

Muskingum University

2012-2013
**Graduate
Program
Catalog**

MUSKINGUM UNIVERSITY

GRADUATE & CONTINUING STUDIES

CONTENTS

Muskingum University	4
Muskingum University Mission Statement	
Important Contact Information	
Muskingum University Graduate Profile	6
Degrees	
Graduate Educator Preparation Programs	
<i>Advanced Licensure Programs</i>	
<i>Initial Licensure Programs</i>	
<i>Non-Licensure Programs</i>	
Accrediation	
Campus	
Expenses	
Faculty	
Graduate Enrollment	
Location	
General Information	7
Academic Support Resources	
Availability of Student Records	
Campus Communication	
Consumer Information	
Grievance Procedure	
Graduate and Continuing Studies	
Human Subject Research Review	
Non-Discrimination Statement	
Annual Crime Statistics Disclosure	
Campus Life	9
Housing	
Food Services	
Student Identification Cards	
Counseling Services	
Career Services	
Quad Center	
Cultural Life	
Recreation Center	
Campus Government	
Community Standards	
Admission.....	11
Assistantships	
Financial Aid	
International Students	
Student Military Service Policy	
Graduate Tuition and Fees	
Withdrawal from University Program Policy	
Graduate Teacher Education Admission	
Post-Graduate Educator Preparation Admission	
MISST Admission	
MISST Expenses	
Academic Information	17
Academic Advising	
Academic Credit	
Academic Dishonesty, Plagiarism	
Academic Standards Policy	
<i>Academic Standing</i>	
<i>Academic Probation</i>	
<i>Restrictions</i>	
<i>Notification</i>	
<i>Academic Dismissal</i>	
<i>Readmission</i>	
<i>Attendance Policy</i>	
Auditing Courses	
Calendar	
<i>Term</i>	
<i>Session</i>	

Academic Information (Cont'd)

- Commencement
- Course Drop
- Course Repeat Policy
- Course Withdrawals
- Directed Study
- Full-Time Status
- Grade Point Average
- Grading Policy
- Non-Degree Seeking Students
- Order of Appeal
- Registration
- Statute of Limitations
- Teacher Licensure
- Transcripts
- Transferring Courses

Academic Programs22

- Graduate Degrees
- Advanced Licensure Programs
- Initial Licensure Programs
- Post Baccalaureate Teacher Education
- Post-Graduate Education Leadership Programs
- Non-Licensure Programs
- Master of Arts in Education (MAE)**
 - Program Philosophy*
 - Advanced Licensure and MAE Program Requirements*
- Master of Arts in Teaching (MAT)**
 - Program Philosophy*
 - Initial Licensure and MAT Program Requirements*
- Post-Graduate Programs in Educational Leadership**
 - Program Philosophy*
 - Minimum Program Requirements*
- Master of information Strategy, systems and Technology (MISST)**
 - Program Philosophy*
 - Program Structure*
 - Technology Requirements*
 - Financial Assistance*
 - Research and Assessment*

Educator Course Descriptions26

MISST Course Descriptions41

Board of Trustees42

Administration.....43

Faculty.....47

The 2012-2013 Muskingum University Graduate Program Catalog describes the program that will be offered by Graduate & Continuing Studies in this academic year. Every effort has been made to reflect the Muskingum University Graduate & Continuing Studies program, policies and procedures in this Catalog. The University reserves the right to change, without notice, rules, policies, fees, curricula, courses, or other matters. Any course may be closed at any time because of limited resources, or canceled for reasons beyond the University's control, such as faculty unavailability or enrollment insufficiency.

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 1,700 undergraduate students in a residential university setting. The university also offers graduate 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 post-graduate and graduate programs, as well as, 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 at 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 graduate programs in initial licensure and advanced licensure teacher preparation/education, three graduate degree programs in Education (Master of Arts in Education, Master of Arts in Teaching, and Education Specialist) and in business and technology through the Master of Information Strategy, Systems and Technology. Other programs are under development.

Advanced licensure in teacher preparation is for licensed or certified educational professionals. Graduate licensure or endorsement is available in Administrative Specialist Early Childhood, Early Childhood Generalist Endorsement, Early Childhood Intervention Specialist, Intervention Specialist: Mild/Moderate, Intervention Specialist: Moderate/Intensive, Intervention Specialist: Gifted/Talented, Middle Childhood Generalist Endorsement, Pre-K Special Needs, Principal's licensure (ages 3-14), Principal's licensure (ages 8-21), Reading Endorsement, Superintendent, TAG Endorsement, Teacher-Leader Endorsement, TESOL. Non-licensure, master's degree programs are available in adult education, art and music. Students can also earn the Master of Arts in Education (MAE) degree.

Initial licensure in teacher preparation is for persons who hold a baccalaureate degree in an area other than teacher education to earn initial credentials to teach. Initial licensure is available in early childhood, middle childhood, adolescent/young adult, intervention specialist mild/moderate, and intervention specialist moderate/intensive. Students can also earn the Master of Arts in Teaching (MAT) degree.

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.

MUSKINGUM UNIVERSITY 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/gradstudies

Academic Advising:

Graduate Student Advisor

Nancy Bradley
740.826.8038
nbradley@muskingum.edu

MISST Student Advisor

Mary Kaufmann
740.624.5494
maryk@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/business

Parking and Safety:

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

Computer Technology:

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

Financial Aid and Loan Information:

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

Research & Information Resource Support:

Library
740.826.8152
www.muskingum.edu/library/index.html

Transcript Request:

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

Student ID:

Campus Services
740.826.8147

MUSKINGUM UNIVERSITY GRADUATE PROFILE

GRADUATE DEGREES

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

GRADUATE EDUCATOR PREPARATION PROGRAMS

Advanced Licensure Programs

Administrative Specialist Early Childhood, Early Childhood Generalist Endorsement, Early Childhood Intervention Specialist, Intervention Specialist: Mild/Moderate, Intervention Specialist: Moderate/Intensive, Intervention Specialist: Gifted/Talented, Middle Childhood Generalist Endorsement, Pre-K Special Needs, Principal's licensure (ages 3-14), Principal's licensure (ages 8-21), Reading Endorsement, Superintendent, TAG Endorsement, Teacher-Leader Endorsement, TESOL.

Initial Licensure Programs

Early Childhood, Middle Childhood, Adolescent to Young Adult, Intervention Specialist Mild/Moderate, and Intervention Specialist Moderate/Intensive

Non-Licensure Programs

Adult Education, Art Professional Development, Music Professional Development,

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 Dr, Suite 21, Reston, VA 20190, (703) 437-0700.

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

CAMPUS

225 acres with 21 major buildings

EXPENSES

Graduate and Continuing Studies 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.

Educator Preparation and MAP Tuition for 2012-13
\$430/Semester Hour of Credit

MISST Tuition for 2012-13
\$660/Semester Hour of Credit

Fees

Matriculation fee.....	\$20
Application for graduation	\$25
Official transcript	\$7.25
MISST fee.....	\$1200

FACULTY

101 current full-time faculty, including two librarians
96% possess terminal degrees in their discipline

GRADUATE ENROLLMENT

Approximately 1400 students enrolled in graduate classes, including more than 500 continuing education students

LOCATION

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

GENERAL INFORMATION

ACADEMIC SUPPORT RESOURCES

The Muskingum University Library (1960) offers students easy access to 48 million items from 90 Ohio academic libraries through the statewide shared OhioLINK catalog of books, DVDs, CDs and more. Included in the holdings are 69,000 e-books, millions of electronic articles, 14,000 e-journals in full-text, 150 electronic research databases, and thousands of images, sounds and videos. The local collection provides the campus community with more than 210,000 books and multimedia, 150 print journals and more than one dozen daily and weekly newspapers. Librarians offer one-on-one research help in person and through online chat, and the library offers instruction in both classroom and workshop settings.

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 seven discipline-specific facilities for Art, Theatre, Graphic Arts, Computer Science (Linux), Physics and Engineering, 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 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 Student Success Center opened in 2009 to provide free academic support to all Muskingum students. The SSC offers peer tutoring, group study, exam review sessions, and academic consultation. Tutoring is available for over twenty five subjects by appointment or walk-in. The SSC is open Sunday through Thursday evenings and is located in Patton Hall. Phone: 740.826.6156. Email: success@muskingum.edu

Disabilities Education Office (DEO) and ADA Compliance

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, Muskingum University makes available to qualified students with disabilities those reasonable accommodations necessary to provide appropriate access to the learning environment and opportunities to demonstrate academic achievement. Reasonable accommodations are provided at no charge to the student. Individuals with disabilities must self-identify

and articulate their needs and requests through the Disability Education Office. The Disabilities Education Office is located in Walter Hall Room 26; phone 740.826.6132. For more information, please visit www.muskingum.edu/home/cal/ada. Persons seeking accommodation should submit their request, along with appropriate clinical documentation, to the Executive Director, c/o Disability Education Office, Walter Hall Room 26, Muskingum University, New Concord, OH 43762. The provision of reasonable accommodation is based on review of submitted documentation and upon meeting with the student and others as warranted. Documentation should be recent; include qualifications of the evaluator; include a diagnosis and evidence used to make the diagnosis; contain clear and specific evidence that identifies and substantiates functional limitations in one or more major life areas which constitute the disability; make recommendations(s) for specific accommodation related to the identified functional limitations; and establish an evidence-based rationale that supports the need for the specific accommodation requested. Reasonable accommodations may include, but are not limited to extended time for tests, distraction-reduced environment for testing, tests administered by a reader or a scribe, enlarged print materials, equipment for recording lectures, coordination of course materials in alternate format, assistance to obtain class notes, and computer access during tests. The provision of accommodation is determined on an individual basis and facilitated by the Disability Education Office. Accommodations that involve housing or are otherwise physical or environmental in nature are arranged with the cooperation of the Human Resources Coordinator/Compliance Coordinator.

