty who are practitioners in the field and who hold terminal degrees or exceptional expertise provide essential service and value in professional graduate programs.

### **LICENSURE**

Upon application by the student and with the recommendation of the Program Director, the University licensure officer may recommend for licensure those students who have completed all licensure requirements, including all relevant Praxis examinations. Students in all Master of Arts in Education programs, except Educational Leadership, may apply for licensure whether or not they have completed all of the degree requirements. Candidates for the Principal's license may apply for licensure without completing all of the degree requirements if they will have earned a master's degree prior to program completion. Students seeking the Master of Arts in Teaching degree must complete all requirements of the program before applying for licensure.

### **ADMISSION TO GRADUATE TEACHER EDUCATION PROGRAMS**

Application is made to Muskingum University Graduate and Continuing Studies. Admission decisions are made by the Dean of Graduate and Continuing Studies upon recommendation from the appropriate Program Director.

Students are eligible for admission to graduate studies at Muskingum University if they have an earned baccalaureate degree with a 2.70 minimum grade point average from a regionally accredited University or university. To be admitted to a degree program, students must meet additional requirements for that program. Students may matriculate at the beginning of any session.

For specific admission requirements to the Master of Arts in Education, refer to MAE Admission Gateways.

For specific admission requirements to the Master of Arts in Teaching, refer to MAT Admission Gateways.

While previous academic achievement suggests likelihood of success in graduate studies, Muskingum University recognizes that individual circumstances and experiences may mitigate usual standards of achievement. Students who feel that the admissions criteria do not accurately measure their own capability, performance, and commitment to their chosen profession may submit additional or alternative evidence of their achievement and potential. The Program Director will take additional or alternative evidence into account before making a recommendation concerning admission to the Dean of Graduate and Continuing Studies.

Students who have not applied for admission to a degree or licensure program may enroll in courses; however, a maximum of nine credits with a grade of B or above earned prior to admission into a licensure program may be applied subsequently to the program. The graduate grade point average earned through completion of these credits will be considered in evaluating a candidate's application for admission into the program.

A maximum of nine credits with a grade of B or above may be transferred from graduate programs at other regionally accredited Universities and universities at the discretion of the Program Director.

## **GRADUATE TEACHER EDUCATION TUITION AND FEES**

Graduate tuition is charged on a per credit basis. Students enrolled in nine or more credits are considered to be full-time. Additional instructional, technology, and document binding fees may be required of some courses or programs. To be registered for classes, students must pay tuition or make provision for payment of tuition before the beginning of each session. Information about the University's deferred payment plan is available in the Student Accounts Office or the Office of Student Financial Services.

### **Tuition (2010-2011)**

Per Semester Hour of Credit ..... \$390

### **Special fees**

Matriculation fee ..... \$20  
Application for graduation ..... \$25  
Official transcript ..... \$5

## **GRADUATE TEACHER EDUCATION POLICIES AND PROCEDURES**

### **Academic Load**

Unless otherwise specified by the graduate program, a full-time academic load is comprised of nine semester hours of credit per term or session. There is no minimum registration requirement; 4.5 credit hours are considered to be a half-time load for financial aid purposes. A graduate student enrolled for more than 15 credits in one term is considered to be on academic overload. To qualify for overload, a student must have a cumulative graduate grade point average of 3.0 or above, and must have the signature of the Program Director or faculty advisor.

### **Add/Drop Period**

Graduate students may add or drop classes without penalty during the add/drop period indicated in the graduate schedule of classes for the session. Add/drop forms are available in the Graduate and Continuing Studies office. The completed and signed form must be submitted to the Dean of Graduate and Continuing Studies for approval.

### **Capstone Project – Continuing Enrollment Policy**

Students who registered for their capstone projects in the Fall 2004 term or after will have 12 months in which to finish their projects. Students who fail to complete the projects by this deadline must petition the Program Director for an extension of no more than one year (three terms). If the extension is approved, the student will register for EDUC 714 (1 credit) per term until the project has been completed and submitted for a final grade.

Students may withdraw without refund from their capstone at anytime, but will need to re-register for the 3-credit capstone course(s) in order to complete their program.

### **Clinical Practice Placement**

The district in which the student is completing Clinical Practice agrees, where possible, to provide a qualified cooperating teacher to assist in the supervision and evaluation of the student teacher. If a qualified cooperating teacher within the district or building is not available, or if the cooperating teacher is no longer able to provide supervision, the student may be required at the discretion of the Program Director to change placement locations and/or to repeat some or all of the Clinical Practice experience in another district during the current or a subsequent term.

### **Continuing Education Units**

Muskingum University offers the option of earning CEUs (Continuing Education Units) to graduate students in education. Students who desire CEU credit for coursework must indicate this desire at the time of course registration. Students who desire CEU credit for a course are enrolled in the course on a space-available basis. Courses taken for CEU

credit cannot be counted toward a degree program or for any new licensure or endorsement. Students are responsible for verifying the applicability of CEUs to their particular circumstances. Additional information about CEUs can be found on the Ohio Department of Education website at [www.ode.state.us](http://www.ode.state.us).

### **Degree, Licensure and Endorsement Limits**

Students may earn one degree and up to two licensures, endorsements or specializations through Graduate and Continuing Studies programs after which they must be able to document one year of related professional experience before beginning another licensure, endorsement or specialization program.

### **Field Placement Incomplete (I) Grades**

Incomplete grades for field placements are left to faculty discretion. Faculty may indicate the amount of time, not to exceed one calendar year, in which the student must complete a field placement. Incomplete grades not satisfied by deadline date will revert to an “unsatisfactory” grade. In the absence of such a deadline, the field placement must be completed within one year after the beginning of the course to which the field placement is attached.

### **MASTER OF ARTS IN EDUCATION (MAE)**

The Master of Arts in Education (MAE) is designed for licensed or certified educational professionals and prepares students for licensure in Early Childhood; Early Childhood Intervention Specialist; Intervention Specialist: Mild/Moderate; Intervention Specialist: Moderate/Intensive; Intervention Specialist: Talented and Gifted; Principal, Ages 3–14; Principal, Ages 8–21; Pre-K Special Needs (validation); Early Childhood Development (validation); Early Childhood Generalist (endorsement); Middle Childhood Generalist (endorsement); Reading (endorsement); TAG (endorsement); TESOL (endorsement). Non-licensure options include Invitational Teacher-Leader, Adult Education, as well as enrichment opportunities in art and music.

### **Program Philosophy**

The Master of Arts in Education program is based on the belief that educators play an important role in encouraging, equipping and empowering all students to become rational, competent, productive and responsible citizens capable of meeting the challenges of today’s society. Professional educators can best respond to all students’ needs by expanding their own knowledge base and by gaining the skills needed to lead classrooms and schools in a climate that focuses on standards-based instruction, high-stakes accountability and working in collaborative teams.

### **MAE Admission Gateways**

Admission into Muskingum University’s MAE program is designed with 2 or 3 points of reflection or gateways at which progress is assessed before the student moves to the next

level of professional preparation. If a deficit is identified at any of these gateways, the student and the Program Director can then discuss an individual learning plan to redress those concerns. With the approval of the Dean of Graduate and Continuing Studies, this individual learning plan may allow the student to begin or continue the program. The conditions agreed upon must be completed within a specified period of time.

#### **Gateway 1: Admission into Advanced Teacher Preparation Program**

- Complete application for Admission into Advanced Teacher Preparation Program with signed statement of Good Moral Character, signed statement of Licensure Requirements, and signed Field Trip Waiver
- Hold a teaching certificate and/or license
- Obtain an acceptable BCI/FBI background check according to state/federal law

#### **Gateway 2: Admission into Clinical Practice**

- Complete application for Admission into Clinical Practice
- Have no more than one content course required for licensure to complete
- Possess a cumulative G.P.A. of 3.0 or higher in all graduate coursework
- Complete all graduate coursework with grades of B- or higher
- Complete all required internal SPA assessments to-date with at least 90% of the elements/indicators of each assessment rated at or above “meets the standard”
- Demonstrate professional dispositions with no rating below “meets the standard”
- Obtain an acceptable BCI/FBI background check according to state/federal law

#### **Gateway 3: Exit from the Program**

- Complete application for licensure as appropriate
- Complete all coursework required for licensure
- Possess a cumulative G.P.A. of 3.0 in all graduate coursework
- Complete all graduate coursework with grades of B- or higher
- Complete all required internal SPA assessments with at least 90% of the elements/indicators of each assessment rated at or above “meets the standard”
- Demonstrate professional dispositions during clinical practice with no rating below “meets the standard”
- Complete clinical practice with a grade of B- or higher
- Meet qualifying scores on all required Praxis II tests
- Obtain an acceptable BCI/FBI background check according to state/federal law

## **Minimum† Program Requirements**

*†Number of credit hours and additional coursework requirements may vary dependent upon previously earned certifications and/or licensures. Students are advised to meet with a graduate advisor prior to registering for any term or session.*

**Adult Education** (31 credits): EDUC 605, 606, 607, 608, 830, 513, 574, 575, 576, 583; one of the following EDUC 584, 518 or 3 elective credits

**Art** (31 credits): EDUC 605, 606, 607, 608; one of the following: EDUC 700, 705/706 or 710; 680, 681; three of the following EDUC 682, 683, 684, 685, 686, 687; 3 elective credits

**Early Childhood**, licensure (60-62 credits): 605, 606, 607, 608; one of the following: EDUC 700, 705/706 or 710; EDUC 519, 528, 555, 578, 586, 588, 591, 592, 593, 594, 599, 520, 521, 523, 524, 692

**Early Childhood Development**, endorsement (39-41 credits): EDUC 605, 606, 607, 608; one of the following: EDUC 700, 705/706 or 710; 578, 591, 592, 593, 594, 595, 520, 692 and 3 elective credits

**Early Childhood Generalist**, endorsement (31 credits): EDUC 605, 606, 607, 608; one of the following: EDUC 700, 705/706 or 710; 655, 656, 657 and 6 elective credits

**Early Childhood Intervention Specialist**, licensure (62 credits): EDUC 605, 606, 607, 608; one of the following: EDUC 700, 705/706 or 710; 578, 592, 593, 586, 588, 599, 528, 595, 596, 597, 598, 520, 521, 523, 524, 547, 688

**Pre-K Special Needs (EEH)**, endorsement (50 credits): EDUC 605, 606, 607, 608; one of the following: EDUC 700, 705/706 or 710; 528, 578, 591, 592, 593, 595, 596, 597, 598, 520, 521, 547, 688

**Intervention Specialist: Mild to Moderate**, licensure (50-56 credits): EDUC 605, 606, 607, 608; one of the following: EDUC 700, 705/706 or 710; 528, 531, 534, 536, 550, 555, 568, 520, 521, 523, 524, 547, 688; candidates with a middle childhood license choose two of the following: EDUC 532, 533, 586, 588, 599; candidates with a secondary or any K-12 certificate childhood license, or any AYA or multi-age license: EDUC 532, 533

**Intervention Specialist: Moderate to Intensive**, licensure (53 credits): EDUC 605, 606, 607, 608; one of the following: EDUC 700, 705/706 or 710; 528, 536, 548, 550, 555, 557, 558, 559, 520, 521, 524, 526, 547, 688

**Intervention Specialist: Talented and Gifted**, licensure (50 credits): EDUC 605, 606, 607, 608; one of the following: EDUC 700, 705/706 or 710; 540, 541, 542, 543, 550, 547, 688, 520, 521, 523, 524; candidates with a secondary or any K-12 certificate, or any AYA or multi-age license: EDUC 532, 533

**Invitational Teacher-Leader** (31 credits): EDUC 605, 606, 607, 608; one of the following: EDUC 700, 705/706 or 710; 600, 601, 602, 603, 604, 3 elective credits

**Middle Childhood Generalist**, endorsement (31-37 credits): EDUC 605, 606, 607, 608, ; one of the following: EDUC 700, 705/706 or 710; Math content courses 644, 645; Science content courses 646, 647; Social Studies content courses 648, HIST 574; Language Arts content courses ENGL 501, EDUC 649; 6 elective credits

**Music** (31 credits) EDUC 605, 606, 607, 608; one of the following: EDUC 700, 705/706 or 710; MUSC 640, 641, 645, 646, 647; one of the following MUSC 642, 643 or 644; 2 applied music elective credits, 2 ensemble music credits

**Principal Ages 3-14 or Ages 8-21**, licensure (56 credits): EDUC 513, 550, 605, 606, 629, 632, 720, 730, 740, 750, 760, 770, 790; one of the following: EDUC 800 or 801; EDUC 805, 806, one of the following 810/811 or 820/821; 3 elective credits

**Reading**, endorsement (31 credits): EDUC 605, 606, 607, 608, one of the following: EDUC 700, 705/706 or 710; 660, 661, 662, 663; 6 elective credits

**Talented and Gifted**, endorsement (32 credits): EDUC 605, 606, 607, 608; one of the following: EDUC 700, 705/706 or 710; 540, 541, 542, 543, 527, 549, 688

**TESOL**, endorsement (31 credits): EDUC 605, 606, 607, 608; one of the following: EDUC 700, 705/706 or 710; 609 634, 635, 636, 637, ENGL 503, EDUC 638, 639



## **MASTER OF ARTS IN TEACHING (MAT)**

The Master of Arts in Teaching provides an opportunity for persons who have earned a baccalaureate degree in disciplines other than teacher education to earn a master's degree while preparing for provisional licensure as entry-year teachers. Licensure programs are available in Early Childhood, Middle Childhood, Adolescent/Young Adult (Math, Language Arts, Social Studies, Chemistry, and Life Sciences), Intervention Specialist: Mild to Moderate and Intervention Specialist: Moderate to Intensive.

