

Muskingum University

2020-2021  
**Graduate  
Program  
Catalog**

MUSKINGUM

---

U N I V E R S I T Y

# 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 .....	8
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	
Parking	
Campus Life .....	11
Bookstore	
Housing	
Food Services	
Student Identification Cards	
Counseling Services	
Career Services	
Quad Center	
Cultural Life	
Recreation Center	
Campus Government	
Community Standards	
Admission.....	14
Assistantships	
Financial Aid	
International Students	
Student Military Service Policy	
Graduate Tuition and Fees	
Withdrawal from University Program Policy	
Graduate Teacher Education Admission	
<i>Master of Arts in Education</i>	
<i>Master of Arts in Teaching</i>	
Post-Graduate Educator Preparation Admission	
MISST Admission	
MOT Admission	
Academic Information.....	24
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>	
Attendance Policy	

## Academic Information (Cont'd)

- Auditing Courses
- Calendar
- Capstone Project
- Catalog of Entry
- Clinical Practice Placement
- Commencement
- Continuing Education Units
- Course Drop
- Course Repeat Policy
- Course Withdrawals
- Directed Study
- Degree, Licensure and Endorsement Limits
- Full-Time Statue
- Grade Point Average
- Grading Policy
- Non-Degree Seeking Students
- Order of Appeal
- Registration
- Statute of Limitations
- Teacher Licensure
- Transcripts
- Transferring Courses

## Academic Programs ..... 29

- 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*
  - Program Length*
  - Research and Assessment*
- Master of Occupational Therapy (MOT)**
  - Program Philosophy*
  - Program Structure*
  - Financial Assistance*

## Educator Course Descriptions ..... 33

## MISST Course Descriptions ..... 47

## MOT Course Descriptions ..... 48

The 2020-2021 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 CAEP.

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](http://www.muskingum.edu)) for comprehensive coverage of the general policies and procedures applicable to all Muskingum University students (except where explicitly described in the Graduate Catalog) and to find federally mandated disclosures.

Muskingum University offers 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 Educational Specialist), in Occupational Therapy through the Master of Occupational Therapy, 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: Gifted (K-12) Endorsement, 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, Teacher-Leader Endorsement, and TESOL. A non-licensure, master's degree program is available in adult education. 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's Master of Occupational Therapy (MOT) allows OTAs to work full time while earning their master's degree. The innovative bridge-style format offers online courses and only 18 on-campus labs during a typical 2-year cohort.

## **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/gcs

### **Academic Advising:**

#### **Graduate Student Advisor**

Nancy Bradley  
740.826.8038  
nbradley@muskingum.edu

#### **MISST Student Advisor**

Maria Moore  
740.826.8467  
mtmoore@muskingum.edu

#### **MOT Student Advisor**

Mary Arnold  
740.826.8466  
marnold@muskingum.edu

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

Bookstore  
740.826.8170  
www.muskingum.bncollege.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  
Amy Gooden  
740.826.8139  
agooden@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

Educational Specialist (EdS)  
Master of Arts in Education (MAE)  
Master of Arts in Teaching (MAT)  
Master of Information Strategy, Systems and Technology (MISST)  
Master of Occupational Therapy (MOT)

## GRADUATE EDUCATOR PREPARATION PROGRAMS

### Advanced Licensure Programs

Administrative Specialist, Early Childhood, Early Childhood Generalist Endorsement, Early Childhood Intervention Specialist, Intervention Specialist: Gifted (K-12) Endorsement, 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, 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

## ACCREDITATION

Muskingum University has been continuously accredited since 1919 by the Higher Learning Commission of the North Central Association of Colleges and Schools, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604, (312) 263-0456 (renewed in 2013), and is authorized by, and receives periodic reauthorization from, the Ohio Department of Higher Education, 25 South Front Street, Columbus, OH 43215, (614) 466-6000, to grant its degrees.