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.

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.

CONSUMER INFORMATION

Consumer information for current and prospective students is available in several locations, both in print and on-line. Statistical information about Muskingum University is contained in the U.S. Department of Education's College Navigator web site at <http://nces.ed.gov/collegenavigator>.

Muskingum University's undergraduate academic programs and policies are described in this catalog. More specific information about the undergraduate program is available from the registrar, departmental chairs, and in the Student Handbook at www.muskingum.edu/home/registrar/academiccatalogs.html. Information specific to adult degree completers is available in the MAP Guidebook at www.muskingum.edu/home/gradstudies/map/downloads/map_guidebook.pdf. Graduate academic programs and policies are described in the Graduate Catalog, and additional information about graduate programs is available from the Graduate and Continuing Studies Office, and from program directors. The Graduate Catalog is located at www.muskingum.edu/gradstudies/mae/downloads/grad_catalog.pdf. Accreditation documents can be reviewed in the Office of the Vice President for Academic Affairs.

Muskingum's costs and undergraduate refund policy are detailed in this catalog, and in the 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. Consumer information pertaining to Student Life, including student policies and procedures, are contained in the Student Handbook, available on-line at www.muskingum.edu/campuslife/downloads/studenthandbook.pdf. Consumer information for prospective students is available on the University website at www.muskingum.edu/home/admission/consumerinfo.html, or in the specific program sections. A complete listing of Consumer Information topics and source(s) of that information is contained on the Muskingum University website at www.muskingum.edu/home/about/studentconsumerinformation.html.

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, national or ethnic origin, disabilities or physical challenge, sex, age, religion, sexual orientation, socio-economic status, political affiliation, or status as a veteran of the Vietnam era, in admission, in access to, or in treatment or within its educational programs or activities nor in recruitment, employment or policy administration. The Human Resources Coordinator, 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 VI of the Civil Rights Act of 1964, 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, age, respectively. The Human Resources Coordinator may be contacted regarding the University's compliance efforts or any potential violations of the foregoing statutes as well as Title VII of the 1964 Civil Rights Act which deals with employment discrimination.

ANNUAL CRIME STATISTICS DISCLOSURE

As required by the "Student Right to Know Act," Muskingum University provides crime statistics for the previous three calendar years. Included are reported crimes which have occurred on campus, in certain off-campus buildings, and property owned or controlled by the University. In addition, this report includes crimes on public property within or immediately adjacent to campus. This report also includes institutional policies concerning campus security such as crime prevention, the reporting of crimes, alcohol and drug use, sexual assault, and other matters. This report is available at www.muskingum.edu/campuspolice/downloads/campusafety or by contacting University Police at 740.826.8155.

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 Quad 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. 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. The English department schedules a series of evenings in which noted authors read from their works in programs open to the community.

Musicians, dancers, actors, comedians 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.

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 (SEOSO), 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

Individual Graduate and Continuing Studies programs have specific admission requirements. Please refer to the appropriate program sections for detailed admission information and requirements.

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 Vice President of Graduate and Continuing Studies, 117 Montgomery Hall.

FINANCIAL AID

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/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.

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, and the Master of Information Strategy, Systems and Technology. International students interested in learning more about these program options should contact the Director of International Programs.

International Student 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.

STUDENT MILITARY SERVICE POLICY

The University recognizes the obligations and sacrifices incurred by national service in the military forces of the United States. Through the National Guard, the Reserve forces, and the possibility of a national draft, it may be necessary for students to leave the University for active duty military service, or alternative service as required by the President of the United States, or the Governor commanding the National Guard during an academic term. Accepting the extraordinary circumstances to the nation and the student which require such service, the University will provide all possible aid to students who are called to active duty and will make full effort to provide a fair transition as the student leaves the University and returns. In all cases of required military service, fairness must be interpreted to the benefit of the student.

Refund

The refund of tuition, fees, and room and board charges for students in the military reserves who have been called to active duty will be dependent upon whether the student chooses to take Incompletes ("I") in current coursework or chooses to withdraw from some or all courses.

1. A student called to active duty/alternative service who chooses to withdraw from all coursework is entitled to a full refund of tuition, fees, and room charges, and a pro-rated refund of board charges based on the number of meals eaten. All financial aid will be returned to the respective program.
2. A student called to active duty/alternative service who chooses to complete only some current coursework is assessed tuition charges at are calculated rate based on the number of credit hours to be completed. Financial aid is adjusted in accordance with the new enrollment status and revised charges.

- A student called to active duty/alternative service who chooses to take Incompletes (“I”) in all courses does not receive tuition refund. The room charge and unused board charge are refunded. Financial aid is adjusted in accordance with revised charges.

Grading

Four grading options exist for students in the military reserves who have been called to active duty/alternative service:

- The student may elect to receive a grade of “I” in all classes. Upon termination of active duty/alternative service, the student must complete any necessary work to remove the “I” before the end of the next complete semester following the termination of active duty/alternative service status. As in the regular policy governing incompletes, the grade will revert to “F” unless removed prior to the stated deadline. The assignment of an “Incomplete” will be made in consultation between the professor and the student with the professor establishing in writing what requirements for course completion remain. The written statement of requirements will be entered in the student’s records as maintained by the University.
- The student may elect to completely withdraw from the University, receiving a grade of “W” (withdrew passing) in all courses.
- The student may elect to receive a regular grade based on partially completed work in some classes, while receiving a grade of “W” in others where the student has completed at least half of the course.
- The student may elect to receive a grade of “S/U.” The “S/U” determination will be permitted even if the student had not initially registered for the course to be so designated. The assignment of the grade of “S/U” will be made in consultation between the professor of the course and the student, and the professor may require an examination or some other fair equivalent final assignment. Upon return to the University, if the student received credit for a course required for a sequential course before completing the full academic term, he/she may be required by the department to take a qualifying examination before advancing to the following course. No other requirements may be added that are not required of all students enrolled in the sequential course.

GRADUATE 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.

Educator Preparation Tuition for 2012-2013

\$430/Semester Hour of Credit

MISST Tuition for 2012-2013

\$660/Semester Hour of Credit

Fees

Matriculation fee.....	\$20
Application for graduation	\$25
Official transcript	\$5
MISST fee.....	\$1200

WITHDRAWAL FROM UNIVERSITY PROGRAM POLICY

The student must submit a written request to the Vice President of Graduate and Continuing Studies stating their intention to discontinue the program and withdraw from all currently registered classes. 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.

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.

GRADUATE TEACHER EDUCATION ADMISSION

Application is made to Muskingum University Graduate and Continuing Studies. Admission decisions are made by the Vice President 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 2.7 minimum grade point average from a regionally accredited college 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 Vice President 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 colleges and universities at the discretion of the Program Director.

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 Vice President 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
- Possess Ohio qualifying score(s) on the requisite test(s) required by the State Board of Education for an Ohio licensure/endorsement
- Obtain an acceptable BCI/FBI background check according to state/federal law

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 Vice President 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 (upon enrollment into the University)

- Complete application for Admission into Licensure Program
- Possess a cumulative G.P.A. of 2.5 or higher in all previous undergraduate coursework
- Obtain an acceptable BCI/FBI background check according to state/federal law

Gateway 2: Continuation in the Licensure Program (upon completion of EDUC 500 and EDUC 528)

- Complete application for Continuation in the Licensure Program
- Complete all graduate coursework to-date with a cumulative G.P.A. of 3.0 or higher
- Complete EDUC 500 and EDUC 528 with grades of B- or higher
- Satisfactorily complete field work required in EDUC 500 and EDUC 528

- Demonstrate professional dispositions with no unacceptable ratings as assessed in EDUC 500
- 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
- Obtain an acceptable BCI/FBI background check according to state/federal law

Gateway 3: 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”
- Possess Ohio qualifying score(s) on the requisite specialty area content test(s) required by the State Board of Education for an Ohio licensure/endorsement
- 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 4: 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
- Possess Ohio qualifying score(s) on the requisite test(s) required by the State Board of Education for an Ohio licensure/endorsement
- Obtain an acceptable BCI/FBI background check according to state/federal law

POST-GRADUATE EDUCATOR PREPARATION ADMISSION

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
- Possess Ohio qualifying score(s) on the requisite test(s) required by the State Board of Education for an Ohio licensure/endorsement
- 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

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, application, 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 EXPENSES

MISST Tuition for 2012-2013

\$660/Semester Hour of Credit

Fees

MISST fee..... \$1200

ACADEMIC INFORMATION

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.

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

Plagiarism, cheating, and other forms of academic dishonesty are serious offenses at Muskingum University, and the faculty member has the prerogative of invoking the severest penalty for an initial offense. Each department is responsible for developing its definition of plagiarism, but in general, plagiarism is the verbal, written, graphic, or three-dimensional presentation of borrowed material without citing its source. Students must cite the source for quotations, paraphrases, or borrowed ideas, models, information, or organization of material. Students who are uncertain about the need for citation should consult the faculty member for whom the work is being prepared. For a first offense, the minimum penalty for plagiarism and/or cheating is a failing grade on the assignment, paper, or examination; the maximum penalty in this instance is a failing grade in the course. In either case, the faculty member should submit a written report of the offense to either the Office of the Vice President for Academic Affairs or the Office of the Vice President for Graduate and Continuing Studies as appropriate. Plagiarized work is filed in the office of the Vice President for Academic Affairs or the Office of the Vice President for Graduate and Continuing Studies as appropriate. A grade given for academic dishonesty shall supersede any withdrawal. See additional information under “Order of Appeal.”

ACADEMIC STANDARDS POLICY

Academic Standing

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.

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.

Restrictions

A student who is on academic probation may not enroll for more than 15 hours. On the recommendation of the student’s academic advisor, adjustments may be made in the student’s course load.