### **Program Philosophy**

The Master of Arts in Teaching, as an initial licensure program, is designed to develop professional educators who demonstrate effective entry-year performance in meeting the challenges of teaching all students. This perspective views teaching as an endeavor that requires flexibility, decision-making, personal reflection, collaboration, linkage of research and theory to classroom practice, and both leadership and service orientations. Students who successfully complete the MAT will exhibit an understanding of the liberal arts tradition, be committed to the profession, be dedicated to continuous learning, model ethical sensitivity and mutual respect, communicate the joy of learning, and foster the growth of learning communities. They will be prepared to encourage, equip and empower all students.

### **MAT Admission Gateways**

Admission into Muskingum University's MAT program is designed with four points of reflection or gateways at which progress is assessed before the student moves to the next level of professional preparation. If a deficit is identified at any of these gateways, the student and Program Director can then discuss an individual learning plan to redress those concerns. With the approval of the Dean of Graduate and Continuing Studies, this individual learning plan may allow the student to begin or continue the program. The conditions agreed upon must be completed within a specified period of time.

#### **Gateway 1: Admission into the Licensure Program**

- Complete application for Admission into Licensure Program with signed statement of Good Moral Character, signed statement of Licensure Requirements, and signed Field Trip Waiver
- Possess a cumulative G.P.A. of 3.0 or higher in all graduate coursework
- Complete all graduate coursework with grades of B- or higher
- Complete EDUC 500, EDUC 528, and one other graduate-level professional education course with a grade of B- or higher
- Satisfactorily complete field work required in EDUC 500 and EDUC 528
- Obtain qualifying Praxis I scores of 173 (reading), 172 (writing), and 172 (mathematics) or possess a 21 on the ACT or possess a 990 on the SAT
- Demonstrate professional dispositions with no unacceptable ratings

- Obtain an acceptable BCI/FBI background check according to state/federal law

#### **Gateway 2: Admission into Clinical Practice**

- Complete application for Admission into Clinical Practice
- Have no more than one content course required for licensure to complete
- All completed content courses that are required for licensure have been completed with a grade of C- or higher
- Possess a cumulative G.P.A. of 2.0 or higher in all completed content courses required for licensure
- Possess a cumulative G.P.A. of 3.0 or higher in all graduate coursework
- Complete all graduate coursework with grades of B- or higher
- Complete all required internal SPA assessments to-date with at least 90% of the elements/indicators of each assessment rated at or above "meets the standard"
- Demonstrate professional dispositions collected in EDUC 520 and/or EDUC 523 with no rating below "meets the standard"
- Obtain qualifying score(s) on the respective Praxis II specialty area test(s)
- Obtain an acceptable BCI/FBI background check according to state/federal law

#### **Gateway 3: Exit from the Program**

- Complete application for licensure
- Complete all program requirements
- Possess a cumulative G.P.A. of 3.0 or higher in all graduate coursework
- Complete all content courses required for licensure with a grade of C- or higher
- Possess a cumulative G.P.A. of 2.0 or higher in all content area courses required for licensure
- Complete all required internal SPA assessments with at least 90% of the elements/indicators of each assessment rated at or above "meets the standard"
- Demonstrate professional dispositions during clinical practice with no rating below "meets the standard"
- Complete clinical practice with a grade of B- or higher
- Obtain qualifying score on the Praxis II Principles of Learning and Teaching Test
- Obtain an acceptable BCI/FBI background check according to state/federal law

### **Minimum Program Requirements**

**Early Childhood**, licensure (62 credits): EDUC 500, 519, 528, 578, 586, 588, 591, 593, 594, 599, 520, 521, 523, 524, 513, 515, 517, 623, 627.

**Middle Childhood**, licensure (53 credits): EDUC 500, 528, 550, 561, 562; choose two of the following: EDUC 551, 552, 553, 554; EDUC 513, 515, 517, 521, 522, 523, 524, 624, 627

**Adolescent/ Young Adult**, licensure (Math, Language Arts, Social Studies, Chemistry and Life Sciences) (44 credits): EDUC 500, 523, 528, 550, 571, 572; choose one of the following: 564, 565, 566, 567; choose one of the following: EDUC 501, 502, 503, 504, or 505; EDUC 513, 515, 517, 625, 627.

**Intervention Specialist: Mild to Moderate**, licensure (56 credits): EDUC 500, 528, 531, 532, 533, 534, 536, 550, 555, 568, 520, 521, 523, 524, 517, 626, 627.

**Intervention Specialist: Moderate to Intensive**, licensure (53 credits): EDUC 500, 526, 528, 536, 548, 550, 555, 557, 558, 559, 520, 521, 524, 517, 526, 626, 627.

## **POST-GRADUATE PROGRAMS IN EDUCATIONAL LEADERSHIP**

The post-graduate educational leadership programs are designed for appropriately credentialed educators who elect to move beyond the classroom and into the building or district level. These programs prepare candidates for licensure as other school professionals including the principal's license (ages 3-14 or ages 8-21), the administrative specialist license in school-community relations; educational research; educational staff personnel administration; and curriculum, instruction and professional development; or the superintendent's license.

### **Program Philosophy**

Muskingum University's educational leadership programs are designed to develop educational leaders who encourage, equip and empower all participants in educational communities to support student learning, achievement and well-being through the development of clear goals, careful management of resources, the support of shared leadership, and the engagement of parents and community members in an active learning environment.

### **Licensure Programs**

Principal's License (ages 3-14 or ages 8-21), Administrative Specialist License, Superintendent's License

### **Tuition for 2010-11**

\$390/semester hour of credit

## **FACULTY**

All Muskingum University graduate faculty have 1) earned doctorates or exceptional expertise; 2) professional experience; 3) engagement in meaningful scholarship. Graduate faculty participate in academic governance to ensure the quality of the curriculum by reviewing the rigor and currency of courses, evaluating the degree program, and measuring the achievements of the programs. Most graduate faculty have terminal degrees appropriate to the instruction they provide. Those who do not hold a terminal degree must be nearing

completion of the degree, in an approved program of study leading to completion of the degree within five years, or have exceptional expertise.

All Muskingum University teacher education faculty must also provide evidence of service in school settings at the level that they supervise. They are expected to model best professional practices in scholarship, service and teaching, including assessment of their own performance; and to collaborate with colleagues in cooperating schools and in the profession.

Clinical faculty in the teacher education programs have professional experience in school settings at the level and in the fields they teach. School faculty cooperating with field or clinical placements (student teaching) are licensed in the fields they teach or supervise.

As a complement to full-time faculty, part-time faculty who are practitioners in the field and who hold terminal degrees or exceptional expertise provide essential service and value in professional graduate programs.

### **BCI/FBI Background Check**

All individuals applying for admission to a leadership licensure program must provide proof of an acceptable BCI/FBI background check as required by state/federal law. Documentation of current background checks must be on file prior to the first field experience and before beginning an internship. Clearances must be renewed as required by law. Students should note that even expunged offenses may prevent their ability to obtain licensure in the State of Ohio, and are responsible for assuring their own employability before beginning a program.

## **POST-GRADUATE PROGRAMS IN EDUCATIONAL LEADERSHIP POLICIES AND PROCEDURES**

### **Academic Load**

Unless otherwise specified by the graduate program, a full-time academic load is comprised of nine semester hours of credit per term or session. There is no minimum registration requirement; 4.5 credit hours are considered to be a half-time load for financial aid purposes. A graduate student enrolled for more than 15 credits in one term is considered to be on academic overload. To qualify for overload, a student must have a cumulative graduate grade point average of 3.0 or above, and must have the signature of the Program Director or faculty advisor.

### **Add/Drop Period**

Graduate students may add or drop classes without penalty during the add/drop period indicated in the graduate schedule of classes for the session. Add/drop forms are available in the Graduate and Continuing Studies office. The completed and signed form must be submitted to the Dean of Graduate and Continuing Studies for approval.

## **Clinical Practice Placement**

The district in which the student is completing Internship Practice agrees, where possible, to provide a qualified cooperating teacher to assist in the supervision and evaluation of the student teacher. If a qualified cooperating teacher within the district or building is not available, or if the cooperating teacher is no longer able to provide supervision, the student may be required at the discretion of the Program Director to change placement locations and/or to repeat some or all of the Clinical Practice experience in another district during the current or a subsequent term.

## **Continuing Education Units**

Muskingum University offers the option of earning CEUs (Continuing Education Units) to graduate students in education. Students who desire CEU credit for coursework must indicate this desire at the time of course registration. Students who desire CEU credit for a course are enrolled in the course on a space-available basis. Courses taken for CEU credit cannot be counted toward a degree program or for any new licensure or endorsement. Students are responsible for verifying the applicability of CEUs to their particular circumstances. Additional information about CEUs can be found on the Ohio Department of Education website at [www.ode.state.us](http://www.ode.state.us).

## **Degree, Licensure and Endorsement Limits**

Students may earn one degree and up to two licensures, endorsements or specializations through Graduate and Continuing Studies programs after which they must be able to document one year of related professional experience before beginning another licensure, endorsement or specialization program.

## **Field Placement Incomplete (I) Grades**

Incomplete grades for field placements are left to faculty discretion. Faculty may indicate the amount of time, not to exceed one calendar year, in which the student must complete a field placement. Incomplete grades not satisfied by deadline date will revert to an “unsatisfactory” grade. In the absence of such a deadline, the field placement must be completed within one year after the beginning of the course to which the field placement is attached.

## **Admission to the Post-Graduate Leadership Programs**

Application is made to Muskingum University Graduate and Continuing Studies. Admission decisions are made by the Vice President for Graduate and Continuing Studies upon recommendation for the appropriate program director. Students are eligible for admission to post-graduate studies at Muskingum University if they have an earned master's degree with a 3.0 minimum grade point average from a regionally-accredited college or university. To be admitted to individual programs, student must meet additional requirements for that program, including appropriate licensure and experience. Students may matriculate at the beginning of any session or term.

For specific admission requirements to the post-graduate leadership programs, refer to the Other School Professionals Preparation Gateways below.

Students who have not applied for admission to a degree or licensure program may enroll in courses, however, a maximum of nine credits with a grade of B or above earned prior to admission into a licensure program may be applied subsequently to the program. The grade point average earned through the completion of these credits will be considered in evaluating a candidate's application for admission into the program.

A maximum of nine credits with a grade of B or above may be transferred from appropriate programs at other regionally-accredited colleges or universities at the discretion of the program director.

## **Credential and Experience Qualifications for Post-Graduate Licensure**

Qualified candidates may complete the coursework for the administrative specialist license, but, in accordance with Ohio Administrative Code, can only be recommended for the license upon documentation of at least two years of successful teaching experience under the certificate or license required for the teaching position(s) held.

Qualified candidates may complete the coursework for the superintendent license, but, in accordance with Ohio Administrative Code, can only be recommended for the license upon documentation of at least three years of successful experience in a leadership position(s) requiring a principal certificate or license, an administrative specialist certificate or license, or a supervisor certificate.

All candidates are responsible for providing documentation of their licensure and experience qualifications necessary to be recommended for the respective license.

## **Post-Graduate Admission Gateways**

**Gateway 1:** Admission into Other School Professionals Preparation Program

- Complete application for Admission into Other School Professionals Preparation Program with signed statement of Good Moral Character, signed statement of Licensure Requirements, and signed Field Trip Waiver
- Hold a teaching certificate and/or license
- Obtain an acceptable BCI/FBI background check according to state/federal law

**Gateway 2:** Admission into Internship

- Complete application for Admission into Internship
- Complete all coursework required for licensure with the exception of those related to the internship
- Possess a cumulative G.P.A. of 3.0 or higher in all graduate coursework
- Complete all graduate coursework with grades of B- or higher



- Complete all required internal SPA assessments to-date with at least 90% of the elements/indicators of each assessment rated at or above “meets the standard”
- Demonstrate professional dispositions with no rating below “meets the standard”
- Obtain an acceptable BCI/FBI background check according to state/federal law

### Gateway 3: Exit from the Program

- Complete application for licensure
- Complete all coursework required for licensure
- Possess a cumulative G.P.A. of 3.0 or higher in all graduate coursework
- Complete all graduate coursework with grades of B- or higher
- Complete all required internal SPA assessments with at least 90% of the elements/indicators of each assessment rated at or above “meets the standard”
- Demonstrate professional dispositions during clinical practice with no rating below “meets the standard”
- Complete both internships with grades of B- or higher
- Meet qualifying scores on all required Praxis II tests
- Obtain an acceptable BCI/FBI background check according to state/federal law
- Candidates for the *administrative specialist license* must document at least two years of successful teaching experience under the certificate or license required for the teaching position(s) held
- Candidates for the *superintendent license* must document at least three years of successful experience in a leadership position(s) requiring a principal certificate or license, an administrative specialist certificate or license, or a supervisor certificate

### Minimum† Program Requirements

†Number of credit hours and additional coursework requirements may vary dependent upon previously earned certifications and/or licensures. Students are advised to meet with a graduate advisor prior to registering for any term or session.