The program in Chemistry is approved by the American Chemical Society, 1155 Sixteenth St. N.W., Washington, D.C. 20036, (202) 872-4589.

Muskingum University is fully approved for Teacher Education by the Ohio Department of Higher Education, and the Muskingum University Educator Preparation Unit (EPP) is accredited by the Council for the Accreditation of

Educator Preparation (CAEP) for both initial and advanced licensure programs. Muskingum is a member of the Interstate Certification Compact which provides for comparable certification/licensure from numerous other states which is an interstate agreement arranged by NASDTEC the National Association of State Directors of Teacher Education and Certification.

The Engineering Science program is accredited by the Engineering Accreditation Commission (EAC) of ABET, <http://www.abet.org>.

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

The Nursing Programs are nationally accredited by the Commission on Collegiate Nursing Education (CCNE) located at Dupont Circle, NW, Suite 530, Washington, DC 20026, 202-887-6791. The pre-licensure BSN program is approved by the Ohio Board of Nursing. The Nursing Department also holds membership in the American Association of Colleges of Nursing (AACN). The Engineering Science program is accredited by the Engineering Accreditation Commission of ABET (Accreditation Board of Engineering and Technology).

The Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

The Master or Occupational Therapy Program has been granted candidacy status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 6166 Executive Blvd, North Bethesda, MD 20852-4929, (301) 652-2682, [www.acoteonline.org](http://www.acoteonline.org).

Muskingum holds memberships in the American Council on Education, the Council for the Advancement and Support of Education, the Council of Independent Colleges, the Association of Independent Colleges and Universities, and the Ohio Confederation of Teacher Education Organizations (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, technol-

ogy, 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.

**Graduate Educator Preparation Tuition for 2020-21**

\$570/Semester Hour of Credit

**Muskingum Adult Degree Completion Program (MAP) Tuition for 2020-21**

\$540/Semester Hour of Credit

**Master of Information Strategy, Systems and Technology (MISST) Tuition for 2020-21**

\$795/Semester Hour of Credit

**Master of Occupational Therapy (MOT) Tuition for 2020-21**

\$895/Semester Hour of Credit

**Fees**

Matriculation fee.....	\$20
Application for graduation .....	\$35
Official transcript .....	\$8.00
MISST technology fee.....	\$1200

**FACULTY**

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

**GRADUATE ENROLLMENT**

Approximately 1300 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 Roberta A. Smith University Library** (2015) features student group meeting areas with high-tech equipment to enhance student learning and involvement. The library is named for Roberta Arndt Poland Smith, whose generosity is in tribute to her mother, Margaret Fleming Arndt Poland, Class of 1909, and Mrs. Smith's father, Chester Harrison Poland. Margaret Arndt (1889-1967) of Hanover, Ohio, enrolled at Muskingum over a century ago. This 40,000-square-foot facility is accessed through a main entrance atrium leading to a spacious and light-filled Commons area. To the right, a dramatic two-story, 1500-square-foot, glass-walled Colloquium Center incorporates a projection wall and a fireplace. An expansive and open Grand Staircase connects the building's levels and provides small gathering spaces throughout its wide landings.

Providing students with easy access to 50 million items through the integrated statewide shared OhioLINK catalog of books, DVDs, CDs, and more, the library is home to several special collections including regional, Presbyterian church, and Muskingum University history collections, the Children's Literature Collection and the United States Presidents Collection. Along with three library information hubs, three reading rooms, and seven classrooms, the library offers study space in Interactive Projection Technology rooms designed to support collaborative, project-based assignments.

In addition to the library operations areas and offices for the University librarian and library staff, the library houses the offices for Muskingum's Teacher Preparation Program faculty.

**Computer, Data, and Voice Facilities** are provided through a robust back end 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 Thomas Hall. Phone: 740.826.6156.  
Email: [success@muskingum.edu](mailto:success@muskingum.edu).