Notification

The student will receive notice of academic probation status and its accompanying requirements and restrictions from the Vice President for Academic Affairs or the Vice President of Graduate and Continuing Studies as appropriate.

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

Readmission

Application for readmission of a student dismissed for academic reasons will be considered only after a minimum of one semester following dismissal and will be subject to program requirements in effect at the time of reinstatement.

ATTENDANCE POLICY

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.

AUDITING COURSES

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 Vice President 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.

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.

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.

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.

CAPSTONE PROJECT – CONTINUING ENROLLMENT POLICY

Students will have 12 months in which to finish their capstone 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.

CATALOG OF ENTRY

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 require-

ments 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.

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.

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.

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.

COURSE DROP

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 Vice President for Graduate and Continuing Studies for approval. 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.

COURSE REPEAT POLICY

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 unless the second grade is I, WIP or W. Students may not register for any one course more than two times.

COURSE WITHDRAWALS

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 Vice President 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.

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.

DIRECTED STUDY

Directed Study permits students, under special circumstances, to enroll in an existing course at an alternative time to the

class schedule. This requires a course contract with a cooperating faculty member and approval by the Vice President for Graduate & Continuing Studies. The contract specifies required meeting times, readings, writing assignments, studio, or laboratory work.

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.

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.

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.

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.

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

FULL-TIME STATUS

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 academic advisor.

GRADE POINT AVERAGE

All courses for which a student has registered except those resulting in a grade of I, 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
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.

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.

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.

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.

ORDER OF 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 for Graduate and Continuing Studies who is the final arbiter.

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.

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.

TEACHER 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.

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.

TRANSFERRING COURSES

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.

ACADEMIC PROGRAMS

GRADUATE DEGREES

Education Specialist, Master of Arts in Education, Master of Arts in Teaching, Master Of Information Strategy, Systems And Technology

ADVANCED LICENSURE PROGRAMS

Administrative Specialist Early Childhood, Early Childhood Generalist Endorsement, Early Childhood Intervention Specialist, Intervention Specialist: Mild/Moderate, Intervention Specialist: Moderate/Intensive, Intervention Specialist: Gifted/Talented, Middle Childhood Generalist Endorsement, Pre-K Special Needs, Principal's licensure (ages 3-14), Principal's licensure (ages 8-21), Reading Endorsement, Superintendent, TAG Endorsement, Teacher-Leader Endorsement, TESOL.

INITIAL LICENSURE PROGRAMS

Early Childhood, Middle Childhood, Adolescent to Young Adult, Intervention Specialist Mild/Moderate, and Intervention Specialist Moderate/Intensive

POST BACCALAUREATE TEACHER EDUCATION

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

POST-GRADUATE EDUCATIONAL LEADERSHIP PROGRAMS

Administrative Specialist: School-Community Relations; Administrative Specialist: Educational Research; Administrative Specialist: Educational Staff Personnel Administration; Administrative Specialist: Curriculum, Instruction and Professional Development; Superintendent.

NON-LICENSURE PROGRAMS

Adult Education, Art Professional Development, Music Professional Development,

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 Administrative Specialist Early Childhood, Early Childhood Generalist Endorsement, Early Childhood Intervention Specialist, Intervention Specialist: Mild/Moderate, Intervention Specialist: Moderate/Intensive, Intervention Specialist: Gifted/Talented, Middle Childhood Generalist Endorsement, Pre-K Special Needs Endorsement, Principal's licensure (ages 3-14), Principal's

licensure (ages 8-21), Reading Endorsement, Superintendent, TAG Endorsement, Teacher-Leader Endorsement, TESOL. Non-licensure options include 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.

ADVANCED LICENSURE AND MAE PROGRAM REQUIREMENTS

Minimum† Program Requirements

†*Number of credits (semester hours of credit) 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 requirements (48 credits): EDUC 519, 528, 555, 578, 586, 588, 591, 592, 593, 594, 599, 520, 521, 523, 524, 590, 692. Additional requirements to complete MAE degree (13 credits): EDUC 605, 606, 607, 608; one of the following: EDUC 700, 705/706 or 710.

Early Childhood Generalist, endorsement requirements (18 credits): EDUC 655, 656, 657 and 6 elective credits. Additional requirements to complete MAE degree (13 credits): EDUC 605, 606, 607, 608; one of the following: EDUC 700, 705/706 or 710.

Early Childhood Intervention Specialist, licensure requirements (49 credits): EDUC 578, 592, 593, 586, 588, 599, 528, 595, 596, 597, 598, 520, 521, 523, 524, 547, 688. Additional requirements to complete MAE degree (13 credits): EDUC 605, 606, 607, 608; one of the following: EDUC 700, 705/706 or 710.

Pre-K Special Needs (EEH), endorsement requirements (37 credits): EDUC 528, 578, 591, 592, 593, 595, 596, 597, 598, 520, 521, 547, 688. Additional requirements to complete MAE degree (13 credits): EDUC 605, 606, 607,608; one of the following: EDUC 700, 705/706 or 710.

Intervention Specialist: Mild to Moderate (ages 5-21), licensure requirements (43-46 credits): EDUC 528, 531, 532, 534, 536, 550, 555, 568, 570, 520, 521, 523, 524, 590, 688; candidates with an elementary education certificate or early childhood license: EDUC 554; candidates with a middle childhood license, a secondary/young adult license or any multi-age license: EDUC 554, 599 (NOTE: candidates holding a middle childhood math license are exempt from EDUC 554). Additional requirements to complete MAE degree (13 credits): EDUC 605, 606, 607,608; one of the following: EDUC 700, 705/706 or 710.

Intervention Specialist: Moderate to Intensive, licensure requirements (38 credits): EDUC 528, 536, 548, 550, 555, 557, 558, 559, 520, 521, 524, 526, 547, 688. Additional requirements to complete MAE degree (13 credits): EDUC 605, 606, 607,608; one of the following: EDUC 700, 705/706 or 710.

Intervention Specialist: Talented and Gifted (ages 5-21), licensure requirements (34 credits): EDUC 540, 541, 542, 543, 550, 521, 523, 524, 527, 532, 549, 688. Additional requirements to complete MAE degree (13 credits): EDUC 605, 606, 607,608; one of the following: EDUC 700, 705/706 or 710.

Middle Childhood Generalist, endorsement requirements (18-24 credits): Math content courses EDUC 644, 645; Science content courses EDUC 646, 647; Social Studies content courses EDUC 648, HIST 574; Language Arts content courses ENGL 501, EDUC 649; 6 elective credits. Additional requirements to complete MAE degree (13 credits): EDUC 605, 606, 607,608; one of the following: EDUC 700, 705/706 or 710.

Music (33 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 Grades P-9 and Grades 4-12, licensure requirements (33 credits): EDUC 607, 650, 708, 750, 755, 759, 851, 852, 853, 854, 765, 766; choose one of the following: EDUC 767/768 (grades P-9) or 769/770 (grades 4-12)

Reading, endorsement requirements (18 credits): EDUC 660, 661, 662, 663; 6 elective credits. Additional requirements to complete MAE degree (13 credits): EDUC 605, 606, 607,608; one of the following: EDUC 700, 705/706 or 710.

Talented and Gifted, endorsement requirements (19 credits): EDUC 540, 541, 542, 543, 527, 549, 688. Additional requirements to complete MAE degree (13 credits): EDUC 605, 606, 607,608; one of the following: EDUC 700, 705/706 or 710.

Teacher-Leader, endorsement requirements (34 credits): EDUC 607, 650, 708, 606, 750, 751, 757, 852, 853, 854, 758, 858, 764

TESOL, endorsement requirements (18 credits): EDUC 609 634, 635, 636, 637, ENGL 503, EDUC 638, 639. Additional requirements to complete MAE degree (13 credits): EDUC 605, 606, 607,608; one of the following: EDUC 700, 705/706 or 710.

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 to 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.

INITIAL LICENSURE AND MAT PROGRAM REQUIREMENTS

Minimum Program Requirements

Early Childhood, licensure (63 credits): EDUC 500, 519, 528, 536, 555, 568, 578, 586, 588, 591, 593, 594, 599, 520, 521, 523, 524, 517, 623, 627.

Middle Childhood, licensure (51 credits): EDUC 500, 528, 536, 550, 555, 561, 568; choose two of the following: EDUC 551, 552, 553, 554; EDUC 521, 522, 523, 524, 517, 624, 627.

Adolescent to Young Adult, licensure (Math, Language Arts, Social Studies, Chemistry and Life Sciences) (42 credits): EDUC 500, 523, 528, 536, 550, 555, 568, 571; choose one of the following: 564, 565, 566, 567; choose one of the following: EDUC 501, 502, 504, 505, 506; EDUC 517, 625, 627.

Intervention Specialist: Mild to Moderate, licensure (62 credits): EDUC 500, 528, 531, 532, 534, 536, 550, 554, 555, 568, 570, 599; choose one of the following: EDUC 561, 571, 593; EDUC 520, 521, 523, 524, 517, 626, 627.

Intervention Specialist: Moderate to Intensive, licensure (51 credits): EDUC 500, 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.

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 (17-20 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 (22-23 credits): EDUC 850, 851, 852, 853, 854, 855, 857, 859; EDUC 865 or 866

MASTER OF INFORMATION STRATEGY, SYSTEMS AND TECHNOLOGY (MISST)

The Master Of Information Strategy, Systems And Technology (MISST) at Muskingum University is an online program that engages students in developing competencies that are necessary to work successfully 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.

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.

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.

EDUCATOR PREPARATION COURSE DESCRIPTIONS

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, and the Praxis III/ Pathwise domains, it's recommended that this course be taken in the first semester of enrollment in the graduate program. Field experience required.

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 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 517 Educational and Assistive 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 the research, methods and materials used in developmentally appropriate pre-reading and reading instruction for diverse emergent and beginning readers. Prerequisite: 370. 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).