**Administrative Specialist**, licensure (16-19 credits): EDUC 850, 851, 852, 853, 854, 864; candidates for School-Community Relations specialization: EDUC 855, 856; candidates for Educational Research specialization: EDUC 861, 862, 863; candidates for Educational Staff Personnel Administration specialization: EDUC 859, 860; candidates for Curriculum, Instruction and Professional Development specialization: EDUC 857, 858

**Superintendent**, licensure (21-22 credits): EDUC 850, 851, 852, 853, 854, 855, 857, 859; EDUC 865 or 866

## GRADUATE TEACHER EDUCATION COURSE DESCRIPTIONS

### BIOL 501 Experimental Design (3)

Focuses on intensive review of primary literature in a seminar format with the goal of developing a research proposal. A review of a body of literature identified by the instructor serves as the foundation for the research proposal.

### BIOL 502 Reading the Primary Literature (3)

Focuses on intensive review of primary literature in a seminar format. Topics are determined by the particular instructor each semester. Develops student's critical and synthetic thinking skills, advanced writing skills, and increases scientific literacy within the domain of the particular topic at hand. Students are responsible for leading one or more sessions and completing a lengthy, review-style paper.

### EDUC 500 Social Foundations of Education (3)

An introduction to the system of education including history, philosophy, and cultural diversity. This course stresses the importance of applying critical theory and pedagogy to educational concepts, curriculum, and individual student/teacher relationships to enhance learning for all students. As the introductory course to the Muskingum University Education Department's conceptual framework, the Praxis III/ Pathwise domains, and the use of Live Text to post data and evaluate student work. It is recommended that this course be taken in the first semester of enrollment in the graduate program.

### EDUC 501 Chemistry Seminar (3)

A content-based course focused on topic(s) drawn from chemistry. This course is required of all MAT-AYA students seeking licensure in chemistry.

### EDUC 502 Adolescent/Young Adult Language Arts Seminar (3)

A content-based course focused on topic(s) drawn from the language arts. This course is required of all MAT-AYA students seeking licensure in the integrated language arts.

### EDUC 503 Language Structure & Usage (3)

Language Structure & Usage

### EDUC 504 Adolescent/Young Adult Mathematics Seminar (3)

A content-based course focused on topic(s) drawn from mathematics. This course is required of all MAT-AYA students seeking licensure in mathematics.

### EDUC 505 Adolescent/Young Adult Life Science Seminar (3)

A content-based course focused on topic(s) drawn from the life sciences. This course is required of all MAT-AYA students seeking licensure in the life sciences.

**EDUC 506 Adolescent/Young Adult Social Studies Seminar (3)**

A content-based course focused on topic(s) drawn from the social studies. This course is required of all MAT-AYA students seeking licensure in the integrated social studies.

**EDUC 510 The Teaching Profession (1)**

Course will no longer be offered after Spring 2007. See EDUC 500.

**EDUC 511 Teaching and Leading in a Culture of Change (3)**

Course will no longer be offered after Summer 2008. See EDUC 605.

**EDUC 512 Motivation and Learning (3)**

Course will no longer be offered after Summer 2008.

**EDUC 513 Building and Working in Collaborative Teams (3)**

Examines theories and practices of interpersonal communication and collaborative partnerships within the educational setting. Includes the study of conflict resolution, group problem solving, perceptive listening, semantics, non-verbal cues, inter-cultural factors, and gender influences on communicating within small and large groups.

**EDUC 514 Educational Research for Teacher-Leaders (3)**

Course will no longer be offered after Summer 2008. See EDUC 607.

**EDUC 515 Data-Based Decision Making (3)**

Focuses on developing professional educators who understand the role of research in education and action research in the classroom, are competent consumers of educational research and can use data to drive their decision-making. The course also focuses on how effective teachers use leadership and management skills to set high and appropriate goals for student learning, use technology to link data to instructional improvement and adjust strategies and plans in response to that information.

**EDUC 516 Learning Differences and Special Needs (3)**

Course will no longer be offered after Spring 2005. See EDUC 528.

**EDUC 517 Educational Technology (3)**

Expands the knowledge and skills of the teacher to meet or exceed current standards in areas of the management of student files and records and the development and maintenance of instructional media/hypermedia materials. Techniques include presentation creation and delivery, productivity tools integration, hypermedia development, and software security. Instructional sessions are conducted using hypermedia presentation, interactive multimedia, lecture and discussion, and "hands-on" computer laboratory activities.

**EDUC 518 Coaching Team Sports (3)**

Prepares students to handle coaching problems such as organization, fundamental practice drills, strategies of play, selecting personnel, scouting, equipment, and keeping statistics. Football, soccer, basketball, volleyball, wrestling, baseball, softball, and track and field are covered for both middle and adolescent level students.

**EDUC 519 Motor Learning and Adaptive Physical Education (3)**

Designed to provide educators with fundamental movement concepts and principles for typically and atypically developing children ages 3–8. Special emphasis placed on the use of developmentally appropriate practice to enhance the acquisition of more complex motor skills and patterns. Planning, instruction, and assessment are emphasized. Skill adaptation and prescriptive exercise are included. Field experience required.

**EDUC 520 Language, Literacy, and Communication (3)**

Focuses on language and literacy development in very young children and the means and methods adults can use to enhance and extend their development in these areas. The importance of reading to children in utero and during infant/toddler years is stressed for both parents and caregivers. Progressions and processes underlying young children's acquisition of literacy and development of communication patterns through the examination of developmental and empirical literature are explored. Topics include early language play, poetry and song, emergent reading and writing, the full range of classic and new children's literature, reading aloud strategies, story times and storytelling, developing multiple literacies including signing, the special role of families in supporting literacy development, the use of alternate and augmentative communication systems and other assistive technology, and working with children with disabilities. EDUC 520 must be completed prior to registration for EDUC 525. Field experience required.

**EDUC 521 Phonics and the Reading Process (3)**

Develops linguistic and cognitive foundations for effective teaching and assessing of phonics, phonemic awareness and word recognition in an integrated language arts context. Must be completed prior to registration for EDUC 525, and may be a prerequisite for other reading courses (students should contact their advisor prior to registration). Field experience required.

**EDUC 522 Reading Methods for Middle Childhood (3)**

Focuses on the research, methods, and materials appropriate for teaching reading to diverse learners in grades 4–9 with a focus on integrated curriculum strategies, including knowledge of selection and use of high quality children's literature. Field experience required.

**EDUC 523 Content Area Literacy (3)**

A comprehensive examination of the process of reading to

learn; instructional dispositions; methodologies which integrates content area subjects and reading knowledge, skills, and intervention and enrichment strategies for students in the content areas; assessment and evaluation practices as they relate to reading ability; selection and evaluation of reading materials in the content areas; Ohio minimum content standards and assessment of those standards; and study skills and other practical strategies to help students read to learn in the content areas. Field experience required.

**EDUC 524 Literacy Assessment and Intervention (3)**  
Examines the principles, techniques and materials used in assessing and understanding the reading abilities of students. Students learn to use assessment measures as the basis of planning and implementing reading instruction for individuals, small groups and classes. EDUC 524 must be completed prior to registration for EDUC 525. Field experience required.

**EDUC 525 Practicum in Reading (1)**  
A capstone course in which the student designs, implements, evaluates and reports on a series of field-based experiences in literacy.

**EDUC 526 Functional Communication (3)**  
Focuses on assessment for and development of individualized programs to enhance the reading skills and general literacy competence of students with moderate to intensive disabilities. Pragmatic expression and functional communicative skill development includes augmentative communication systems, voice-input devices, and technology to help address reading and writing production. Methods to identify unique child preferences are combined with the design of programs that address specific motivational and attentional concerns within an academic environment. Collaborating with regular education and related services faculty, as well as parents, is another course focus. Field experience required.

**EDUC 527 Reading Strategies for Advanced Readers (3)**  
focuses on instructional strategies for challenging advanced readers to develop analytical and interpretive skills in literature, persuasive writing skills, linguistic competency, listening and oral communication skills, reasoning skills, and conceptual understanding through the use of models and graphic organizers. This course also emphasizes the appropriate selection of high quality literature, including multicultural literature, and the selection and writing of curriculum for advanced readers.

**EDUC 528 Learning Differences and Exceptionalities (3)**  
Principles of development, learning theory, motivation theory, and brain-behavior relationships are used as lenses through which learning differences and learner diversity are interpreted. The nature and needs of children with disabilities recognized in the Individuals with Disabilities Act (IDEA) and of children who are identified as talented and gifted are explored. The principles of IDEA organize con-

siderations of how to best serve students with exceptionalities, as well as provide all students with access to the general curriculum and opportunities to reach their potential. Field experience required.

**EDUC 529 Diversity in the Classroom (1)**  
Course no longer offered.

**EDUC 531 Nature and Needs of Students with Disabilities (3)**  
Provides an in-depth examination of the state and federal legislation, policies, and procedures that define the field of special education. The learning, emotional, behavioral, adaptive, and medical characteristics and needs of students with disabilities and dual exceptionalities are explored in detail. Learner strengths and challenges are addressed from a variety of perspectives, with emphases placed on assistive technology, English language learning, access to the general curriculum, life-long learning, and personal advocacy.

**EDUC 532 Instruction, Assessment and Adaptation in Language Arts and Social Studies (3)**  
Focuses on the interrelated nature of assessment, instruction and adaptations in meeting the needs of students with exceptionalities. Methods for accessing the general curriculum for children with special needs, pre-kindergarten–12, and for making needed adaptations in lesson objectives, teaching methods, student activities, instructional resources and classroom assessments are emphasized. Uses of educational technology and assistive devices to facilitate effective learning are explored. Students are expected to use the knowledge and skills taught in this class in a field experience assessing, adapting and providing instruction for pre-kindergarten–12 students with special needs. Field experience required.

**EDUC 533 Instruction, Assessment and Adaptation in Mathematics and Science (3)**  
Focuses on the interrelated nature of assessment, instruction and adaptations in meeting the needs of students with exceptionalities. Methods for accessing the general curriculum for children with special needs, pre-kindergarten–12, and making needed adaptations in lesson objectives, teaching methods, student activities, instructional resources, and classroom assessments are emphasized. Uses of educational technology and assistive devices to facilitate effective learning are explored. Field experience required.

**EDUC 534 Instructional Services for Children with Mild to Moderate Needs (3)**  
Focuses on implementation of prevention, intervention and instructional strategy alternatives for students with special needs. Topics include functional life skills, community-based instruction, social skills development, multi-modal instruction in academic areas and learning strategy instruction. Field experience required.

EDUC 535 Planning and Managing a Positive Learning Environment for Children with Mild/Moderate Needs (3)  
Course no longer offered (see EDUC 555).

EDUC 536 Family and Community Involvement in Special Education (3)  
Develops the knowledge and skills needed to provide appropriate educational opportunities for children in the context of family, community, and social service structures. Emphasizes the development of communication and collaboration skills needed to effectively interact with parents, family services and community agencies to provide transition services across age levels. Field experience required.

EDUC 537 Intervention Specialist: Mild to Moderate Practicum (4)  
Designed for students who have not yet held an entry year teaching position. Students complete 150 hours of full-time supervised student teaching in one or more settings that serve students, ages 5–21, who have been identified with mild to moderate disabilities. They also complete a professional portfolio that documents their work throughout the program. Permission of Program Director required.

EDUC 538 Intervention Specialist: Mild to Moderate Practicum (4)  
Designed for experienced teachers who are seeking an additional license in Intervention Specialist: Mild/Moderate. Students complete 150 hours of supervised instruction in one or more settings that serve students, ages 5–21, who have been identified with mild to moderate disabilities. They also complete a professional portfolio that documents their work throughout the program. Permission of Program Director required.

EDUC 539 Intervention Specialist: Mild to Moderate Practicum (2)  
Designed for experienced special education teachers who are earning the Intervention Specialist: Mild/Moderate license to broaden their skills in working with students with identified mild to moderate special needs. These individuals will already have a categorical special education certificate in a disability category consistent with the disabilities included with the mild to moderate license. They develop and implement an extensive professional development plan related to their program and submit a professional portfolio of their work. Permission of Program Director required.

EDUC 540 Characteristics and Assessment of the Gifted and Talented (3)  
Provides an in-depth study of the talented and gifted and is organized around intellectual, creative, leadership, specific academic, visual/performing arts and psychomotor domains. Using this conceptual framework, the lives of gifted individuals are explored through biography and case studies. Alternative educational and social conditions are addressed and critiqued, and assessment instruments are introduced

and evaluated for strengths, weaknesses and limitations. Course content is revealed through literature and empirical and experimental research.

EDUC 541 Curriculum and Instruction of the Gifted and Talented (3)  
In developing a “best practices” framework, this course explores the philosophical, historical and legal foundations of gifted education, and then builds a continuum of teaching/learning strategies for presenting and/or adapting instructional content, processes and materials for gifted students. Included are strategies for planning and managing the teaching and learning environment in a variety of settings.

EDUC 542 Guidance and Counseling of the Gifted and Talented (3)  
Students will explore the social and emotional needs of talented and gifted students and the effects of those needs on student behavior and achievement.

EDUC 543 Collaborative Partnerships for Talented and Gifted (3)  
Provides students with an understanding of the issues, processes and possibilities in the development of collaborative partnerships for enhancing the intellectual, creative, leadership, academic, visual/performing arts and physical achievements of the talented and gifted. Issues are addressed from several perspectives: individual, parental, school and local, state, national and international communities.