**Blackboard™** is a virtual, electronic classroom for all online and blended-learning courses at Muskingum, and can be accessed from the University's home page. Blackboard allows students to access course syllabi and assignments, view and listen to lectures, submit assignments and papers, take quizzes and tests, access grades and open library readings and other resources. Courses are available in Blackboard a few days before the course is scheduled to begin. If you have any problems accessing Blackboard, please call Graduate and Continuing Studies at 740-826-8038.

**MuskieLink** provides access to class schedules, grades, unofficial transcripts, online registration and online payment. MuskieLink can be accessed from the University's home page. The official add/drop period for courses is generally one week after the term starts. If you withdraw from a course after the add/drop period, you will be financially responsible for the course. For more information, please contact your advisor.

### 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, visit [www.muskingum.edu/callada](http://www.muskingum.edu/callada). 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 online. Statistical information about Muskingum University is contained in the U.S. Department of Education's College Navigator web site at [nces.ed.gov/collegenavigator](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/registrar/academiccatalogs](http://www.muskingum.edu/registrar/academiccatalogs). Information specific to adult degree completers is available in the MAP Guidebook at [www.muskingum.edu/gradstudies/map/downloads/map\\_guidebook.pdf](http://www.muskingum.edu/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](http://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 online at [www.muskingum.edu/campuslife/downloads/studenthandbook.pdf](http://www.muskingum.edu/campuslife/downloads/studenthandbook.pdf). Consumer information for prospective students is available on the University website at [www.muskingum.edu/admission/consumerinfo](http://www.muskingum.edu/admission/consumerinfo), 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/about/studentconsumerinformation](http://www.muskingum.edu/about/studentconsumerinformation).

### **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 in its employment or educational programs or activities based on age, ancestry, color, disability, genetic information, gender identity or expression, military or veteran status, national origin, political affiliation, pregnancy, race, religion, sex, sexual orientation, or socioeconomic status. The following people have been designated to receive inquiries and reports of discrimination and to coordinate the University's response.

## **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/campussafety](http://www.muskingum.edu/campuspolice/downloads/campussafety) or by contacting University Police at 740.826.8155.

## **PARKING**

There is no charge for parking on campus for evening classes after 5:00 p.m. or anytime on weekends.

## **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.

## **BOOKSTORE**

For your convenience, you may order your books in advance at [muskingum.bncollege.com](http://muskingum.bncollege.com). The Bookstore, located in the Quad Center, is open Monday through Friday, and offers extended hours at the start of each term or session. For more information, call the Bookstore at 740-826-8170.

## **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 p.m. during the first week of class. Campus Services is located at 24 Stadium Drive (across from the SW corner of the football field).

## **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 there is 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 ANNE C. STEELE CENTER**

The Anne C. Steele Center (1986) was renamed in 2016 after Muskingum's 20th president. The center connects on all floors with the John Glenn Physical Education Building to provide a complete varsity and intramural complex. Its construction was made possible by the contributions of over 5,000 donors to the University's Design for Tomorrow planning and fundraising program in the 1980s. The facility includes a varsity gymnasium with seating for 2,800; two racquetball courts; conditioning and training rooms; a practice room for baseball and softball; 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. Graduate students must be enrolled on at least a half-time basis 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, online at [www.muskingum.edu/financial-aid](http://www.muskingum.edu/financial-aid), or by phone at 740-826-8139. The University 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.
3. 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:

1. 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.
2. The student may elect to completely withdraw from the University, receiving a grade of "W" (withdrew passing) in all courses.
3. 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.
4. 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.