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 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 considerations 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 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. Field experience required.

EDUC 532 Differentiation in the Content Areas (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 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 536 Co-Teaching & Collaboration in Education (2)

This course develops the knowledge and skills needed to provide appropriate educational opportunities for children in the context of family, community, and social service structures. It 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 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 instruc-

tional 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. Field experience required.

EDUC 547 Intervention Specialist Seminar (1)

Provides an opportunity for students in their clinical practice experience (EDUC 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 TAG clinical practice experience 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 (2)

This course 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. The course emphasizes cultural, social, mental health, mobility, and health concerns. It explores the use of assistive technology and environmental adaptations. Field experience is required.

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 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 Education (3)

Explores the variety of roles that assessment plays in P-12 education. Basic assessment principles, response to intervention (RTI), the assessment teaching cycle, formative and summative assessment, value-added dimensions of assessment are presented and related to candidates’ licensure areas. Also addressed are aspects of assessment related to providing inclusive services to students with exceptionalities, including making accommodations and modifications and using relevant assistive technology.

EDUC 570 Professional Practices in Special Education (2)

Provides candidates with additional opportunities to develop the knowledge, skills, and dispositions necessary for provid-

ing effective instruction to students with disabilities in their least restrictive environment. Course content focuses on topics specific to the field of special education that build on the knowledge and skills from previous classes. Special emphasis is placed on intensive behavioral support and transition planning. Field experience required.

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 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 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 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 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 590 Individual Topics (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 Vice President for 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 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)
This course focuses on the use of data to effectively impact instructional leadership at the classroom and building levels. Candidates will explore how to select the appropriate qualitative and quantitative research and methodology for a situation to produce the most meaningful data. It will assist candidates in learning how to identify researchable problems, locate data sources, collect and analyze data to make decisions concerning instruction, student achievement, building processes and procedures and accountability measures. Candidates will explore the use of data to influence policy, external stakeholders and best practices. Specific field assignments will be an integral component of this course.

EDUC 608 Critical Pedagogy: The Transformational Educator (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 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 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 supervision 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.

EDUC 644 Mathematics in Middle Childhood Grades 4-5 Licensure (3)

Develops the knowledge and skills necessary to provide developmentally appropriate and effective instruction for grades 4-6 based on the Common Core State Standards and Model Curriculum in mathematics to diverse populations in inclusive settings. The focus of this course is grades 4-5 mathematics and pedagogy.

EDUC 645 Mathematics in Middle Childhood Grades 4-6 Licensure (3)

Develops the knowledge and skills necessary to provide developmentally appropriate and effective instruction for grades 4-6 based on the Common Core State Standards and Model Curriculum in mathematics to diverse populations in inclusive settings. The focus of this course is grade 6 mathematics and pedagogy.

EDUC 646 Integrated Science I for Middle Childhood Generalists Grades 4-6 (3)

This course is a part of a Middle Childhood Generalist program. It is the first of two courses which are designed to provide already licensed middle childhood educators with the science content knowledge and process skills to teach students in grades 4 through 6. The course is aligned with the Common Core State Standards and Model Curriculum in Science for grades four through six focusing on earth and space science and physical science. It integrates content-specific pedagogy consistent with the nature and needs of child/adolescent development for this age span.

EDUC 647 Integrated Science II for Middle Childhood Generalists Grades 4-6 (3)

This course is a part of a Middle Childhood Generalist program. It is the second of two courses which are designed to provide already licensed middle childhood educators with the science content knowledge and process skills to teach students in grades 4 through 6. The course is aligned with the Common Core State Standards and Model Curriculum in Science for grades four through six focusing on earth and space science and physical science. It integrates content-specific pedagogy consistent with the nature and needs of child/adolescent development for this age span.

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

This course will provide candidates who currently hold a Middle Childhood license with the necessary knowledge, skills and dispositions to effectively teach language arts in grades 4-6. The course will address the Social Studies Common Core State Standards and Model Curriculum.

EDUC 649 Integrated Language Arts Middle Childhood Generalist (3)

This course will provide candidates who currently hold a Middle Childhood license with the necessary knowledge, skills and dispositions to effectively teach language arts in grades 4-6. The course will address the English Language Arts Common Core State Standards and Model Curriculum.

EDUC 650 Becoming a Leader (3)

This course offers an overview of educational leadership by exploring its various component parts. Based on the content of the Praxis Examination for Educational Leadership: Administration and Supervision, this course focuses on the role of the building principal and/or teacher leader relative to their role in determining educational needs, designing curriculum, improving instruction, developing staff development and developing leadership skills. Specific field assignments will be an integral component of this course.

EDUC 651 Standards-Based Mathematics Instruction (3) Participants will study mathematics content, current teaching methods, and learning strategies for grades 7-12. These strategies follow the standards set forth by the Common Core

State Standards and Model Curriculum in Mathematics. The course focuses on instructional options that create equitable learning opportunities for diverse and exceptional learners.

EDUC 652 Standards–Based Science Instruction (3)
Participants will study mathematics content, current teaching methods, and learning strategies for grades 7-12. These strategies follow the standards set forth by the Common Core State Standards and Model Curriculum in Science. The course focuses on instructional options that create equitable learning opportunities for diverse and exceptional learners.

EDUC 653 Standards–Based Language Arts Instruction (3)
Participants will study mathematics content, current teaching methods, and learning strategies for grades 7-12. These strategies follow the standards set forth by the Common Core State Standards and Model Curriculum in Language Arts. The course focuses on instructional options that create equitable learning opportunities for diverse and exceptional learners.

EDUC 654 Standards–Based Social Studies Instruction (3)
Participants will study mathematics content, current teaching methods, and learning strategies for grades 7-12. These strategies follow the standards set forth by the Common Core State Standards and Model Curriculum in Social Studies. The course focuses on instructional options that create equitable learning opportunities for diverse and exceptional learners.

EDUC 655 Integrated Sciences for Early Childhood Generalists Grades 4 & 5 (4)
Develops the knowledge and skills necessary to provide developmentally appropriate and effective instruction based on the Ohio Academic Content Standards in science to diverse populations of children in inclusive settings. Field experience required.

EDUC 656 Integrated Mathematics for Early Childhood Generalists Grades 4 & 5 (4)
Develops the knowledge and skills necessary to provide developmentally appropriate and effective instruction based on the Ohio Academic Content Standards/Common Core in mathematics to diverse populations of young children in inclusive settings. The focus of this course is grades 4 and 5 mathematics. Field experience required.

EDUC 657 Integrated Social Studies and Language Arts for Early Childhood Generalists Grades 4 & 5 (4)
Develops the knowledge and skills necessary to provide effective instruction utilizing inter-disciplinary social studies and language arts standards for children, grades 4 and 5. The course uses the national and state standards for social studies and language arts. It incorporates a variety of instructional approaches for culturally and developmentally diverse classrooms. The course will prepare students to utilize approaches to learning and teaching which integrates content relevant to student's lives, honors individual differences and teaches basic

skills of inquiry and communication including the application of educational technology. Field experience required.

EDUC 660 Foundations for Reading: Pre-K through 12 (3)
This course will develop the candidate's knowledge of the foundations of reading and writing processes and instruction. Candidates will explore language development and reading acquisition and the historical developments related to reading instruction and learning. Through a problem based activity, research articles related to the major components of reading will be compared, contrasted, and critiqued. Field experience required.

EDUC 661 Teaching Reading Pre-K through 12: Environment, Curriculum, Methods, & Materials (3)
This course will focus on research and application of information from the research which supports a literate environment for student learning, the design of curriculum to support student learning, and an investigation of teaching methods and materials which have proven effective in reading instruction. Field experience required.

EDUC 662 Advanced Assessment for Responsive Literacy Instruction (3)
This course will prepare candidates to use a variety of formal and classroom assessments, including developmental continua. In addition, candidates will learn to differentiate instruction based on assessment information. Field experience required.

EDUC 663 Becoming a Leader for Literacy (3)
This course is designed to prepare teachers with a graduate level reading endorsement to be an informed contributor to literacy leadership in schools. The course will focus on the importance of effective professional development practices, the use of data for informed decision making regarding literacy instruction, and the communication of literacy information, including assessment results, with important stakeholders. Field experience required.

EDUC 676 Critical Theory and Comparative Education (3)
Uses critical theory to compare and contrast global systems of education. Examines settings, issues, problems and opportunities in education influenced by culture, politics, economics, and philosophy. Analyzes the effects of power and privilege within the educational systems that disadvantage populations and create achievement gaps among students. This course is one of the Adult Education and International TESOL program courses.

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 History of 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)
Studies Chinese contemporary art.

EDUC 688 Intervention Specialist Clinical Practice (3)
Designed to provide students classroom experience in working with children with special needs. Students complete 150 hours of supervised instruction in one or more settings that serve students, ages 5-21, who have been identified with specific special needs.

EDUC 692 Early Childhood Practicum (3)
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 708 Exploring Comparative Education (1)
This course focuses on national and international educational successes at the building and classroom level and the identification of exemplars, centers of excellence, and extraordinary achievements. Candidates will explore why some buildings, programs, curricula, and classroom practices are particularly successful, how they positively impact teaching and learning, and how they differ from less successful curricula, practices, and programs. Candidates will also be encouraged to reflect on how aspects of successful programs and practices could be applied to their building or classroom leadership situations.

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 750 Developing Vision (3)
This course is an introduction to visioning and core candidate knowledge. Through a series of questions and reflections, candidates will begin developing their individual visions of educational leadership. Leadership knowledge, skills, and dispositions including, a) determining educational needs, b) curriculum design and instructional improvement, c) staff development and program evaluation, d) school management, and e) leadership skills will be addressed at the building and classroom levels.