EDUC 544 Practicum for Teaching the Gifted and Talented (4)  
For newly certified or licensed teachers in areas of elementary, early or middle childhood who have no teaching experience other than student teaching. Students apply knowledge/skills learned in the TAG core courses in a supervised student teaching experience in a program for the gifted and talented. This course consists of 150 hours of student teaching with site visits by a TAG district coordinator. Included in these 160 hours are 12 hours of “job shadowing” with two licensed TAG teachers.

EDUC 545 Practicum for Teaching the Gifted and Talented (4)  
For teachers with up to two years of experience, but no TAG experience. Students will apply knowledge/skills learned in TAG core courses in a supervised student teaching experience in a program for gifted and talented students. This course consists of 150 hours of student teaching with visits by a TAG district coordinator. Included in these are six hours of “job shadowing” with a licensed TAG teacher.

EDUC 546 Practicum for Teaching the Gifted and Talented (2)  
For experienced teachers with two or more years of TAG experience. Students apply knowledge/skills learned in TAG core courses in 80 hours of field-based experiences with gifted and talented students.



**EDUC 547 Intervention Specialist Seminar (1)**  
Provides an opportunity for students in their respective clinical practice experiences (EDUC 537, 538, 539 and 691) to synthesize what they have learned and experienced through large and small group interactions with a focus on linking research and theory to practice in their classrooms.

**EDUC 548 Characteristics & Assessment of Students with Moderate to Intensive Needs (3)**  
Explores broad aspects of the medical, learning, emotional, and behavioral/adaptive needs of students with moderate to intensive disabilities, with a focus on learner characteristics and diagnostic assessment. Development of individual education programs (IEPs) and short-term objectives is reviewed and includes an emphasis on relevant assistive and supportive technology, as well as relevant related services for students with moderate to intensive disabilities. Legal mandates & relevant regulations will also be considered. Prerequisite: EDUC 528. Field experience required.

**EDUC 549 Talented and Gifted Seminar (1)**  
Provides an opportunity for students in their respective TAG clinical practice experiences (544, 545 or 546) to synthesize what they have learned and experienced through group interactions with a focus on linking research and theory to practice in their classrooms.

**EDUC 550 Child, Adolescent, and Youth Development (3)**  
Provides knowledge, skills and dispositions needed to understand all areas of human cognitive, language, social and emotional/moral domains. Typical and atypical development are addressed in each domain, as well as variation associated with diversity. The interrelationship of the domains across ages and stages of development is emphasized throughout the course.

**EDUC 551 Social Studies Methods for Middle Childhood (3)**  
Develops the knowledge and skills necessary to provide instruction based on national social studies standards and state content standards for students in grades 4–9 with an emphasis on the use of a variety of instructional approaches for culturally and developmentally diverse classrooms. Prepares students to utilize approaches to teaching and learning which integrate content relevant to students' lives, honor individual differences, and teach basic skills of inquiry and communication, including the application of educational technology. Field experience required.

**EDUC 552 Science Methods for Middle Childhood (3)**  
Provides for the study of current science teaching and learning strategies for grades 4–9. Emphases include inquiry-based teaching strategies and techniques, the learning cycle, integrating science and technology and promoting lab safety. Field experience required.

**EDUC 553 Language Arts Methods for Middle Childhood (3)**  
Combines the study of children's and young adolescent literature with instruction and practice in the special methods of teaching language arts in grades 4–9, with emphasis on interdisciplinary instruction, adaptations for learners with exceptionalities and application of education technology. The course focuses on the integration of all language arts domains and the development of teaching skills needed to provide such instruction. Field experience required.

**EDUC 554 Mathematics Methods for Middle Childhood (3)**  
Provides for the study of current mathematics teaching and learning strategies for grades 4–9 using the principles and standards for school mathematics and the Ohio Academic Content Standards. The course focuses on instructional options, assessment alternatives and educational technology needed to create equitable learning opportunities for diverse and exceptional learners. Field experience required.

**EDUC 555 Proactive Approaches to Classroom Management and Support (3)**  
Provides general and special educators with an understanding of principles of social and learning behaviors across school contexts and ways in which these principles can be utilized to enhance learning. A second focus is on the use of positive behavioral support systems for meeting the behavioral and emotional needs of all students and to establish a safe, positive and supportive learning environment for students with a wide range of special needs. Emphasizes cultural, social, mental health, mobility and health concerns. Explores the use of assistive technology and environmental adaptations to enhance learning opportunities. Field experience required.

**EDUC 556 Comprehensive Behavioral Assessment and Support for Diverse Learners (3)**  
Course no longer offered.

**EDUC 557 Instructional Services for Students with Moderate to Intensive Disabilities (3)**  
Focuses on developing specially designed instruction to enable students with moderate to intensive disabilities to appropriately access the general curriculum with as much self-determination as possible. Candidates learn to plan and implement functional curricula and teaching methods across domains. Skills needed to participate effectively as members of inter-disciplinary school teams and supervision/implementation of educational programming are stressed. An examination of specific assistive devices targeting self-care, independence, and augmentative communication systems is included. Prerequisite: EDUC 548. Field experience required.

**EDUC 558 Independence Skills for Students with Multiple Disabilities (3)**  
Focuses on designing specially designed instruction to enable students with moderate to intensive disabilities to develop

self-care, functional communication, self-help, and independence knowledge and skills with as much self-determination as possible. Emphases include empowering individuals with moderate to intensive disabilities to become self-advocates and to transition to adult living. Identifying relevant post-secondary community agencies and support systems and the skills needed to access these services for individuals with moderate to intensive disabilities is stressed. Prerequisite: EDUC 536 and 548. Field experience required.

**EDUC 559 Teaching & Supporting Students with Autism and Other Behavioral Disorders (3)**  
Serves the dual purpose of developing knowledge and skills needed to work with students with autism and other behavior disorders while teaching how to utilize comprehensive functional behavioral assessment (FBA) procedures in order to better understand and respond to challenging behaviors in home and school settings. In that the primary goal of an FBA is the development of behavioral interventions and teaching plans that stress the use of positive behavior support systems, students have the opportunity to “build” an individualized plan in a selected setting. Besides the targeting of physically disruptive behaviors, other applications of the FBA are considered to include social skill, expressive, attentional, and motivational deficits. The impact of sensory, mobility, and medical disabilities on behavior and learning is addressed. Environmental adaptations and assistive technology also are explored. Prerequisites: EDUC 548 and EDUC 555. Field experience required.

**EDUC 561 Professional Practices in Middle Schools I (3)**  
Provides comprehensive understanding of the nature and needs of early adolescents in grades 4–9 with an emphasis on applying this knowledge to the classroom and the total school environment. Course topics are organized based on all four Pathwise domains, which include planning for instruction, establishing a positive learning environment, teaching for student learning and teacher professionalism. Focuses on characteristics of developmentally responsive schools for young adolescents, as well as the rationale that supports such characteristics. Other topics include interdisciplinary teaming, teacher guidance programs, grouping and scheduling concerns, strategies for diverse and exceptional learners and the applications of educational technology. Field experience required.

**EDUC 562 Professional Practices in Middle Schools II (3)**  
Builds on the foundation established in Professional Practices in Middle Schools I (EDUC 561) to enable students to develop entry-level teaching skills as defined by the Pathwise/Praxis III performance criteria. Students develop an individual professional development plan based on their performance in EDUC 561 and are expected to show progress toward reaching their goals and evidence of their growth in their professional portfolios. Field experience required.

**EDUC 563 Professional Practices in Middle Schools III (2)**  
Course will no longer be offered after Spring 2007.

**EDUC 564 Adolescent/ Young Adult Science Methodology (3)**  
Provides for the study of current science teaching and learning strategies for grades 7–12 that follow the guidelines of the National Science Education Standards and the Ohio Science Academic Standards. Emphasis is on inquiry-based teaching strategies and techniques, the learning cycle, integrating science and technology and promoting laboratory safety. Field experience required.

**EDUC 565 Adolescent and Young Adult Mathematics Methodology (3)**  
Provides for the study of current mathematics teaching and learning strategies for grades 7–12 that follow the guidelines of the principles and standards for school mathematics and the Ohio Academic Content Standards. The course focuses on instructional options, assessment alternatives and educational technology needed to create equitable learning opportunities for diverse and exceptional learners. Field experience required.

**EDUC 566 Adolescent/ Young Adult Language Arts Methodology (3)**  
Combines the study of adolescent and young adult literature with instruction and practice in the special methods of teaching language arts in grades 7–12, with emphasis on interdisciplinary instruction, adaptations for learners with exceptionalities and applications of educational technology. Field experience required.

**EDUC 567 Adolescent/ Young Adult Social Studies Methodology (3)**  
Develops the knowledge and skills necessary to provide instruction based on national social studies standards and Ohio Social Studies Academic Content Standards for students in grades 7–12 with emphasis on the use of a variety of instructional approaches for diverse and exceptional learners. Prepares teachers to utilize a variety of approaches and teaching methods which engage students, integrate content relevant to students’ lives, honor individual differences and teach basic skills of inquiry and communication, including the application of instructional technology. Field experience required.

**EDUC 568 Assessment in Special Education (3)**  
Explores the variety of roles assessment plays in the identification and provision of services for students with disabilities and dual exceptionalities. Basic assessment principles, response to intervention (RTI) policies, and mandated referral process steps are presented and applied to special education assessment practices. Develops the knowledge and skills needed to select, administer, and interpret a wide variety of academic, functional, cognitive, and behavioral assessment options for students with

disabilities. Students use assessment profiles to develop Individualized Education Programs (IEPs) that address appropriate services and support, assistive technology, and accommodations for instruction and high-stakes testing. Field experience required. LiveText assessment required. Pre-requisite or co-requisite: EDUC 531.

**EDUC 571 Professional Practices in Secondary Education I (3)**

Investigates the characteristics of effective secondary schools and school reform models, as well as the nature of individuals in grades 7–12 in school settings. Course content focuses on curriculum planning and modifications; selection and appropriate uses of materials; instructional and literary styles, methods, and adaptations; classroom management skills; effective collaboration strategies; accessing support services; skills required for instructing and managing an inclusive classroom; developmentally appropriate teaching; differing learning styles of students; context-based assessment and evaluation; and applications of educational technology. Topics are organized within the four Pathwise domains. Field experience required.

**EDUC 572 Professional Practices in Secondary Education II (3)**

Builds on the foundation established in Professional Practices in Secondary Schools I (EDUC 571) to enable students to develop entry-level teaching skills as defined by the Pathwise/Praxis III performance criteria. Students will develop an individual professional development plan based on their performance in EDUC 571 and are expected to show progress toward reaching their goals and evidence of their growth in their professional portfolios. Field experience required.

**EDUC 573 Professional Practices in Secondary Schools III (2)**

Course will no longer be offered after Spring 2007.

**EDUC 574 Foundations of Adult Learning (3)**

This course provides a comprehensive overview of theory, current research and applications of adult learning. Emphasis is placed on understanding major adult learning theories, andragogy, learning contexts, motivation, stages and styles of learning, and other adult learning models. Exploration of adult development through physiological, psychological, sociological and cultural perspectives provides an all-inclusive framework for understanding the needs of the adult learner.

**EDUC 575 Adult Learning Theory (3)**

An investigation of research-supported theory and practice that promotes the development of adult learners. Emphasizes the differences between the adult learner and traditional pedagogical learning theory. This course examines the motivation, orientation and assessment of adult learners through various theories of adult learning. Emphasizes role of experience, autonomy and individual differences of the adult learner.

**EDUC 576 Program Planning for Adult Education (3)**  
Planning and designing the context, processes and content of adult learning experiences and their alignment with the learning styles and needs of adult learners is the focus of this course. Transfer of learning is significant when the knowledge of what, when, why and how to apply appropriate teaching theories, instructional models, techniques, and evaluative approaches to various learning settings and clients occurs.

**EDUC 577 Facilitating Learning in Groups (3)**  
Course no longer offered after Spring 2009 term.

**EDUC 578 Theories of Early Childhood Development and Language (3)**

Explores traditional and contemporary theories of child development and language acquisition in early childhood education (birth–age 8).

**EDUC 579 Cognitive Coaching (3)**  
Course will no longer be offered after Spring 2007.

**EDUC 580 Special Topics and Seminars in Education (1-3)**  
An examination of current topics related to professional development, content areas, or curriculum and instruction (e.g. effective school research, cooperative learning, and literature-based instruction). Focus is on those emerging areas of professional and content development that are most appropriately addressed through short, intensive study sessions followed by guided implementation to enhance conversion of theory into classroom practice. Arranged through Graduate and Continuing Studies.

**EDUC 581 Special Topics in Early Childhood Education (1-3)**

Examines current topics related to professional development in early childhood education. Arranged through Graduate and Continuing Studies.

**EDUC 582 Special Topics and Seminars in Education (1/2)**  
An examination of current topics related to professional development, content areas, or curriculum and instruction (e.g. effective school research, cooperative learning, and literature-based instruction). Focus is on those emerging areas of professional and content development that are most appropriately addressed through short, intensive study sessions followed by guided implementation to enhance conversion of theory into classroom practice. Arranged through Graduate and Continuing Studies.

**EDUC 583 Readings in Adult Education (3)**  
Selected readings in adult education.

**EDUC 584 Issues and Trends in Adult Education (3)**  
Course explores current issues and trends in Adult Education.



**EDUC 586 Social Studies in Early Childhood Education (3)**

Develops the knowledge and skills necessary to provide instruction based on national social studies standards and Ohio Social Studies Academic Standards for students grades pre-kindergarten–3, with an emphasis on the use of a variety of instructional approaches for culturally and developmentally diverse classrooms. Field experience required.