## Graduate Educator Preparation Tuition for 2020-21

\$570/Semester Hour of Credit

## Muskingum Adult Degree Completion Program (MAP) Tuition for 2020-21

\$540/Semester Hour of Credit

## Master of Information Strategy, Systems and Technology (MISST) Tuition for 2020-21

\$795/Semester Hour of Credit

## Master of Occupational Therapy (MOT) Tuition for 2020-21

\$895/Semester Hour of Credit

## Fees

Matriculation fee.....	\$20
Application for graduation .....	\$35
Official transcript .....	\$8.00
MISST technology 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 2.5 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. Information on requisite exams requisite test(s) required by the State Board of Education for Ohio licensure/endorsement can be found by visiting the Ohio Department of Education website at [www.ode.ohio.gov](http://www.ode.ohio.gov)

For specific admission requirements to the Master of Arts in Teaching, refer to MAT Admission Gateways. Information on requisite exams requisite test(s) required by the State Board of Education for Ohio licensure/endorsement can be found by visiting the Ohio Department of Education website at [www.ode.ohio.gov](http://www.ode.ohio.gov)

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: Pre-Clinical Practice/Practicum Course and Field Work**

- To engage in required fieldwork, a student must possess acceptable BCI and FBI background checks as required by the respective school district.
- To exit this Gateway, a candidate must demonstrate professional dispositions by the conclusion of the field experience of the respective methods course: ECE (EDUC 520 or 586 or 588 or 599), MCE (EDUC 551, 552, 553, or 554), AYA (EDUC 564, 565, 566, or 567), ISMM (EDUC 599), ISMI (EDUC 558), MA (ART 380, HLTH 400, MUSC 382, or PE 519), WRLD (WRLD 397) with all ratings above developing professional disposition.
- During this Gateway, a candidate must document and/or conclude the completion of all respective content knowledge coursework required for the respective license/endorsement sought; that is the subject-matter in which the candidate intends to be licensed to teach upon completion of the program.
- To exit this Gateway:
  1. grades received for each non-Education academic department course required as content knowledge for licensure, whether taken at Muskingum or another institution, must be grades of C or higher.
  2. grades received for general education courses required as content knowledge for licensure must be grades of C- or higher.
  3. candidate must receive ratings of fully understands/ fully meets for at least 80% of the proficiencies AND no ratings of unacceptable on non-Clinical Practice SPA Assessments.
- A candidate must complete the respective pre-Clinical Practice/ Practicum professional education courses and fieldwork required for the respective license/endorsement sought during this Gateway.
- To exit this Gateway:
  1. each professional education course related to the respective license/ endorsement sought, whether taken at Muskingum or another institution must have been completed with a grade of B- or higher.
  2. a candidate must have a cumulative GPA of 3.0 or higher for all professional education coursework related to the respective license/ endorsement sought, whether taken at Muskingum or another institution.
  3. a candidate must have received ratings at or above developing proficiency for at least 80% of the candidate proficiencies assessed through KPA #3 administered during the field work of the respective methods course(s) – see methods courses listed for Gateway 1 for Professional Dispositions.



## **Gateway 2: Clinical Practice/Practicum Professional Semester**

- To engage in clinical practice/practicum, a student must possess acceptable BCI and FBI background checks as required by the respective school district.
- To exit this Gateway, a candidate must demonstrate professional dispositions by the conclusion of the Clinical Practice/Practicum with all ratings above developing professional disposition.
- During this Gateway, a candidate completes his/her Clinical Practice/Practicum.
- To exit this Gateway:
  1. a candidate, for all SPA Assessments administered during this Gateway, must receive all ratings at or above developing proficiency.
  2. a candidate must receive a rating above developing proficiency for each content knowledge related proficiency for KPA #5.
- A candidate must complete the respective Clinical Practice/Practicum and professional education coursework required for the respective license/ endorsement sought during this Gateway (see Course of Study form).
- To exit this Gateway:
  1. Clinical Practice/Practicum must be completed with a grade of B- or higher.
  2. all professional education coursework must be completed with grades of B- or higher.
  3. 80% of the ratings received for KPAs #5-8 must be ratings above developing proficiency and no rating may be below developing proficiency.