EDUC 751 Assessing For Learning (3)
Focuses on data, assessments and assessments systems that come together in the course to provide the basis for a course-long discussion of the components of an effective decision-making process. Candidates will learn the importance and how to apply assessments and assessment systems

that accurately measure student learning and provide support for continuous improvement through an assess-analyze-plan-teach-reassess cycle.

EDUC 755 Communication and Collaboration (3)

This course provides an opportunity for candidates to a) develop skills in effective speaking, writing, and listening, the design and development of systems for community engagement, and b) learn how to use media and technology to enhance communication with all stakeholders. This course will also explore the role of building-level leaders as advocates for students, teachers, staff, and the larger school community. The course will also address advocacy from a policy perspective and the part it plays in the work of building-level educational leaders. Particular attention is placed on ensuring that building-level leaders have the knowledge, skills, and dispositions to promote the success of all students through a) collaboration with families and other community stakeholders, b) their response to the wide range of community interests and needs, and c) the mobilization of community resources. Specific field assignments will be an integral component of this course.

EDUC 757 Improving Instruction (3)

Candidates will examine the underlying assumptions of various models of curriculum and instruction and their relationships to the sociological aspects of teaching and learning, such as ability grouping and teacher expectations. The purpose of the course is to acquire strategies that will improve their own practice as well as those that can be used to improve the practice of educators within their sphere of influence.

EDUC 758 Supporting Professional Learning (4)

In this course, candidates will work with individuals and groups to assess areas of need and work collaboratively to design, develop, facilitate, and evaluate collaborative professional learning activities, including reflective practice, coaching, mentoring, and other sustained programs of professional learning designed to create learning communities that promote and celebrate individual and collective achievement. Specific field assignments will be an integral component of this course.

EDUC 759 Managing Resources: Building Level (3)

This course is designed to help candidates acquire and develop the knowledge of and skills in the area of organizational management, which encompasses managing daily operations and the fiscal, human, and material resources that are needed to promote a safe, efficient, and effective learning environment for all students. Of particular importance in this course is learning how to a) use resources to accomplish building goals and increase and sustain student achievement. Also emphasized in the course is the development of systems for sharing central office and building-level control over major resource decisions. Specific field assignments will be an integral component of this course.

EDUC 764 The Teacher-Leader in Action Internship (3)

Designed as the culminating experience of the Teacher Leader Endorsement Program. This Internship requires candidates seeking the teacher leader endorsement to work with a school building and/or school district mentor. The focus of this Internship is on facilitating a collaborative learning culture; specifically, to: (1) coach and model collaborative efforts to share knowledge and demonstrate interdisciplinary instruction among teachers; (2) nurture open and effective lines of communication with students, parents, other educators, administrators, and the community through professional learning communities; (3) work with stakeholders to identify appropriate resources for enhancing collaboration; (4) facilitate collaborative professional learning activities for educators, families, and the community; and (5) participate in designing practices and structures that create and maintain an effective learning culture. This 90 clock-hour internship, calls for a candidate to be actively engaged in a school setting in order to experience these facilitation expectations while also giving attention, as time permits, to the other elements of the Ohio Teacher Leader Endorsement Program Standards.

EDUC 765 Professional Portfolio I (2)

In this course, candidates are introduced to the concept of portfolio development and begin to construct their own professional portfolios by producing, collecting, and evaluating artifacts, journal entries, and reflections from across the program, including class work and field experiences, designed to demonstrate proficiency in the standards of the Educational Leadership Constituent Council (ELCC). Emerging portfolios will be multi-media in nature, exhibiting proficiency in the use of appropriate technology.

EDUC 766 Professional Portfolio II (2)

In this course, candidates will complete the portfolios begun in EDUC 765. In addition to continued work on understanding and applying the theories underlying the development of the professional portfolio, candidates will focus on reviewing and showcasing their work in developing proficiency in the ELCC standards. Candidates will also learn how to use the portfolio as a tool in leadership at the classroom and building levels, in assisting teachers with professional growth and development, and in the assessment, supervision, and evaluation of faculty and staff.

EDUC 767 Internship: The Principal in Action I (Ages 3-14/ Grades P-9) (3)

The internship, which is the culminating course of the Principal Licensure Program, is designed to offer the candidate significant opportunities to synthesize and apply the knowledge, skills, and dispositions identified in a) ELCC Standards 1-6, b) the six Essential Practices identified in the OLAC Leadership Development Framework, c) and the set of district expectations for instructional leaders at the building level. The internship will also provide ample occasions to observe and apply educational leadership theory.

Opportunities to synthesize and apply the knowledge, skills, and dispositions of educational leadership will occur through substantial, sustained, standards-based work, and will take place in real elementary and/or middle school settings. All work for the internship will be planned collaboratively between Muskingum University educational leadership faculty, the mentoring principal, and other appropriate school district personnel. The internship will be guided by the ELCC standards and OLAC Leadership Development Network as well as by Muskingum University's intent to prepare building leaders who have the knowledge, skills, and dispositions to promote the success of 21st century students who bring diverse ethnicities and races, backgrounds, cultures, religions, traditions, languages, learning preferences, and socioeconomic levels to P-12 schools.

EDUC 768 Internship: The Principal in Action II (Ages 3-14/Grades P-9) (3)

The internship, which is the culminating course of the Principal Licensure Program, is designed to offer the candidate significant opportunities to synthesize and apply the knowledge, skills, and dispositions identified in a) ELCC Standards 1-6, b) the six Essential Practices identified in the OLAC Leadership Development Framework, c) and the set of district expectations for instructional leaders at the building level. The internship will also provide ample occasions to observe and apply educational leadership theory. Opportunities to synthesize and apply the knowledge, skills, and dispositions of educational leadership through substantial, sustained, standards-based work will take place in real middle school settings for candidates seeking elementary/middle school licensure or in real high school settings for candidates seeking middle/high school licensure. As in The Principal in Action I, all work for the internship will be planned collaboratively between Muskingum University educational leadership faculty, the mentoring principal, and other appropriate educational leadership personnel at the P-12 level. The internship will be guided by the ELCC standards and OLAC Leadership Development Network as well as by Muskingum University's conceptual framework, which emphasizes the preparation of building leaders who have the knowledge, skills, and dispositions to develop principals who encourage, equip, & empower student populations who bring diverse ethnicities and races, backgrounds, cultures, religions, traditions, languages, learning preferences, and socioeconomic levels to P-12 schools.

EDUC 769 Internship: The Principal in Action I (Ages 8-21/Grades 4-12) (3)

The internship, which is the culminating course of the Principal Licensure Program, is designed to offer the candidate significant opportunities to synthesize and apply the knowledge, skills, and dispositions identified in a) ELCC Standards 1-6, b) the six Essential Practices identified in the OLAC Leadership Development Framework, c) and the set of district expectations for instructional leaders at the building level. The internship will also provide ample oc-

casions to observe and apply educational leadership theory. Opportunities to synthesize and apply the knowledge, skills, and dispositions of educational leadership will occur through substantial, sustained, standards-based work, and will take place in real middle and/or high school settings. All work for the internship will be planned collaboratively between Muskingum University educational leadership faculty, the mentoring principal, and other appropriate school district personnel. The internship will be guided by the ELCC standards and OLAC Leadership Development Network as well as by Muskingum University's intent to prepare building leaders who have the knowledge, skills, and dispositions to promote the success of 21st century students who bring diverse ethnicities and races, backgrounds, cultures, religions, traditions, languages, learning preferences, and socioeconomic levels to P-12 schools.

EDUC 770 Internship: The Principal in Action II (Ages 8-21/Grades 4-12) (3)

The internship, which is the culminating course of the Principal Licensure Program, is designed to offer the candidate significant opportunities to synthesize and apply the knowledge, skills, and dispositions identified in a) ELCC Standards 1-6, b) the six Essential Practices identified in the OLAC Leadership Development Framework, c) and the set of district expectations for instructional leaders at the building level. The internship will also provide ample occasions to observe and apply educational leadership theory. Opportunities to synthesize and apply the knowledge, skills, and dispositions of educational leadership through substantial, sustained, standards-based work will take place in real middle school settings for candidates seeking elementary/middle school licensure or in real high school settings for candidates seeking middle/high school licensure. As in The Principal in Action I, all work for the internship will be planned collaboratively between Muskingum University educational leadership faculty, the mentoring principal, and other appropriate educational leadership personnel at the P-12 level. The internship will be guided by the ELCC standards and OLAC Leadership Development Network as well as by Muskingum University's conceptual framework, which emphasizes the preparation of building leaders who have the knowledge, skills, and dispositions to develop principals who encourage, equip, & empower student populations who bring diverse ethnicities and races, backgrounds, cultures, religions, traditions, languages, learning preferences, and socioeconomic levels to P-12 schools.

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)

This course is designed to assist candidates in learning how to a) identify data sources and, b) collect, analyze, and use data to drive everyday decision making concerning curriculum, accountability, student achievement, and building-level policies, procedures, and processes. Additional course components offer candidates the opportunity to explore, increase their understanding of, and respond to the larger political, social, economic, legal, and cultural context impacting P-12 education, particularly at the building level, and current education policy and reform. Above all, this course seeks to help educational leadership candidates to develop the knowledge, skills, and dispositions needed to promote the success of all students by understanding and responding to interests, concerns, and needs of a diverse school community where there is a range of ethnicities and races, socioeconomic levels, languages, religions, and sexual orientations, as well as various needs concerning learning and learning preferences.

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

The first of three seminar courses, EDUC 852 is intended to provide a forum for the exploration, reading, and discussion of current literature on the practice of fair and ethical educational leaders at the P-12 building level. Course discussion will encompass a range of topics in educational leadership. A focal point of the course will be the interchange between candidates and current practitioners addressing areas, such as a) acting with integrity, b) the knowledge, skills, and dispositions that building-level educational leaders need to promote the success of all students, and c) how to manage ethical practice amid the competing demands emanating from state and national accountability measures as well as from leaders' on-going responsibilities to students, parents, faculty, staff, and community stakeholders. Particular attention will be placed on the philosophy and theories of leadership and their practical application to building-level leadership. On-going discussions of examples of best practices in educational leadership will also be included in the course.