**EDUC 588 Science in Early Childhood Education (3)**

Develops the knowledge and skills necessary to provide instruction based on national science standards and the Ohio Science Academic Content Standards for students grades pre-kindergarten–3. Emphasis is on inquiry-based teaching strategies and techniques, the learning cycle, integrating science and technology, and promoting safety. Field experience required.

**EDUC 589 Curriculum for Developmentally Appropriate Practices (3)**

Focuses on the integration of major theories and research in developmental psychology with practices in education. Students develop knowledge and skills to create and provide developmentally appropriate experiences for children from birth–age 8. Field experience required.

**EDUC 590 Independent Study (1-3)**

An in-depth study in a student's area of interest. The student establishes goals, methods of investigation and means of evaluation in cooperation with the supervising professor. Approval of Dean of Graduate and Continuing Studies required.

**EDUC 591 Family-Centered Practices (3)**

Focuses on the various contexts in which children and families develop, learn and grow, from birth–age 8. Focuses on ways that early childhood educators can support and engage parents, children and other family and community helpers in dealing with challenges. Empowerment is emphasized. Field experience required.

**EDUC 592 Administration of Early Childhood Programs (3)**

Focuses on the dynamic process of supervising and directing early childhood programs, including infant and toddler programs. Attention is given to the role of the director/administrator and challenges of managing high quality early childhood programs, regardless of the setting. Other topics include recruitment and selection of staff, teacher training and professional development, program management, human resource management, operations, budgeting, finance, marketing and parent education. Field experience required.

**EDUC 593 Early Childhood Education (3)**

A cross-disciplinary examination of the major tenets guiding practice in the field of early childhood education from

historical and philosophical perspectives. Various models of delivery systems are examined to guide the student in the formulation of a philosophy of early childhood education. Emphasizes knowledge and skills necessary for effective and resourceful early childhood teachers of all children, including the special requirements of educating infants and toddlers. Field experience required.

**EDUC 594 The Arts in Early Childhood (3)**

Studies the role of the arts—music, movement, visual arts, and dramatic play—in the early years, birth–age 8. Participants learn ways to integrate the arts into the child's daily activities, stimulating musical, language, listening, cognitive, psychomotor, emotional, social, intellectual and creative skill development. Field experience required.

**EDUC 595 Young Children with Special Needs I (3)**

Provides an introduction to early childhood special education that includes the historical roots, perspectives and rationale for early intervention for infants, toddlers and young children who are at-risk or have identified disabilities. Examines the processes used in identifying, assessing and evaluating the special needs population of preschoolers. Topics covered include program models, program planning, interdisciplinary considerations, parenting and professional resources available. Field experience required.

**EDUC 596 Assessment for Early Intervention (3)**

Introduces the best practices in assessment for early intervention, including infants and toddlers. Topics include eligibility determination, development of objectives, creating treatment plans, evaluation of progress and program effectiveness, team decision-making and family participation. Field experience required.

**EDUC 597 Young Children with Special Needs II (3)**

Builds on foundation established in EDUC 595 to expand knowledge and skills in instruction and intervention for infants, toddlers, and young children. Specific topics include specialized accommodations, assistive technology, behavioral approaches, developing Individualized Family Service Plans and Individualized Education Programs, instruction assessment and evaluation that will support the children's achievement of their goals. Field experience required.

**EDUC 598 Young Children with Intensive Needs (3)**

Explores practical implications of current research focusing on young children, including infants and toddlers, with intensive needs. Discussion topics include definition of intensive needs, philosophical approaches to working with young children with intensive needs, working in partnership with families and community-based service delivery models. Discussions focus on responsive care giving, current program options, developmental appropriateness of activities/interactions and materials and IFSP/IEP development. Field experience required.

**EDUC 599 Mathematics in Early Childhood Education (3)**

Examines pre-operational and concrete operational thought processes of conservation, seriation, observation, comparison, classification, and early number concepts. It models use of concrete materials and other experiences to foster development of quantitative thinking in number operations, patterns, data analysis, geometry and measurement for children in grades pre-K–3, as outlined in the Ohio Mathematics Academic Content Standards. Field experience required.

**EDUC 600 The Invitational Teacher Leader (3)**

Focuses on research-based instructional models associated with effective classroom instruction and learning. Emphasis on learning activities based on the Ohio Academic Content Standards.

**EDUC 601 Instruction and Assessment in a Standards-Based Environment (3)**

Focuses on the design, implementation, and evaluation of strategies for assessing student learning for diagnostic purposes, as well as high-stakes testing.

**EDUC 602 Creating an Invitational Environment for Student Learning (3)**

Examines theory and practices of creating a classroom environment in which students are supported intellectually, socially, culturally, and physically.

**EDUC 603 Data-Based Decision Making for Teacher Leaders (3)**

Focuses on everyday applications of classroom and achievement data to inform decisions in the classroom. Includes data organization and presentation through use of educational technology.

**EDUC 604 Co-Teaching and Inclusive Practices for Teacher-Leaders (3)**

Examines co-teaching and inclusive practices.

**EDUC 605 Leading and Learning in a Culture of Change (3)**

Explores research, theory and evidence-based practice as they relate to systemic school reform with the goal of higher achievement for all students. Examines contemporary issues and trends with respect to their potential impact on P-12 education and their philosophical, psychological, and/or sociological foundations. Focuses on the role of the educational leader as change agent.

**EDUC 606 Invitational and Inclusive Education (3)**

Explores how both invitational and inclusive approaches to education can enhance the development and achievement of diverse learners. Focuses on the application of the principles of these related frameworks to P-12 instruction and educational leadership.

**EDUC 607 Applications of Educational Research (3)**

Introduces qualitative and quantitative research methodology, with a focus on collecting data and analyzing it through basic research techniques. Emphasizes critical reading and evaluation of the educational research literature base and the role of educational research in teaching and learning.

**EDUC 608 Critical Pedagogy: The Transformational Teacher (1)**

Uses critical theory to examine the range of diversity in students and settings, issues, problems, and opportunities related to teaching in the United States educational system. Assists teachers in acquiring a framework with which to recognize the strengths of a pluralistic society, to reduce bias and social injustice within the educational system and classroom, and to increase all student achievement in a fair and positive learning environment. Concentration is given to immigrant populations.

**EDUC 609 Multi-cultural Literature (1)**

This course provides opportunities for teachers to explore resources and materials in language arts that allow students to connect their own cultures to their new environment and language. Resources for attaining and using literature in students' first language will be discussed.

**EDUC 622 Clinical Practice for Multi-age Licensure (8)**

Designed for students seeking multi-age licensure. Provides a guided teaching experience under the supervision of a qualified cooperating teacher and a University supervisor. It requires a minimum of 360 hours of full-day practice teaching in the content area(s) in which the student will be licensed to teach. In instances where the student is already in a position that is consistent with the requirements of the clinical practice placement, appropriate components of the course may be completed in that placement if a cooperating teacher who meets that building's mentor criteria can be assigned to the individual. Permission of the Program Director required.

**EDUC 623 Clinical Practice in Early Childhood Education (8)**

Designed for students completing the MAT. Provides a guided teaching experience with children in grades pre-kindergarten–3 under the supervision of a qualified cooperating teacher and a University supervisor. It requires a minimum of 360 hours of full-day practice teaching, with those hours divided between two settings: pre-kindergarten/kindergarten and grades 1–3. In instances where the graduate student is already in a position that is consistent with the requirements of the clinical practice placement, appropriate components of the course may be completed in that placement if a cooperating teacher who meets that building's mentor criteria can be assigned to the individual. Permission of Program Director required.

**EDUC 624 Clinical Practice in Middle Childhood Education (8)**

Designed for students completing the MAT. Provides a guided teaching experience with children in grades 4-9 under the supervision of a qualified cooperating teacher and a University supervisor. It requires a minimum of 360 hours of full-day practice teaching, with those hours divided between the two content areas in which the student will be licensed to teach (social studies, science, mathematics and language arts). In instances where the graduate student is already in a position that is consistent with the requirements of the clinical practice placement, appropriate components of the course may be completed in that placement if a cooperating teacher who meets that building's mentor criteria can be assigned to the individual. Permission of Program Director required.

**EDUC 625 Clinical Practice in Adolescent/Young Adult Education (8)**

Designed for students completing the MAT. Provides a guided teaching experience with children in grades 7-12 under the supervision of a qualified cooperating teacher and a University supervisor. It requires a minimum of 360 hours of full-day practice teaching in the content areas in which the student will be licensed to teach. In instances where the graduate student is already in a position that is consistent with the requirements of the clinical practice placement, appropriate components of the course may be completed in that placement if a cooperating teacher who meets that building's mentor criteria can be assigned to the individual. Permission of Program Director required.

**EDUC 626 Clinical Practice for Intervention Specialist (8)**  
Designed for students completing the MAT. Provides a guided teaching experience with children with identified mild to moderate disabilities in grades kindergarten–12 under the supervision of a qualified cooperating teacher and a University supervisor. It requires a minimum of 360 hours of full-day practice teaching in one or more service settings, including at least 120 hours of instruction in a resource or self-contained classroom. In instances where the graduate student is already in a position that is consistent with the requirements of the clinical practice placement, appropriate components of the course may be completed in that placement if a cooperating teacher who meets that building's mentor criteria can be assigned to the individual. Permission of Program Director required.

**EDUC 627 Clinical Practice & Professional Development Seminar (2)**

Provides an opportunity for students in their respective clinical practice experiences to synthesize what they have learned and experienced through large and small group interactions with a focus on linking research and theory to practice in their classrooms. Focuses on personal reflection on participant's paths into the teaching profession and provides opportunities to collaborate with other future and current educators. Students also complete their professional portfolios. Permission of Program Director required.

**EDUC 629 Data-based Decision Making for Administrators (3)**

Focuses on applications of data to inform decisions at the building and district level. Includes data organization and presentation through use of educational technology.

**EDUC 630 Advanced Theory and Practices in Language Arts (3)**

Course no longer offered.

**EDUC 631 Advanced Concepts and Tools for Math and Science Education (3)**

Course no longer offered.

**EDUC 632 Curriculum, Instruction, and Assessment for School Leaders (3)**

Focuses on models of curriculum, instruction, and assessment in a standards-based environment with implications for staff development.

**EDUC 633 Advanced Social Studies Concepts (3)**

Course no longer offered.

**EDUC 634 The Role of the ESL Teacher in Co-teaching and Collaboration (1)**

This course focuses on the knowledge and skills needed for working with regular education teachers, special education teachers, and other school and agency resource personnel to enhance the success of ESL learners.

**EDUC 635 Methods of TESOL (3)**

This course includes contextualized methods, strategies, and technology in a text-rich classroom necessary to ensure the success of ESL students in learning English. Teachers will design and implement standards-based lessons and activities that utilize the writing and oral use of English.

**EDUC 636 Second Language Acquisition and Development (3)**

The purpose of this course is to examine and utilize current research and theories of teaching and learning for acquiring a second language. Topics examined include the following: understanding the variety of purposes of language, L1 and L2 development, stages of L2 language development, immigration history, and current data on language acquisition.

**EDUC 637 Assessment and Policies for TESOL (3)**

This course prepares teachers to design and use varied age-appropriate assessment procedures and instruments, to interpret formal and informal assessment data to make instructional decisions, and to share assessment information with students, parents, and others.

**EDUC 638 TESOL Practicum (2)**

This course provides a practicum experience working with students who are English language learners under the super-

vision of experienced cooperating teachers with the TESOL license or endorsement.

**EDUC 639 Practicum Seminar (1)** This course provides an opportunity for students in their respective practica to synthesize what they have learned and experience through large and small group interaction with a focus on linking theory to practice in their classroom. The practicum portfolio is completed using LiveText as a seminar requirement.

**EDUC 644 Integrated Math I for Teaching Grades 4-6 (3)**

**EDUC 645 Integrated Math II for Teaching Grades 4-6 (3)**

**EDUC 646 Integrated Science I for Teaching Grades 4-6 (3)**

**EDUC 647 Integrated Science II for Teaching Grades 4-6 (3)**

**EDUC 648 Integrated Social Studies for Teaching Grades 4-6 (3)**

**EDUC 649 Integrated Language Arts for Teaching Grades 4-6 (3)**

**EDUC 650 Standards-Based Pedagogy for Highly-Qualified Teachers (3)**

**EDUC 651 Standards-Based Math Instruction (3)**

**EDUC 652 Standards-Based Science Instruction (3)**

**EDUC 653 Standards-Based Language Arts Instruction (3)**

**EDUC 654 Standards-Based Social Studies Instruction (3)**

**EDUC 655 Integrated Sciences for Early Childhood Generalist Grades 4 and 5 (4)**

**EDUC 656 Integrated Mathematics for Early Childhood Generalist Grades 4 and 5 (4)**

**EDUC 657 Integrated Social Studies & Language Arts for Early Childhood Generalist (4)**

**EDUC 660 Foundations of Reading: Pre-K through Grade 12 (3)**

**EDUC 661 Teaching Reading Pre-K-Grade 12: Environment, Curriculum, Methods and Materials (3)**

**EDUC 662 Advanced Assessment for Literacy Instruction (3)**

**EDUC 663 Leadership for Literacy (3)**

**EDUC 680 Studio Arts for Art Educators (3)**

Extends the student's range of expression and communication through art by encouraging in-depth exploration of two and/or three-dimensional media. Includes discussion of conceptual issues in contemporary art. Students learn strategies for incorporating new concepts and processes in the public school art classroom. Arranged through Graduate and Continuing Studies.