## **Gateway 3: Exit from the Additional Teacher Licensure/Endorsement Preparation Program**

- To exit the initial teacher licensure preparation program, a candidate must possess current acceptable BCI and FBI background checks in accordance with state licensure requirements.
- To exit this Gateway:
  1. a candidate must have passed the respective content knowledge examination of the Ohio Assessments for Educators (OAE).
- To exit the additional teacher licensure/ endorsement preparation program, a candidate must:
  1. have completed all professional education course requirements for the additional license/endorsement sought.
  2. possess a cumulative G.P.A. of 3.0 or higher across all professional education courses related to the respective license/endorsement sought with no professional education course grade below B-, whether taken at Muskingum or another institution.

## **PRINCIPAL LICENSURE PROGRAM ADMISSION GATEWAYS**

### **Gateway 1: Admission into Candidacy**

- To enter this gateway, an individual must possess acceptable BCI and FBI background checks in accordance with state and federal laws.
- To enter the gateway, an individual must (1) hold or have held a valid Ohio professional teacher certificate or license and (2) have at least one year of teaching experience at the level of the desired principal license (grades P-9 or 4-12).

### **Gateway 2: Enrollment in Principal Internship (EDUC 772 or 773)**

- To engage in the Internship, a candidate must possess acceptable BCI and FBI background checks as required by the respective school district(s).
- To enter this gateway, a candidate must (1) possess a cumulative G.P.A. of 3.0 or higher for all professional education courses completed for principal licensure and (2) have a grade of B- or higher for each professional education courses completed for principal licensure.

### **Gateway 3: Exit from Principal Licensure Preparation Program**

- To exit the principal licensure program, a candidate must possess current acceptable BCI and FBI background checks in accordance state licensure requirements.
- To exit the principal licensure program, a candidate must have demonstrated professional dispositions by the conclusion of EDUC 772/773 with no rating at or below developing disposition.
- To exit the principal licensure program, a candidate must possess a master's degree from a regionally accredited institution.
- To exit this gateway, a candidate must (1) have completed all principal licensure program professional education course requirements, (2) possess a cumulative G.P.A. of 3.0 or higher in all professional education courses required for principal licensure, (3) have completed all professional education courses required for principal licensure with grades of B- or higher, (4) have completed Embedded Signature Assessments #3, #5, #6A, #6B, #7, and #8 with at least 22 (80%) of the 28 tasks used to assess the 25 Educational Leadership Constituent Council (ELCC) building-level program standard elements across the six assessments rated at fully meets expectations of task and no program standard element rated unacceptable response to task AND have completed Signature

Assessment #4 with at least four of the five components of ELCC Building-Level Program Standard Element 7.1 rated at fully meets synthesis/application of component and no component rated unacceptable synthesis/application of component on each of the two Internship assessments, AND (5) have received the Ohio qualifying score on the OAE educational leadership examination required by the State Board of Education for Ohio licensure (Signature Assessment #1).

## **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: Enrollment in Initial Teacher Licensure Preparation Program**

- To engage in required fieldwork, a student must possess acceptable BCI and FBI background checks as required by the respective school district.
- To exit this Gateway, a student must demonstrate professional dispositions by the conclusion of EDUC 500 with all ratings above unacceptable professional disposition.
- To enter this Gateway, a student must meet the requirements for admission into the Graduate and Continuing Studies Program.
- EDUC 500, whether taken at Muskingum or another institution, must be completed with a grade of B- or higher to transition into Gateway 2.

### **Gateway 2: Pre-Candidacy Course and Field Work**

- To engage in required fieldwork, a student must possess acceptable BCI and FBI background checks as required by the respective school district.
- During this Gateway, a student must document and/or complete at least twelve (12) semester hours of the respective content knowledge coursework required for licensure; that is the subject-matter in which the student intends to be licensed to teach upon completion of the program (see Course of Study form).
- To exit this Gateway:
  1. grades received for each non-Education academic department course required as content knowledge for licensure, whether taken at Muskingum or another institution, must be grades of C or higher.
  2. grades received for general education courses required as content knowledge for licensure must be

grades of C or higher with the exception of no more than one grade of C-.