EDUC 853 Seminar Readings II: Ethical Aspects of Communication and Collaboration (2)

The second of three seminar courses, EDUC 853 is designed to offer candidates the opportunity to read and explore current research on the relationship between fair and ethical leadership and educational leaders' knowledge of and skills in communication and collaboration with faculty, staff, students, parents, and other community stakeholders. Course discussions will include input from current practitioners on acting with integrity while a) addressing the needs of a diverse school community, b) ensuring that the lines of communication remain open, and c) ensuring that opportunities for collaboration are on-going in an effort to promote the success of students who may represent a range of ethnicities and races, socioeconomic levels, exceptionalities, languages, religions, sexual orientations, and geographical areas.

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

The third of three seminar courses, EDUC 854 is the intersection of ethics and the laws governing P-12 schools, particularly at the building level. As such, candidates will read, review, and discuss current Ohio statutes, pending legal cases involving school law at the P-12 level, and current research literature in the field. The workshop style course will be facilitated by current practitioners and will serve as a source of interchange of practical advice on fair and ethical leadership and leading the building with integrity while working within the confines of federal, state, and local laws governing P-12 schools. Course discussions will also address the knowledge, skills, and dispositions that ethical school leaders need in order to promote the academic success, educational aspirations, and life chances of all students.

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 Understanding Professional Learning (4)

This course focuses on developing the skills needed to design and implement professional development programs for in-service teachers. Course content will revolve around change theory, the principles of adult learning, the stages of teacher development, and the responsibilities for personal and professional growth and development, which are shared between the classroom practitioner and building- and district-level leadership. The development of learning communities, providing job-embedded professional development, and the utilization of peer mentoring will also be explored as plausible delivery systems for on-going, high quality professional development. Specific field assignments will be an integral component of this course.

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 management 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)

Students review and practice how to classify and organize information, find effective sources, and sort through relevant information in order to write for different purposes and audiences. This course includes in-class discussions and written responses, reviews of mechanics and grammar, critical reading exercises, and engaging in the drafting and editing process.

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.

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 lessons 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 645 20th-Century Music Theory (3)
20th-Century Music Theory

MUSC 646 Teaching General Music (3)
Teaching General Music

MUSC 647 Advanced Conducting (2)
Advanced Conducting

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.

MISST COURSE DESCRIPTIONS

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

BOARD OF TRUSTEES

Harold W. Burlingame—Chairman
Allen E. Loomis—Vice Chairman
Dennis D. Grant—Secretary
Eugene L. Alesandrini
Craig W. Anderson, M.D.
Taylor Arnold
Jaime Bermudez, Sr.
Judson E. Blaine
Henry D. Bullock
Philip Caldwell
Keith S. Campbell
William A. Cooper
William T. Dentzer, Jr.
Ruth Ann Duff
Patricia Wilson Fridley
John W. Gardner
The Honorable John H. Glenn, Jr.
James R. Gray
Ruth Champlin Hefflin
Richard O. Johnson

Carl F. Kalnow
Gordon F. Litt
D. Tom McCalmont
Myron E. Moorehead II, M.D.
Barbara Young Morris
Jane Power Mykrantz
D. Craig Nordlund
Robert W. Patin
Daniel H. Plumly
Robert J. Reveley
Kim Gage Rothermel, M.D.
Gordon E. Spillman
Anne C. Steele
J. Stark Thompson
Jacqueline Dudek Woods
Walter R. Young, Jr.

TRUSTEES EMERITI

Larry A. Caldwell
Robert E. Fellers
Charles J. Fisher
Anna Castor Glenn
C. Barry Montgomery
Mary Bartlett Reynolds

J. Merle Rife, Jr.
Anne Marshall Saunier
Barbara J. Steiner
Alfred S. Warren, Jr.
Ruth G. Watermulder

ADMINISTRATION

PRESIDENT'S OFFICE

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

Robert R. Hite, *Senior Associate to the President for Educator Preparation and Doctoral Studies and Professor of Education*, B.S.Ed. Capital University; M.A. Ph.D., The Ohio State University

Todd M. Lekan, *Director of North Central Accreditation and Professor of Philosophy*, B.A., M.A., The Ohio State University; Ph.D., University of Illinois at Urbana-Champaign

Andrea J. Sommers, *Assistant to the President*, A.A.B., Zane State College; B.A., Muskingum University

ACADEMIC AFFAIRS

James E. Callaghan, *Vice President for Academic Affairs and Professor of Art*, B.A., M.A., Michigan State University; Ph.D. Temple University

Celeste Warne, *Senior Assistant to the Vice President for Academic Affairs for Finance, Administration, and Sponsored Programs*; B.A., Muskingum University

Emily J. Smith, *Assistant to the Vice President for Academic Affairs for Student Services*, B.A., Muskingum University; M.Ed., Ohio University

PLUS CENTER

Eileen Henry, *Executive Director and Associate Professor of Education*, B.A., University of Pittsburgh; M.S., State University of New York at Buffalo; M.B.A., Waynesburg College; Ed.D., University of Pittsburgh; ACC, International Coach Federation, AACC, ADD Coach Academy

Michelle Butler, *Assistant to Executive Director*; A.A., Skadron Business College

DISABILITY EDUCATION OFFICE

Eileen Henry, *Executive Director and Associate Professor of Education*, B.A., University of Pittsburgh; M.S., State University of New York at Buffalo; M.B.A., Waynesburg College; Ed.D., University of Pittsburgh; ACC, International Coach Federation, AACC, ADD Coach Academy

Michelle Butler, *Assistant to Executive Director*; A.A., Skadron Business College

Joyce Girod, *Coordinator for the Disability Education Office*; B.A., Bethany College

CENTER FOR CHILD DEVELOPMENT

Sharon Price, *Director*, B.A., Cedarville College; M.A., Marshall University

Heather Newlon, *Pre-School Lead Teacher*, B.A., The Ohio State University

LIBRARY

Sheila J. Ellenberger, *Henry S. and Katherine W. Evans Director and Distinguished Librarian*, B.S., M.Ed., Slippery Rock University; M.L.S., Kent State University; Ed.D., Nova Southeastern University

Cherie Bronkar, *Head of User Services*, B.S., Franklin University; M.L.S., Texas Woman's University

Connie Burke, *Library Acquisitions Assistant*, A.A.S., Belmont Technical College

Kristin E. Cole, *Reference Librarian*, B.A., Loyola Marymount; M.L.I.S., Kent State University

Nicole Robinson, *Reference Librarian*, B.A., Wittenberg University; M.A., M.L.S., Indiana University

Ryan McLaughlin, *Reference Librarian/Web Resource Manager*, B.A., Miami University; M.L.I.S., Kent State University

REGISTRAR

Daniel B. Wilson, *Registrar*, B.S., M.S., Ohio University

Heather Pritchard, *Assistant Registrar*, B.S., University of Akron; M.A., Malone University

BUSINESS AND FINANCIAL AFFAIRS

James R. Wilson, *Vice President for Business and Finance*, B.A., Muskingum University; M.B.A., Cornell University

Philip E. Laube, *C.P.A., Assistant Vice President for Business & Finance and Controller*, B.B.A., Kent State University; M.I.S.S.T., Muskingum University

Tim Cross, *Budget Manager*, B.A., Ohio University

Janet L. Nesselroad, *Coordinator of Student Accounts*

BOOKSTORE

Lee Miller, *Manager*, B.A., Grove City College

COMPUTER AND NETWORK SERVICES

Lewis M. Dreblow, *Director*, B.S., M.S., University of Florida

Ryan D. Harvey, *Associate Director*, B.S., Muskingum University

Kimberly Purkey, *Administrative Application Specialist*, B.A., Muskingum University

John H. Miller, *Assistant Director of CNS for Telecommunications*, B.S., University of Pittsburgh

Scott A. Karling, *Desktop Application Specialist*, B.A., The Ohio State University

Jeffrey A. Forsythe, Sr., *Computer Services Coordinator*, B.A., The Ohio State University

HUMAN RESOURCES

Kathy J. Moore PHR, *Human Resource Coordinator*, B.S., M.B.A., Franklin University

INTERCOLLEGIATE ATHLETICS

W. Larry Shank, *Athletic Director*, B.A., Shepherd College; M.A., Western Michigan University

Kenneth J. Blood, *Head Athletic Trainer*, B.A., Marietta College; M.S., Ohio University

A. Shapleigh Boyd III, *Assistant Football Coach and Defensive Coordinator*, B.A., University of the South; M.S., Middle Tennessee State University

Mary Beth Caudill, *Head Women's Soccer and Head Women's Tennis Coach*, B.A., M.A., Wright State University

John Ferguson, *Assistant Women's Basketball Coach and Head Women's Golf Coach*, B.S., Muskingum University

Gene Ford, *Head Men's Basketball Coach*, B.A., Muskingum University; M.A., Ohio University

Beth Fox, *Head Women's Basketball Coach and Women's Soccer Game Manager*, B.A., Bluffton College; M.A., Bowling Green University

Jacob P. Gleason, *Head Track and Cross Country Coach*, B.S., Westminster College; M.A.E., Geneva College

Nick Harding, *Assistant Football Coach and Strength and Conditioning Coach*, B.S., West Liberty University; M.A.E., Muskingum University

Kari Hoying, *Head Women's Softball Coach*, B.A., M.Ed., Muskingum University

James F. Kaser, *Assistant Football Coach and Strength Coordinator*, B.A., Muskingum University

David L. Kirby, *Head Men's Golf and Assistant Men's Basketball Coach*, B.A., M.S., West Virginia University