**EDUC 681 Recognizing and Encouraging Creative Behavior (3)**

Extends the student's understanding of the creative process and its outcomes. Emphasizes the recognition of creative behavior in the classroom as well as the enhancement and encouragement of the creative process in students.

**EDUC 682 19th and 20th-Century Art History (3)**

Provides a thorough understanding of the stylistic developments in painting and sculpture from the mid-19th century through Post-Modernism. Combines an intense survey of those movements with discussions on employing art history concepts in art education in the public schools.

**EDUC 683 Aesthetics and Philosophy of Eastern Art (3)**

Introduces major philosophies of Eastern painting and sculpture. Emphasizes appreciation of Eastern art and differentiates between Western and Eastern art. Includes practical experiences in creating Chinese painting and calligraphy.

**EDUC 684 Chinese Image Art (3)**

Studies Chinese painting, calligraphy, sculpture, architecture and folk art and compares them with art in the Western tradition. Includes hands-on practice in traditional Chinese media.

**EDUC 685 Comparative Studies of Western and Eastern Art (3)**

Explores the differences between Western and Eastern art.

**EDUC 686 American Art (3)**

Discusses the development and aesthetics of American art, including American painting, sculpture, architecture and decorative arts. Introduces major art schools and the differences and similarities between American and European art.

**EDUC 687 Chinese Contemporary Art (3)**

**EDUC 691 Early Childhood Intervention Specialist Practicum (2-4)**

Provides a full-day professional supervised practicum experience in a setting serving children with special needs, ages 3-8. This practicum lasts 3-5 consecutive weeks, since individuals who are enrolled in this course have already completed an initial certificate/licensure student teaching experience of a minimum of 10 weeks. Permission of Program Director required.

#### EDUC 692 Early Childhood Practicum (2-4)

Provides a full-day professional supervised practicum experience in a pre-kindergarten–grade 3 classroom lasting 3-5 consecutive weeks, since individuals who are enrolled in this course have already completed an initial certificate/licensure student teaching experience of a minimum of 10 weeks. Permission of Program Director required.

#### EDUC 700 Research Seminar and Project (3)

For students desiring to design and conduct qualitative and/or quantitative research studies related to their field of interest. Completion of EDUC 700 includes project development, as well as successful completion or waiver of the Human Subject Review process. One of the MAE capstone experience options.

#### EDUC 705/706 National Board Certification Process (1+2)

For students desiring to seek National Board Certification through the National Board for Professional Teaching Standards. The course focuses on the development of the professional portfolio in the student's area of interest, as well as on the required standardized assessment. Credit for this course is awarded for completing the process and is not dependent on achieving national certification. Students are responsible for all costs associated with applying for National Board Certification. One of the MAE capstone experience options.

#### EDUC 710 Practitioner's Seminar and Project (3)

For students desiring to design, conduct and evaluate a school improvement project based on local documented need and grounded in current research, theory, and practice. Completion of EDUC 710 includes project development, as well as successful completion or waiver of the Human Subject Review process. One of the MAE capstone experience options.

#### EDUC 714 Capstone Project (1)

Continuing enrollment course for capstone project extensions.

#### EDUC 720 Educational Leadership and Organizational Change (3)

Focuses on educational leadership theory, function, law, ethics, political structure and accountability within a collaborative community. Provides practice for instructional leaders in early childhood, middle childhood, or adolescent/young adult settings in communication, problem solving, and democratic leadership.

#### EDUC 730 Supervision of Instruction (3)

Presents a variety of supervisory models and develops knowledge and skills in job analysis, performance assessment, and communication with faculty in order to enable entry-level principals to improve teaching and learning in schools. Enables students to develop skills in using the Pathwise observation system, including working with entry-year teachers and their mentors. Field experience required.

#### EDUC 740 Personnel Administration (3)

Emphasizes the collaborative efforts of both faculty and students in support of school goals. Focuses on support and commitment to school goals, high expectations, fairness, respect, appreciation of diversity, shared responsibility and centrality of student welfare.

#### EDUC 750 School Law (3)

Explores the legal and ethical rights and responsibilities of all members of the school community. Case studies are used to examine laws affecting schools, to develop an awareness of the changing nature and impact of legal issues, and to promote an appreciation and respect for the law as it ensures access, empowerment and opportunity for all. Landmark cases of federal and Ohio law are emphasized.

#### EDUC 760 School Finance (3)

Focuses on individual school building income, projection of expenditures, special projects, and school finance in Ohio, including local, state and federal funding. Develops the skills necessary to improve fiscal management of the school.

#### EDUC 770 Community Relations and Building Consensus (3)

Prepares individuals with basic knowledge and skills to establish relationships between beginning school administrators and the various populations they serve—students, teachers, support personnel, district administrators, board of education, government officials, parents, taxpayers, and other members of the community. Includes analysis of public opinion, policy development, working with the mass media, and designing and implementing campaigns and other special events.

#### EDUC 790 Technology Applications in Education Leadership (3)

Enhances the principal's role as instructional leader by development of the ability to use and manage technology resources. Hands-on assignments are designed to increase personal and professional organization and productivity. Includes experiences in selecting software, video-conferencing, use of technology to enhance learning, word processing, database and spreadsheet use for continuous improvement planning, and use of web search strategies to enhance information gathering. Access to a computer with an internet connection is required.

#### EDUC 800 The Principalship: Ages 3-14 (3)

Examines the role of the principal in the school and explores the development of the knowledge, skills and dispositions of successful educational leaders in early and middle childhood settings in a changing society. Prepares individuals to act effectively to meet the challenges of working with diverse populations, responding to the demands of high-stakes accountability for student learning, and designing and implementing school-based continuous improvement plans.



Emphasizes the role of the “principal as leader” with a focus on commitment, communication, and collaboration with families, staffs, local and regional professional development centers, agencies, School Net, and other groups that can support learning and teaching. EDUC 800 must be taken concurrently with EDUC 805/806 and EDUC 810/811.

**EDUC 801 The Principalship: Ages 8-21 (3)**

Examines the role of the principal in the school and explores the development of the knowledge, skills and dispositions of successful educational leaders in middle childhood and adolescent/young adult settings in a changing society. Prepares individuals to act effectively to meet the challenges of working with diverse populations, responding to the demands of high-stakes accountability for student learning, and designing and implementing school-based continuous improvement plans. Emphasizes the role of the “principal as leader” with a focus on commitment, communication, and collaboration with families, staffs, local and regional professional development centers, agencies, School Net, and other groups that can support learning and teaching. EDUC 801 must be taken concurrently with EDUC 805/806 and EDUC 820/821.

**EDUC 805/806 Educational Leadership Internship and Portfolio Development Seminar I & II (1+2)**

Students compile a professional portfolio based on experiences in Internship I and II and other experiences in the educational leadership program. Must be taken concurrently with EDUC 800/801 and EDUC 810/811 or 820/821.

**EDUC 810/811 Internship I & II: Ages 3-14 (4+4)**

Develop and complete an internship in grades pre-kindergarten through 8 with a licensed, experienced principal. The internship allows students to assume building leadership responsibilities and to engage in professional development activities within the school. Must be taken concurrently with EDUC 800 and EDUC 805/806.

**EDUC 820/821 Internship I & II: Ages 8-21 (4+4)**

Develop and complete an internship in grades 4-12 with a licensed, experienced principal. The internship allows students to assume building leadership responsibilities and to engage in professional development activities within the school. Must be taken concurrently with EDUC 801 and EDUC 805/806.

**EDUC 830 Adult Education Internship (3)**

Adult Education capstone project.

**EDUC 850 Leading the District (3)**

An examination of the role of a district leader with emphasis on establishing a vision, developing focused goals, creating a climate of continuous improvement, and working with the board of education in setting policies and governance to maximize the success of all students.

**EDUC 851 Decision Making (3)**

Identifying, collecting, and analyzing data to improve student learning and administrative policies, procedures, and processes, with emphasis on developing shared accountability that includes both internal and external measures of performance.

**EDUC 852 Seminar Readings I: The Ethics of Leadership (1)**

Discussion of classic and/or current information in the field of general and educational leadership in a workshop atmosphere facilitated by working superintendents and/or other leaders in the field.

**EDUC 853 Seminar Readings II: Ethical Aspects of Communication & Collaboration (1)**

Discussion of classic and/or current information in the field of communication and collaboration in a workshop atmosphere facilitated by working superintendents and/or other leaders in the field.

**EDUC 854 Seminar Readings III: Ethical Issues in Law and Governance (1)**

Discussion of classic and/or current information in the field of education law and governance in a workshop atmosphere facilitated by working superintendents and/or other leaders in the field.

**EDUC 855 Communications and Advocacy (3)**

Developing effective speaking, writing, and listening skills; designing and developing systems for community engagement; using the media and technology to enhance communication with all stakeholders; becoming an advocate for students, teachers, staff, administration, schools, the district, and the larger educational community. Field experience required. Prerequisite or co-requisite: EDUC 850.

**EDUC 856 Public Relations (3)**

Developing and implementing strategic plans for promoting district goals through interaction with its various publics, including data collection, assessment of public opinion, and event planning. Analyzing public relations crisis situations, planning strategies for handling situations in a strategic and logical manner; and evaluating those strategies for short- and long-term effectiveness.

**EDUC 857 Leading for Learning (3)**

Leading the creation of standards-based instructional systems designed for high student achievement, focusing on core subject mastery, critical thinking and problem solving, creativity and innovation, communication and collaboration skills, information and technology skills, life skills, economic literacy, and global awareness. Field experience required. Prerequisite or co-requisite: EDUC 850 and EDUC 851.

**EDUC 858 Professional Development (3)**

Designing and implementing programs of professional

development for practicing teachers based on change theory, principles of adult learning, stages of teacher development, and shared responsibility for personal and professional growth and development. Emphasis on developing professional learning communities, job-embedded professional development, and peer mentoring.

**EDUC 859 Managing Resources (3)**

Managing and organizing human, fiscal, operational, and material resources to accomplish district goals; using performance data to guide program decisions; developing systems for shared central office and school control over major resource decisions. Field experience required. Prerequisite or co-requisite: EDUC 850 and EDUC 851.

**EDUC 860 Personnel Administration in Education (3)**

Planning and implementing programs designed to create fair, equitable, and productive working conditions for all staff personnel, with emphasis on compensation, benefits, discrimination, health and safety, performance assessment, staffing and training, and working with unions. Using information systems to effectively manage the process of staff personnel administration.

**EDUC 861 Educational Research Design (3)**

An exploration of the relationship between research questions and the methodologies used to answer them. Includes an analysis of the components of a research study, with emphasis on developing a problem statement, conducting the literature review, and developing research questions.

**EDUC 862 Research Methodology, Design and Instrumentation: Quantitative (3)**

Methods, designs, and instruments for investigating research questions through quantitative research.

**EDUC 863 Research Methodology, Design and Instrumentation: Qualitative (3)**

Methods, designs, and instruments for investigating research questions through qualitative research.

**EDUC 864 Internship: The Administrative Specialist in Action (1)**

The culminating course of the of the Administrative Specialist Licensure program, the internship is designed to prepare district leaders with the knowledge, skills and dispositions necessary to promote the success of 21st-century students.

**EDUC 865 Internship: The Superintendent in Action (3)**  
(For candidates for the Superintendent's license who have completed one of the Administrative Specialist licensure options.)

**EDUC 866 Internship: The Superintendent in Action (4)**  
(For candidates for the Superintendent's license who have not completed one of the Administrative Specialist licensure

options.)

Leading, facilitating, and making decisions under the guidance of a working superintendent-mentor and a university supervisor, with direct interaction and involvement with staff, board members, students, parents, and school and community leaders. Prerequisite: Completion of all other coursework, admission to internship.

Five months, 10-12 hours per week, documented in a summative portfolio.

**ENGL 501 Advanced Writing (3)**

**ENGL 503 Language Structure and Usage (3)**

Studies the theoretical views and methodological tools for an accurate understanding of language, its structure and usage. Emphasizes the English language, covering topics such as language acquisition and development, the history of the English language, grammar, dialects and levels of usage.

**ENGL 504 English Seminar (3)**

Provides the opportunity for intensive study of a literary topic or author, culminating in a research paper of suitable length. Discussions focus on analyzing literature, critical reading of literature, and research methods.

**HIST 505 Historiography (3)**

Introduces students to the practices of historical interpretation by examining historical thinking over time and across cultures. Prepares teachers to introduce interpretation of the past in the secondary classroom by familiarizing them with the critical issues of historical interpretations in the past and today.

**HIST 506 Historical Methods and Approaches (3)**

Explores the critical historiographical and methodological issues central to teaching history in the classroom. Examines the most common models and methods employed by professional historians when they interpret the past and considers how they might be applied in the secondary classroom. Critically examines the uses of the past and why we teach what we teach. Also explores innovative approaches to teaching history in the classroom designed to foster a critical examination of the ways we reconstruct the past.

**HIST 574 Ohio History (3)**

Survey of the economic, cultural, political, and social history of Ohio, from prehistoric time to the present.