Al Logan, *Head Football Coach and Offensive Coordinator*, B.A., Muskingum University; M.A., Miami University

Joseph Montgomery, *Head Wrestling Coach and Assistant Football Coach*, B.A., Mount Union College

Seamus A. Reilly, *Head Men's Soccer Coach and Head Men's Tennis Coach*, B.S., M.S., Walsh College

Matthew R. Shaul, *Assistant Football Coach and Equipment Manager*, B.S., M.A.E., Muskingum University

Gregg W. Thompson, *Head Baseball Coach and Athletic Facilities Scheduler*, B.A., University of Delaware

Alicia Wendell, *Assistant Trainer*, B.S., University of Mount Union; M.A.E., Muskingum University

Elizabeth A. Zicha, *Head Volleyball Coach and Associate Professor of Physical and Health Education*, B.S., Indiana University of Pennsylvania; M.S., Ohio University; Ph.D., West Virginia University

PHYSICAL PLANT

Kevin Wagner, *Senior Director of Facilities and Physical Plant*, B.S., SUNY; M.S., The Ohio State University

Lee Rhodes, *Superintendent of Campus Facilities and Grounds*

ENROLLMENT AND ADMISSION

W. Jeff Zellers, *Vice President of Enrollment*, B.A., Muskingum University; M.A., Bowling Green State University

Beth A. DaLongo, *Senior Director of Admission and Financial Aid*, B.A., Muskingum University

ADMISSION

Marcy Ritzert, *Associate Director*, B.A., M.A., University of Akron

Gary W. Atkins, *Assistant Director*, B.S., Virginia Tech

Christy C. Huber, *Assistant Director*, B.S., Plymouth State College; M.A., Miami University

Meri Linn McCollum, *Director of International Admission and Immigration Services Operations and Coordinator of Study Abroad Program*, B.A., University of West Florida; M.A., University of Massachusetts-Boston; M.Ed., University of Texas at El Paso

Jacob Burnett, *Assistant Director*, B.A., Muskingum University

Sarah Weaver, *Assistant Director*, B.A., Muskingum University

Tricia Saft, *Admission Counselor*, B.A., Muskingum University

Lisa Kasper, *Student Success Coordinator*, B.S., Ohio University

STUDENT FINANCIAL SERVICES

Janet L. Vejsicky, *Director of Operations*, B.A., Muskingum University

Amber L. Gump, *Associate Director*, Student Financial Services, B.A., Muskingum University

Amy L. Gooden, *Associate Director, Student Financial Services*, B.A., Muskingum University; M.A., Franklin University

GRADUATE AND CONTINUING STUDIES

Mark Sanford, *Vice President for Graduate and Continuing Studies and Associate Professor of French*, B.A., Indiana University; M.A., Ph.D., University of Pittsburgh

Cynthia A. Wilkins, *Assistant Dean of Graduate and Continuing Studies, Coordinator of Advancement for Health Programs and Associate Professor of Nursing*, B.S.N, Ohio University; M.S.N., Wright State University; Ph.D., Ohio University

Bonnie Callahan, *Director of Graduate and Continuing Studies Marketing*, B.A., The Ohio State University

Beth Cross, *Assistant to the Dean for Coordination of Graduate and Continuing Studies and Academic Administrative Services*, A.A.B, University of Akron

Bryce A. Bronner, *Coordinator of Graduate and Continuing Studies Publications and Web Management*, B.A., M.A.E., Muskingum University

Nancy Bradley, *Senior Assistant to the Dean of Graduate and Continuing Studies and Graduate Teacher Education Coordinator*, B.A., Marshall University; M.A.T., Muskingum University

Bettina K. Brown, *Graduate and Continuing Studies Faculty Coordinator*, A.B., Hope College; M.A., Ed.S., Western Michigan University

Janeen Eno, *Assistant to the Dean for Graduate and Continuing Studies*, B.B.A., National University

Marla Hawthorne, *Assistant Field Experience and Clinical Practice Coordinator*, B.S.Ed., Malone University; M.Ed., Ashland University

Marjorie Pickworth, *Assistant to the Dean and Coordinator of the Muskingum Adult Program*, B.S., The Ohio State University; M.A., Muskingum University

Mary Hetrick Kaufmann, *Assistant Professor of Informatics and Program Manager MISST*, B.A., Muskingum University; M.B.A., Baldwin Wallace College; M.Div., Ashland Theological Seminary

INSTITUTIONAL ADVANCEMENT

Michelle Walker, *Director of Annual Fund and Reunion Giving*, B.S., University of Pittsburgh

Diana L. Jones, *Assistant to the Vice President for Institutional Advancement*, B.A., Marietta College

ALUMNI RELATIONS

Jennifer L. Bronner, *Director*, B.A., Muskingum University

DEVELOPMENT

Susan J. Dannemann, *Director for Development Research and Stewardship*, B.A., Muskingum University

Jerry Schafer, *Development Officer*, B.A., Muskingum University; M.Div., Trinity Lutheran Seminary

Lori Fahner, *Database Specialist and Annual Fund Associate*

PUBLIC RELATIONS

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

INSTITUTIONAL PLANNING

Ruthann Fagan, *Vice President of Planning and Associate Professor of History*, B.A., M.A., Ph.D., University of Pittsburgh

Larry Normansell, *Special Assistant to the Vice President of Planning and Harry and Mary Evelyn Laurent Distinguished Professor of Psychology*, B.A., Southern Illinois University; M.A., Ph.D., Bowling Green State University

Cynthia A. Wilkins, *Assistant Dean of Graduate and Continuing Studies, Coordinator of Advancement for Health Programs and Associate Professor of Nursing*, B.S.N., Ohio University; M.S.N., Wright State University; Ph.D., Ohio University

STUDENT AFFAIRS

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 for Student Affairs*, B.S., Muskingum University; M.A., University of Dayton

Susan Waryck, *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

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

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

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

Jessica Brady, *Student Affairs Counselor*, B.S., Baldwin-Wallace College; M.A., John Carroll University

Anthony Polito, *Director of Campus Student Conduct*, B.A., Hiram College; M.S., Canisius College

UNIVERSITY POLICE

Daniel E. Vincent, *Chief of University Police*

CAREER SERVICES

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

HEALTH SERVICE

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

Sarah Young-Dickson, R.N, *Nurse*, B.A., Ohio University

RESIDENCE HALLS

Allison L. Avolio, *Director of Residence Life*, B.A., Muskingum University; M.A., Slippery Rock University

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

Brittany House, *Student Life Coordinator*, B.A., Baldwin-Wallace College; M.Ed., Kent State University

HerBrina Shepherd, *Student Life Coordinator*, B.A., The Ohio State University; M.S., University of Central Missouri

Amber L. Zifzal, *Student Life Coordinator*, B.A., Malone College; M.A., West Virginia University

FACULTY

Harsha Abeyaratne (2003), *Associate Professor of Music*, B.S., B.A., Lewis and Clark College; M.M., D.A.M., 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 Communication*, B.S., Bradley University; M.A., Eastern Michigan University

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

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

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

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

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

Hallie E. Baker (2009), *Assistant Professor of Psychology*, B.A., M.S., Ph.D., Miami University

Bradley J. Barnes (2011), *Assistant Professor of Computer Science*, B.S., College of Charleston; Ph.D., University of Georgia

Brian P. Bergstrom (2001), *Associate Professor of Biology*, B.S., Ph.D., Illinois State 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.Acc., University of Missouri-Columbia; CPA, CMA, CFM

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

James E. Callaghan (2011), *Professor of Art and Vice President for Academic Affairs*, B.A., M.A., Michigan State University; Ph.D., Temple University

Melissa S. Conroy (2004), *Associate 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 College; M.A., Miami University; Ph.D., Western Michigan University

Richard Daquila (1995), *Professor of Mathematics*, B.S., Baldwin-Wallace College; M.S., Ph.D., The Ohio State University

Ky L. Davis (2006), *Associate Professor of Education*, B.S., M.S., Ohio University; Ph.D., Capella University

Matthew Davis (2012), *Assistant Professor of Mathematics*, B.S., B.Mus., Ball State University; Ph.D., University of Wisconsin - Madison

André L. DeCuir (1997), *Associate Professor of English*, B.A., M.A., University of Southwestern Louisiana; Ph.D., University of Kentucky

James L. Dooley, Jr. (1998), *Bill and Martha Lovejoy Distinguished Professor in Biology*, B.A., M.S., Ph.D., University of Virginia

A. Charles Drubel (1986), *Professor of Business*; B.A., Duke University; M.B.A., College of William and Mary

Karen Dunak (2010), *Assistant Professor of History*, B.A., American University; M.A., Ph.D., Indiana University

Donna M. Edsall (1989), *Professor of English*, B.A., Shepherd College; M.A., Ph.D., Ohio University

Sheila Ellenberger (1990), *Henry S. and Katherine W. Evans Director and Distinguished Librarian*, B.S., Ed., M.Ed., Slippery Rock University; M.L.S., Kent State University; Ed.D., Nova Southeastern University

Ruthann P. Fagan (2001), *Associate Professor of History, Vice President for Planning*; B.A., M.A., Ph.D., University of Pittsburgh

Thomas E. German (2007), *Assistant Professor of Digital Media Design*, B.A., Muskingum University; M.A., Ph.D., The Ohio State University