**MUSC 531 Brass Instruments (1)**

Applied Music course offering instruction to students at all levels of difficulty. Students receive a series of 13 or 14 lessons per semester. Fees for applied music are in addition to the regular tuition charges.

**MUSC 533 Woodwind Instruments (1)**

Applied Music course offering instruction to students at all levels of difficulty. Students receive a series of 13 or 14 les-



sons per semester. Fees for applied music are in addition to the regular tuition charges.

**MUSC 535 String Instruments (1) (including guitar)**  
Applied Music course offering instruction to students at all levels of difficulty. Students receive a series of 13 or 14 lessons per semester. Fees for applied music are in addition to the regular tuition charges.

**MUSC 537 Percussion Instruments (1)**  
Applied Music course offering instruction to students at all levels of difficulty. Students receive a series of 13 or 14 lessons per semester. Fees for applied music are in addition to the regular tuition charges.

**MUSC 541 Voice (1)**  
Applied Music course offering instruction to students at all levels of difficulty. Students receive a series of 13 or 14 lessons per semester. Fees for applied music are in addition to the regular tuition charges.

**MUSC 543 Keyboard (including electronic studio) (1)**  
Applied Music course offering instruction to students at all levels of difficulty. Students receive a series of 13 or 14 lessons per semester. Fees for applied music are in addition to the regular tuition charges.

**MUSC 550 Piano Accompanying (major ensemble) (1)**  
Ensemble Music courses provide for the performance of music through group participation. Piano Accompanying meets together for study of methods and techniques and individually as accompanists for applied music and ensembles.

**MUSC 551 Southeastern Ohio Symphony Orchestra (major ensemble) (1)**  
Ensemble Music courses provide for the performance of music through group participation.

**MUSC 553 Wind and Percussion Ensemble (major ensemble), Spirit Band, Muskingum Valley Symphonic Winds (major ensemble), Directed Ensembles (1)**  
Ensemble Music courses provide for the performance of music through group participation.

**MUSC 555 Concert Choir (major ensemble), Lyric Theatre Workshop, Chapel Choir (1)**  
Ensemble Music courses provide for the performance of music through group participation.

**MUSC 557 Choral Society (1)**  
Ensemble Music courses provide for the performance of music through group participation.

**MUSC 560 Chamber Singers (1)**  
Ensemble Music courses provide for the performance of music through group participation.

**MUSC 562 Jazz Ensemble (1)**  
Ensemble Music courses provide for the performance of music through group participation.

**MUSC 612 Materials of Music (3)**  
Focuses on music reading and music theory.

**MUSC 640 Foundations, Philosophies and Trends in Music Education (3)**  
Fosters the development of philosophical knowledge, skills and dispositions essential for effective music instruction. Emphasizes major philosophical concepts in the teaching of music and major methodologies for implementation.

**MUSC 641 Twentieth-Century Music Literature (3)**  
Studies music from the 20th century. Emphasis is on listening to the music and relating to the various styles used by the 20th-century composers.

**MUSC 642 Instrumental Literature in Music Education (3)**  
An exploration of major trends in instrumental music literature.

**MUSC 643 Choral Literature in Music Education (3)**  
Explores major trends in choral music literature. Surveys the literature appropriate for study and/or performance in grades 7-12.

**MUSC 644 Kodaly Approach to Music Education (3)**  
Presents the Kodaly approach to music education, with an emphasis on its application and adaptability to American music education. Focuses on the sequencing of concepts for levels 1-3, the development of practical teaching techniques and procedures and the refinement of sight-reading and ear-training skills.

**MUSC 682 Music Education: Teaching General Music (2)**  
Focuses on methods, materials, objectives, skills and instructional strategies for the development of basic musical concepts in the general music classroom in grades Pre- K-8. Specialized approaches of Dalcroze, Kodály and Orff are studied; and music instruction in grades Pre-K-8 is observed.

## **MASTER OF INFORMATION STRATEGY, SYSTEMS AND TECHNOLOGY (MISST)**

program at Muskingum University engages students in developing competencies that are necessary to successfully work at the dynamic interface of business strategy and information technology. Through an innovative learning architecture, students gain and apply knowledge “just-in-time” through the completion of projects that reflect realistic business scenarios. The online format provides a convenient and relevant learning environment to help today’s learner achieve professional growth and development from the convenience of their home or office.

### **PROGRAM PHILOSOPHY**

The MISST program is built on a foundation of learning outcomes, developed by seasoned business and academic leaders, designed to help students develop a broad and integrated set of abilities that include communications, project management and leadership skills. These crucial skills are honed within projects drawn from the fields of business and information systems. Personal effectiveness is also nurtured through greater awareness of positive professional and ethical behaviors.

### **FACULTY**

MISST is taught by faculty with business and information technology backgrounds who have both academic credentials and extensive industrial experience.

### **MISST ADMISSION**

Applications for admission to the program are accepted on a rolling basis. Decisions are made when a candidate’s admission materials are complete.

#### **Admissions Criteria**

Participation in the MISST program is open to professionals who:

- Are seeking the knowledge and skills to prepare them for strategic or technical leadership in organizing, designing and supporting technology initiatives within their organizations.
- Are seeking additional skills that will enable them to advance into leadership positions.
- Have an affinity for technology.
- Demonstrate experience or commitment to consider technical and non-technical options in strategic thinking and in designing team-based solutions to technology-related challenges.

Prospective participants are expected to come from a variety of backgrounds, positions and organizations. They may hold positions in large, medium or small organizations, including the self-employed and business owner. They should possess background or experience in the selection, analysis, applica-

tion, design or implementation of information technology or business background or experience, and be moving into leadership roles related to technology in their organizations.

Applicants who do not have undergraduate coursework in computer science, information systems or business will be considered for admission. They may be asked to provide additional information such as:

- Evidence that they have an understanding of technology and its use in their organization.
- An indication for the ways in which the MISST program fits into their career paths.

### **Application Process**

The following must be submitted before an applicant can be considered for admission:

1. Complete and submit an Application for Admission.
2. Confirm a minimum of three years professional experience.
3. Submit a resume
4. Submit original transcripts from all previous higher education institutions at which credit was earned. Transcripts must be sent directly to the University from the previous higher education institution in an officially sealed envelope.
5. Provide a letter of recommendation preferably from a business professional including the ways in which the MISST program fits into the position or career path of the prospective participant.

For international participants from non-English-speaking nations: submit Test of English as a Foreign Language (TOEFL) scores. Minimum acceptable scores:

- Written test – 550
- Computer-based – 213
- Internet TOEFL – 79

While previous academic achievement suggests likelihood of success in graduate studies, Muskingum University recognizes that individual circumstances and experience may mitigate usual standards of achievement. Individuals who feel that the admission criteria do not accurately measure their own capability, performance and commitment to professional success may submit additional or alternative evidence of their achievement and potential.

### **MISST TUITION**

Tuition information is available on the MISST website at [www.muskingum.edu/~misst](http://www.muskingum.edu/~misst) or by calling 740-826-6128.

### **PROGRAM STRUCTURE**

The Master of Information Strategy, Systems and Technology (MISST) is organized around eleven learning projects to be

completed over two years. While the program is designed to be completed within two years, participants do have the option to take the program over a longer period of time to fit their personal and professional schedule. Participants and faculty work as a high performance team and commit to active learning together.

Learning takes place through a collaborative online environment. Using the latest in online collaborative tools, participants conduct individual research, work on targeted learning modules, plan and make decisions on team projects, and engage in discussions of relevant topics in information strategy, systems and technology.

## **TECHNOLOGY REQUIREMENTS**

### **Hardware**

- PC running Windows XP, Vista, or Release 7 operating system
- Headset with attached microphone
- Broadband internet connection that supports a minimum of 300Kb/s in both up and down link direction.

### **Software**

- Windows XP, Vista, or Release 7
- Microsoft Office 2003 or above – including Word, Excel, and PowerPoint
- Up-to-date anti-virus and operating system patches

## **PROGRAM LENGTH**

MISST provides flexibility to every student. While the program is designed to be completed in as little as two years, it also offers the flexibility for participants to take the program at their own pace, based upon their personal and professional schedule.

## **FINANCIAL ASSISTANCE**

Participants have access to the normal federal and other loans available for graduate study. Employers may pay some or all of the costs of the program. For more information on federal loan programs see the following site: [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

## **RESEARCH AND ASSESSMENT**

The program requires participants to conduct research and make assessments. These graded activities are used to measure the individual's performance. The electronic materials and access to databases are provided as part of the cost of the program. Much of the research is conducted on the Web; participants may also use the Muskingum University library on-line, including access through the library to OhioLink and OPAL.

## MISST COURSE DESCRIPTIONS

Students pursuing a Master of Information Strategy, Systems and Technology degree will complete 54 credit hours in eleven courses over a two year period or part time to fit their personal and professional schedule. The focus of specific courses will be adapted to respond to emerging technologies and current issues affecting the business world.

### INFR 521 Team Problem Solving and Collaboration (3 credit hours)

Participants work in teams to apply problem-solving techniques to an authentic organizational challenge involving strategy and technology.

### INFR 512 Building the Business Case (6)

Participants work in teams to justify a business course of action by analyzing its feasibility along several dimensions including economic, cultural, technological and managerial. This includes analyzing the business environment, choosing a course of action and defending the choice in a presentation and in writing. Prerequisites: INFR 617 & 511.

### INFR 513 Strategic Application of Technology (6)

Participants work in teams to evaluate the risk, feasibility, competitive impact, technological fit, and strategic fit of target technologies, and recommend a course of action to the leadership of an organization. They also will plan a project to implement the technology chosen. Prerequisites: INFR 617 & 511.

### INFR 514 Strategic Vision (6)

Participants work in teams to develop a strategic vision for an enterprise. They analyze an enterprise's competitive position identifying its key markets, core competencies and areas of competitive strength and weakness, looking for emerging new market opportunities and challenges to existing markets. Based on this analysis, teams propose a strategic vision for the enterprise. Prerequisites: INFR 617 & 511.

### INFR 516 Enterprise Architecture (6)

Participants work in teams to develop an enterprise architecture for an organization which is an efficient foundation for execution of the business' strategic processes and a flexible foundation for the future agile development of new capabilities. Prerequisites: INFR 617 & 511.

### INFR 517 Enterprise Systems (6)

Participants work in teams to assess and evaluate enterprise applications/systems - activities may include development of a business case, creation of a deployment plan, high-level design of a system, or implementation of an enterprise application. Prerequisites: INFR 617 & 511.

### INFR 518 Emerging Technologies (6)

Participants work in teams to interpret both short- and long-term trends in technology, and to generate a forecast identifying these trends and their likely impact on an organization or industry. Prerequisites: INFR 617 & 511.

### INFR 617 Foundations of Information Strategy, Systems and Technology (6)

An individual project that introduces the baseline of knowledge and skills that are the foundation of the MISST program.

### INFR 618 Workplace Team Practicum (3)

An individual project providing practical experience in the activities and face-to-face interactions of a team. Includes the observation, capture, and analysis of team activity and interactions over the course of a project. Prerequisite: At least one of INFR 512, 513, 514, 516, 517 or 518

### INFR 619 Applied Information Strategy, Systems, and Technology I (3)

Participants apply their learning to a problem involving information strategy, systems and technology. The objectives of this project are defined by the faculty. Participants then design the project and work independently under the supervision of faculty. Prerequisite: INFR 618

### INFR 620 Applied Information Strategy, Systems, and Technology II (3)

Participants apply their learning to a problem involving information strategy, systems and technology. The objectives of this project are negotiated between the participant and faculty. Participants then design the project and work independently under the supervision of faculty. Prerequisite: INFR 618

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**Janice Tucker-McCloud**, A.P.R., *Director*, B.S., Southern Illinois University–Carbondale; M.B.A., Murray State University; M.A.E. Muskingum University

**Roderick W. Lang**, *Assistant Director*, B.A., Ohio Northern University

**Tom A. Caudill**, *Sports Information Director*, B.A., The Ohio State University; M.A.E., Muskingum University

## **STUDENT LIFE**

**Janet Heeter-Bass**, *Vice President of Student Affairs and Dean of Students*, B.A., Anderson University; M.A., East Texas State University

**Jeffrey W. Heacock**, *Assistant Vice President of Student Affairs*, B.S. Muskingum University; M.A., University of Dayton

**Susan Hoglund**, *Associate Dean of Students*, B.A., Texas A&M University; M.Ed., University of North Texas

**William Mullins**, *University Chaplain*, B. A., Muskingum University; M.Div., Louisville Presbyterian Theological Seminary

**Kerry Nelson**, *Director of Residence Life and Judicial Affairs*, B.S., M.S., Fitchburg State College

**Penny L. Selock**, *Assistant to the Dean of Students*

**Valerie A. Smith**, *Director of International Student Services and Special Projects*, B.A., Muskingum University; M.A., Ball State University

**Tracy Bugglin**, *Director of Counseling*, B.S., Muskingum University; M.S., University of Dayton

**Hong (Carol Sun) Yin**, *User Support Specialist*, B.A., Northwest Normal University, Lan Zhou, China; M.A., Xian University of Fine Arts; M.S., East Texas State University; Ed.D., Texas A&M University

## **CAREER SERVICES**

**Jacqueline L. Vascura**, *Director*, B.A., Muskingum University

**Rebecca L. Delo**, *Assistant Director of Career and Leadership Services*, B.A., Indiana University of Pennsylvania; M.A., The Ohio State University