- Anna Castor Glenn** (1998), *Distinguished Alumni Fellow in Speech Communication*, B.A., Muskingum University
- John H. Glenn** (1998), *Distinguished Alumni Professor in Public Affairs*, B.S., Muskingum University
- Gary E. Golden** (1999), *Associate Professor of Business*, B.S., Ithaca College; M.B.A., Southern Illinois University
- Peter W. Gosnell** (2002), *Associate Professor of Religion*, A.B., Princeton University; M.Div., Th.M., Western Seminary; Ph.D., University of Sheffield
- Barbara A. Hansen** (2005), *Dave Longaberger Professor of Teaching and Learning and Distinguished Professor of Education*, B.S., M.A., The Ohio State University; Ph.D., Ohio University
- Jeffrey D. Harman** (1984), *Professor of Communication*, B.A., Grove City College; M.S., Clarion University of Pennsylvania; Ph.D., Bowling Green State University
- Alistair V. Hattingh** (2002), *Associate Professor of History*, B.A., University of Richmond; M.A., Institute of Latin American Studies; Ph.D., University of California, Santa Barbara
- Elaine F. Haynes, R.N.** (2009), *Professor of Nursing and Director of the Nursing Program*, B.S.N., M.S., Ph.D., The Ohio State University
- Eileen Henry** (2006), *Associate Professor of Education and Executive Director of PLUS Program and Disability Education Office*, B.A., University of Pittsburgh; M.S., State University of New York at Buffalo; M.B.A., Waynesburg College; Ed.D., University of Pittsburgh
- Zebulon Highben** (2012), *Assistant Professor of Music*, B.M.E., Ohio State University; M.S.M., Luther Seminary; D.M.A., Michigan State University
- Laura J. Hilton** (2001), *Associate Professor of History*, B.A., College of New Rochelle; M.A., Fordham University; Ph.D., The Ohio State University
- Robert R. Hite** (2011) *Professor of Education and Senior Associate to the President for Educator Preparation and Doctoral Studies*, B.S.Ed., Capital University; M.A., Ph.D., The Ohio State University
- Walter R. Huber** (1998), *Professor of Political Science*, A.A. University of New Hampshire; 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 Professor in the Natural Sciences*, B.S., M.S., East Texas State University; Ph.D., Mississippi State University
- 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 Barnes Cole Distinguished Professor of American History*, B.A., Austin College; M.A., Texas Christian University; Ph.D., University of Michigan
- Brian R. King** (2000), *Associate Professor of Political Science*, B.A., Ohio Northern University; Ph.D., University of Cincinnati
- Rhonda Talford Knight** (2011), *Assistant Professor of Education*, B.A., Otterbein College; M.A., Ph.D., The Ohio State University
- Ronald N. Lauck** (1986), *Associate Professor of 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 and Director of North Central Accreditation*, B.A., M.A., The Ohio State University; Ph.D., University of Illinois at Urbana-Champaign
- Lisa M. Marshall (2007), *Assistant Professor of Communication*, B.A., Muskingum University; M.A., Ohio University; Ph.D., Bowling Green State University
- Jerry L. Martin** (1981), *Professor of 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
- Thomas E. McGrath** (2002), *Associate Professor of History*, B.A., M.A., University of San Diego; M.A., Ph.D., Cornell University

Steven J. McGuire (1988), *Professor of Sociology*, B.A., University of Iowa; M.A., Ph.D., State University of New York-Stony Brook

Dinah F. Meyer (1999), *Associate Professor of Psychology*, B.A., Ohio Dominican College; M.A., Ph.D., The Ohio State University

Michele Terney Miller, R.N. (2009), *Assistant Professor of Nursing*, B.S.N, University of Pittsburgh; M.S.N, University of Alabama-Birmingham

Holly Moore (2009), *Instructor of Mathematics*, B.A., Wittenberg University; M.A., Math Education, The Ohio State University

Barbara Murdock (2012), *Instructor of Education*, B.S.E., Otterbein College; M.A.E., The Ohio State University

Jean A. Morris (1994), *Associate Professor of French*, B.A., M.A., University of Iowa; Ph.D., University of North Carolina at Chapel Hill

Larry Normansell (1986), *Assistant to the Vice President of Planning and Harry and Mary Evelyn Laurent Distinguished Professor of Psychology*, B.A., Southern Illinois University; M.A., Ph.D., Bowling Green State University

Joseph M. Nowakowski (1993), *Professor of Economics*, B.A., Duke University; Ph.D., University of North Carolina-Chapel Hill

Rick Nutt (1988), *Professor of Religion*, B.A., University of Missouri-Kansas City; M.Div., Louisville Presbyterian Theological Seminary; Ph.D., Vanderbilt University

Oluwatoyin Osunsanya (1990), *Associate Professor of Biology*, B.S., M.S., Ph.D., Texas Tech University

Joseph Palencik (2011), *Visiting Assistant Professor of Philosophy*, B.A., M.A., Kent State University; Ph.D., The State University of New York at Buffalo

Stacy K. Parker (2007), *Assistant Professor of Criminal Justice*, B.S., J.D., West Virginia University; M.S., University of Cincinnati

Janelle A. Peadon, R.N. (2011), *Assistant Professor of Nursing*, B.A., Indiana Wesleyan University; M.S.N., University of South Alabama

Deepamali V. Perera (1989), *Associate Professor of Chemistry*, B.S., University of Sri Lanka; Ph.D., University of Pittsburgh

Doyt L. Perry (2001), *Associate Professor of Informatics*, B.S., Bowling Green State University; M.S., Ph.D., The Ohio State University

Deborah K. Phillips (1993), *Professor of Communication*, B.S., Livingston University; M.A., University of Wyoming; Ph.D., Florida State University

Rachel R. Pollock (2004), *Instructor of Communication*, B.A., Heidelberg College; M.A., Miami University

Kristine C. Pray (2010), *Instructor of Business*, B.B., M.B.A., Western Illinois University

Scott A. Pray (2004), *Assistant Professor of Criminal Justice*, B.S., M.A., Western Illinois University; Ph.D., Sam Houston State University

Halle Schoener Randles (2007), *Assistant Professor of Education*, B.A., Muskingum University; M.Ed., Ohio University; Ph.D. The Ohio State University

Diane Rao (1995), *Professor of Theatre*, B.A., Gannon University; M.A., Ph.D., Bowling Green State University

Raymond D. Rataiczak (1980), *Professor of Chemistry*, B.S., Waynesburg College; Ph.D., Saint Louis University

Richard D. Reichard (2003), *Assistant Professor of Informatics*, B.S., University of Dayton; M.S., University of Pittsburgh; M.I.S.M., DeVry University

Gayle A. Roberts, R.N., C.N.P. (2009), *Assistant Professor of Nursing*, B.S.N., Ohio University; M.S.N., Case Western Reserve University

David L. Rodland (2008), *Assistant Professor of Geology*, B.A., The Colorado College; M.S., University of Southern California; Ph.D., Virginia Tech

Linda I. Rogness (2002), *Professor of Education*, B.S., Westminster College, M.Ed., University of South Carolina; B.S., Clarion University of Pennsylvania; Ph.D., Duquesne University

Mark Sanford (2002), *Associate Professor of French and Vice President for Graduate and Continuing Studies*, B.A., Indiana University; M.A., Ph.D., University of Pittsburgh

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

Sandra E. Schroer (2004), *Associate Professor of Sociology*, B.A., M.A., Ph.D., Western Michigan University-Kalamazoo

Laura E. Schumann (1999), *Professor of Music and Music 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), *Associate 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), *Assistant Professor of 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), *Assistant Professor of Engineering*, B.S.E.E., M.S.E.E., University of Puerto Rico; Ph.D., Michigan State University
- 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), *Ruth Dorsey Neptune Distinguished Professor of Fine Arts*, 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; J.D., University of Wisconsin-Madison; M.A., Ph.D., University of Wisconsin-Madison
- Richard Taylor** (2004), *Associate Professor of Physics*, B.S., M.S., Delaware State University; Ph.D., University of Delaware
- David Turrill** (2010), *Assistant Professor*, B.M., M.Mus., Ohio University; D.M.A., Michigan State 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
- 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
- Rae Harriott White (2011), *Professor of Education and Director of Educator Preparation Unit*, B.A., Bowling Green State University; M.E., Ashland University; Ph.D., The Ohio State University
- Cynthia A. Wilkins** (2009), *Associate Professor of Nursing, Assistant Dean of Graduate and Continuing Studies, and Coordinator of Advancement for Health Programs*, B.S.N., Ohio University; M.S.N., Wright State University; 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), *Associate Professor of Physics*, B.S., Delaware State University; Ph.D., Clemson University
- Steve Wootton** (2011), *Assistant Professor of Health Education and Health Science*, D.C., Palmer College of Chiropractic
- Meghan Wynne** (2002), *Instructor of English*, B.S., Pennsylvania State University; M.F.A., The Ohio State University
- Marye Youmans** (2011), *Instructor of Education*, B.S.E., University of Findlay; M.A.E., Muskingum 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

- 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) M.B.A., *Associate Professor Emerita of Business*
- Robert F. Burk (1984-2009) Ph.D., *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*
- Polly Collins (2002-2012), Ph.D., *Associate Professor Emerita of Education*
- 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*
- Ralph G. Hollingsworth (1981-2011) Ph.D., *Professor Emeritus of Computer Science*
- Robert O. Jones (1983-2012) M.S., *Professor Emeritus of Music*
- Steve Kokovich (1976-2010) Ph.D., *Professor Emeritus of Education*
- Jack Kovach (1968-2005) Ph.D., *Professor Emeritus of Geology*
- William L. McClelland (1956-89) Ph.D., *Professor Emeritus of Religion*
- Linda E. Morrow (1988-2011) Ph.D., *Professor Emerita of Education*
- 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*
- William J. Schultz (1968-96) Ph.D., *Professor Emeritus of English*
- David Skeen (1968-2005) Ph.D., *Professor Emeritus of Psychology*
- 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*
- Taylor Stults (1962-2001) Ph.D., *Professor Emeritus of History*
- 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*
- William J. Wallace (1963-2001) Ph.D., *Professor Emeritus of Chemistry*
- Raymond H. Zepp (1955-76) Ph.D., *Professor Emeritus of Music*