## **HEALTH SERVICE**

**Susan D. Fracker, R.N.**, *Director of Wellness Center*, A.S., Ohio University

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## **RESIDENCE HALLS**

**Robert Bergmann**, *Assistant Dean for Campus Programs*, B.S., Muhlenberg College

**Stacey Allan**, *Student Life Coordinator*, B.A., Marietta College; M.E. Wright State University

**Jackie Clawson**, *Student Life Coordinator*, B.A. Marietta College; M.E. Wright State University

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## FACULTY

**Harsha Abeyaratne** (2003), *Associate Professor of Music*, B.S., B.A., Lewis and Clark University; M.M., D.M.A., Ball State University

**Amanda Adams** (2010), *Assistant Professor of English*, B.A., Miami University; M.A., University of Pennsylvania; Ph.D., University of Oregon

**Eugene L. Alesandrini** (1987), *Associate Professor of Speech Communication*, B.S., Bradley University; M.A., Eastern Michigan University

**Joyce L. Alesandrini** (1990), *Professor of Music*, B.A., University of Wyoming; M.A., Northwestern University; Ph.D., The Ohio State University

**Stephanie D. Allen** (2008), *Assistant Professor of Biology*, B.A., B.S., Alderson-Broaddus University; Ph.D., The Ohio State University

**Sandra L. Alzate** (2008), *Assistant Professor of Spanish, Licenciada*, Universidad del Valle, Columbia; M.A., Ph.D., University of Cincinnati

**Shelley Amstutz-Szalay** (2008), *Instructor of Biology*, B.A., Baldwin Wallace College; M.S., University of Michigan

**Richard Arnold** (2009), *Assistant Professor of Political Science*, B.A., University of York (UK); M.A. The Ohio State University

**Hallie E. Baker** (2009), *Assistant Professor of Psychology*, B.A., MS, Miami University

**Brian P. Bergstrom** (2001), *Associate Professor of Biology*, B.S., Ph.D., Illinois State University

**Laura D. Bosley** (2009), *Assistant Professor of Mathematics*, B.S. Cedarville College; M.A. Miami University

**Amy K. Bosworth** (2009), *Assistant Professor of History*, B.A. University of Massachusetts; M.A., Boston University; Ph.D., Purdue University

**Martin A. Brady** (1985), *Professor of Accounting*, B.A., Westminster College; M.A., University of Missouri-Columbia

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**Beth A. Butler** (2009), *Assistant Professor of Spanish*, B.A. Gannon University; M.A. The University of Akron; Ph.D., Florida State University

**Polly D. Collins** (2002), *Associate Professor of Education*, B.S., M.Ed., Ohio University; Ph.D., University of Akron

**Melissa S. Conroy** (2004), *Assistant Professor of Religion*, B.A., M.A., University of Toronto; M.Phil, Ph.D., Syracuse University

**Joy Cowdery** (2002), *Associate Professor of Education*, B.A., Marietta College; M.A., Ed.D., West Virginia University

**David L. Craft** (1993), *Professor of Mathematics*, B.S., Illinois University; M.A., Miami University; Ph.D., Western Michigan University

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- Peter W. Gosnell** (2002), *Associate Professor of Religion*, A.B., Princeton University; M.Div., Th.M., Western Seminary; Ph.D., University of Sheffield
- Jon N. Hale** (2009), *Assistant Professor of Education*, B.S. University of Wisconsin-La Crosse; M.A., Ph.D., University of Illinois at Urbana-Champaign
- Amanda K. Hall-Sanchez** (2010), *Instructor of Sociology and Psychology*, B.A., Muskingum University; M.A., Ohio University
- Barbara A. Hansen** (2005), *Dave Longaberger Chair Distinguished Professor of Teaching and Learning*, B.S., M.A., The Ohio State University; Ph.D., Ohio University
- Jeffrey D. Harman** (1984), *Professor of Speech Communication*, B.A., Grove City College; M.S., Clarion University of Pennsylvania; Ph.D., Bowling Green State University
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- Walter R. Huber** (1998), *Associate Professor of Political Science*, B.A., Plymouth State College; M.A., Ph.D., Miami University
- Richard P. Hydell** (1990), *Associate Professor of Economics*, B.A., Oberlin College; Ph.D., Massachusetts Institute of Technology
- Danny J. Ingold** (1989), *Homer A. Anderson Distinguished Professorship in the Natural Sciences, Professor of Biology*, B.S., M.S., East Texas State University; Ph.D., Mississippi State University
- Robert O. Jones** (1983), *Professor of Music*, B.S., Muskingum University; M.S., Julliard School of Music
- Kekoa C. Kaluhiokalani** (2006), *Assistant Professor of English*, A.A., B.A., M.A., Brigham Young University; Ph.D., The Ohio State University
- Mary Hetrick Kaufmann** (2008), *Assistant Professor of Informatics and Program Manager MISST*, B.A., Muskingum University; M.B.A., Baldwin Wallace College; M.Div. Ashland Theological Seminary
- Ana M.H. Kehrberg** (2009) *Assistant Professor of Psychology*, B.A., College of Wooster; Ph.D., University of Iowa
- William T. Kerrigan** (1997), *Arthur G. Cole and Eloise Barns Cole Distinguished Professor of American History*, B.A., Austin College; M.A., Texas Christian University; Ph.D., University of Michigan
- Brian R. King** (2000), *Assistant Professor of Political Science*, B.A., Ohio Northern University; Ph.D., University of Cincinnati
- Steve Kokovich** (1976), *Professor of Education*, B.A., Muskingum University; B.S., The Ohio State University; M.Ed., Ph.D., Ohio University
- Ronald N. Lauck** (1986), *Associate Professor of Speech Communication and Theatre*, B.S., Bluffton College; M.A., Bowling Green State University; M.F.A., University of South Dakota
- Eric W. Law** (1984), *Associate Professor of Geology*, B.S., National Cheng-Kung University; M.S., Ph.D., Case Western Reserve University
- Todd M. Lekan** (1996), *Professor of Philosophy*, B.A., M.A., The Ohio State University; Ph.D., University of Illinois at Urbana-Champaign
- Lisa M. Marshall** (2007), *Assistant Professor of Speech Communication*, B.A., Muskingum University; M.A., Ohio University; Ph.D., Bowling Green State University
- Jerry L. Martin** (1981), *Professor of Speech Communication and Theatre*, B.S.E., M.A., Kansas State Teachers College; Ph.D., Texas Tech University
- Kenneth J. McCollum** (2000), *Associate Professor of Art*, B.F.A., Phillips University; M.A., West Texas State University; M.F.A., Edinboro University of Pennsylvania
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**Linda I. Rogness** (2002), *Associate Professor of Education*, B.S., Westminster College; M.Ed., University of Southern Carolina; B.S., Clarion University of Pennsylvania; Ph.D., Duquesne University

**Mark Sanford** (2002), *Assistant Professor of Modern Languages and Senior Associate Dean of Graduate and Continuing Studies*, B.A., Indiana University; M.A., Ph.D., University of Pittsburgh

**Amy J. Santas** (2004), *Assistant Professor of Biology*, B.A., Luther College; Ph.D., University of Wisconsin-Madison

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**Laura E. Schumann** (1999), *Associate Professor of Music and Director of the Southeastern Ohio Symphony Orchestra*, B.M., University of Colorado; M.A., University of California; D.M.A., Texas Tech University

**Eric J. Schurter** (2006), *Assistant Professor of Chemistry*, B.S., University of Minnesota; Ph.D., Purdue University

**Emre Selvi** (2009), *Assistant Professor of Engineering*, B.S. M.S., Middle East Technical University (Turkey); Ph.D., Texas Tech University

**Jay Shaffstall** (2006), *Instructor of Mathematics and Computer Science*, B.S., M.S., Franklin University

**Robert Sharp** (2008), *Assistant Professor of Philosophy*, B.A., University of Alabama-Huntsville; Ph.D., Vanderbilt University

**Sandra Soto-Cabán** (2008), *Instructor of Engineering*, B.S., M.S., University of Puerto Rico

**Mark A. Stambush** (2005), *Assistant Professor of Psychology*, B.A., University of Charleston; M.A., Ball State University; Ph.D., Saint Louis University

**Anne C. Steele** (2000), *Professor of Economics, Accounting and Business and President*, B.A., Reed College; M.S., Ed.D., Lehigh University

**Colleen M. Stevenson** (1998), *Associate Professor of Psychology*, B.A., M.S., University of Wisconsin-Milwaukee; Ph.D., Kent State University

**Yan Sun** (1997), *Professor of Art*, B.F.A., Northwest Normal University; M.A., Xi'an University of Fine Arts; M.F.A., East Texas State University

**Paul S. Szalay** (2001), *Associate Professor of Chemistry*, B.S., Baldwin-Wallace College; Ph.D., Michigan State University

**David Tabachnick** (2003), *Associate Professor of Sociology*, B.A., Hamilton College; M.A., Ph.D., University of Wisconsin Madison; J.D., University of Wisconsin Law School-Madison

**Richard Taylor** (2004), *Associate Professor of Physics*, B.S., M.S., Delaware State University; Ph.D., University of Delaware

**David Turrill** (2010), *Instructor of Music*, B.M., M.Mus., Ohio University

**Stephen R. Van Horn** (1999), *Associate Professor of Geology*, B.S., Indiana University of Pennsylvania; M.A., University of Missouri-Columbia; Ph.D., University of Connecticut

**Jane Varley** (2000), *Associate Professor of English*, B.A., M.A., University of Idaho; Ph.D., University of North Dakota

**Vivian A. Wagner** (2003), *Associate Professor of Journalism*, B.A., University of California at Irvine; M.A., The Ohio State University; Ph.D., University of Illinois, Urbana-Champaign

**David J. Watkins** (2006), *Assistant Professor of Education*, B.S., Miami University; M.A., Walsh University

**Franz-Joseph Wehage** (1991), *Professor of German*, B.A., M.A., Ph.D., State University of New York-Albany

**James W. Wells** (2010), *Assistant Professor of English*, B.A., University of the South; M.A., University of South Carolina; Ph.D., Ohio University

**Joseph W. Wilson** (1987), *Associate Professor of Accounting*, B.S., Clarion University of Pennsylvania; M.B.A., University of Pittsburgh

**William R. Wilson** (2005), *Assistant Professor of Physics*, B.S., Delaware State University; Ph.D., Clemson University

**Meghan Wynne** (2002), *Instructor of English*, B.S., Pennsylvania State University; M.F.A., The Ohio State University

**Elizabeth Zicha** (1983), *Associate Professor of Physical and Health Education*, B.S., Indiana University of Pennsylvania; M.S., Ohio University; Ph.D., West Virginia University

**Lois A. Zook-Gerdau** (2002), *Associate Professor of Chemistry*, B.A., Hiram College; Ph.D., University of Iowa

## EMERITI FACULTY

**John B. Armstrong** (1965-90) M.A., Librarian Emeritus

**J. Edward Barrett** (1964-93) Ph.D., Professor Emeritus of Religion

**John Baxter** (1985-2006) Ph.D., Professor Emeritus of Physics

**William Blakesley** (1949-75) M.A., Associate Professor Emeritus of Art

**Russell V. Brown** (1975-2007) Ph.D., Professor Emeritus of Spanish

**Margaret L. Burk** (1993-2009), Associate Professor Emerita of Business.

**Robert F. Burk** (1984-2009), Professor Emeritus of History

**James Burson** (1964-2006) Ph.D., Professor Emeritus of Physical and Health Education

**Alan J. Chaffee** (1979-2010), Ph.D., Professor Emeritus of English

**Albert R. Christopher** (1970-93) M.A., Associate Professor Emeritus of Physical and Health Education

**J. Ransom Clark** (1990-2005) J.D., Professor Emeritus of Political Science

**Joseph B. Elkins** (1962-93) Ph.D., Professor Emeritus of Philosophy

**William L. Fisk** (1946-87) Ph.D., Professor Emeritus of History

**E. Rudolph Gerlach** (1957-93) Ph.D., Professor Emeritus of Chemistry

**Donald P. Hill** (1959-95) Ph.D., Professor Emeritus of Speech Communication and Theatre

**Jack Kovach** (1968-2005) Ph.D., Professor Emeritus of Geology

**William L. McClelland** (1956-89) Ph.D., Professor Emeritus of Religion

**Robert Lee Munkres** (1960-99) Ph.D., Professor Emeritus of Political Science

**Charles H. Nelson** (1969-97) Ph.D., Professor Emeritus of Sociology

**Lorle Ann Porter** (1965-98) Ph.D., Professor Emerita of History and Regional Historian in Residence

**David L. Quinn** (1966-2001) Ph.D., Professor Emeritus of Biology

**Vishnu P. Saksena** (1968-2001) Ph.D., Professor Emeritus of Biology

**Katherine Schnitker** (1943-49, 1968-80) M.M., Associate Professor Emerita of Music, Musician in Residence

**Wilbur R. Schnitker** (1942-77) M.M., Professor Emeritus of Music, Musician in Residence

**William J. Schultz** (1968-96) Ph.D., Professor Emeritus of English

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**Russell A. Smucker** (1982-2007) Ph.D., Associate Professor Emeritus of Mathematics

**Stacia A. Straley** (1981-2003) Ph.D., Associate Professor Emerita of Political Science

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**Herbert F. Thomson** (1961-87) Ph.D., Professor Emeritus of Economics, Accounting and Business

**Daniel E. Van Tassel** (1981-2003) Ph.D., Professor Emeritus of English

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