- A student planning to seek candidacy in the initial teacher licensure preparation program must complete the respective pre-candidacy professional education courses and fieldwork required for his/her licensure area(s) during this Gateway (EDUC 500, 517, 519, 521, 528, 531, 550, 578, and 594).
- To exit this Gateway, the above professional education courses, whether taken at Muskingum or another institution, must each have been completed with a grade of B- or higher.

### **Gateway 3: Initial Teacher Licensure Candidacy**

- To engage in required fieldwork, a student must possess acceptable BCI and FBI background checks as required by the respective school district.
- To exit this Gateway, a candidate must demonstrate professional dispositions by the conclusion of the field experience of the respective methods course: ECE (EDUC 520 or 586 or 588 or 599), MCE (EDUC 551, 552, 553, or 554), AYA (EDUC 564, 565, 566, or 567), ISMM (EDUC 599), ISMI (EDUC 558), MA (ART 380, HLTH 400, MUSC 382, or PE 519), WRLD (WRLD 397) with all ratings at or above developing professional disposition.
- To enter this Gateway, a student's G.P.A. for all coursework taken since admission to Muskingum must be equal to or greater than 2.0 for undergraduate course work and 3.0 or higher for graduate coursework AND must fall within the admissions cohort average of 3.0 and a student's ability/achievement test score must fall within the group average performance for a nationally normed test as required by CAEP guidelines.
- During this Gateway, a candidate must document and/or conclude the completion of all respective content knowledge coursework required for licensure (see Course of Study form).
- To exit this Gateway:
  1. grades received for each non-Education academic department course required as content knowledge for licensure, whether taken at Muskingum or another institution, must be grades of C or higher.
  2. grades received for general education courses required as content knowledge for licensure must be grades of C or higher with the exception of no more than one grade of C-.
  3. Early Childhood and Special Education grades received for content knowledge courses within the Education Department must be grades of B- or higher.
  4. candidate, must receive ratings of fully understands/ fully meets for at least 80% of the proficiencies AND no ratings of unacceptable on non-Clinical Practice SPA Assessments.
  5. candidate must have passed the respective content knowledge examination of the Ohio Assessments for Educators (OAE).

- A candidate must complete from the list below the respective candidacy professional education courses and fieldwork required for his/her licensure area(s) during this Gateway (EDUC 501, 502, 504, 505, 506, 514, 520, 522, 523, 524, 532, 534, 536, 551, 552, 553, 554, 555, 561, 564, 565, 566, 567, 568, 570, 571, 586, 588, 591, 593, and 599; HLTH 400; MUSC 382, 383, and 384; PE 416; and WRLD 397).
- To exit this Gateway:
  1. each of the above professional education courses, whether taken at Muskingum or another institution must have been completed with a grade of B- or higher.
  2. a candidate must have received ratings at or above developing proficiency for at least 80% of the candidate proficiencies assessed through KPA #3 administered during the field work of the respective methods course(s) – see methods courses listed for Gateway 3 for Professional Dispositions.

#### **Gateway 4: Exit from Licensure Program**

- To engage in clinical practice, a student must possess acceptable BCI and FBI background checks as required by the respective school district.
- To exit this Gateway, a candidate must demonstrate professional dispositions by the conclusion of Clinical Practice with all ratings above developing professional disposition.
- To enter this Gateway, a candidate must possess a G.P.A. of 3.0 or higher for all graduate coursework whether taken at Muskingum or another institution.
- During this Gateway, a candidate completes his/her Clinical Practice.
- To exit this Gateway:
  1. a candidate, for all SPA Assessments administered during this Gateway, must receive all ratings at or above developing proficiency.
  2. a candidate, for KPA #5, must receive a rating above developing proficiency for each content knowledge related proficiency.
- A candidate must complete the respective Clinical Practice(s) and professional education coursework required for licensure during this Gateway (EDUC 622, 623, 624, 625, 626, and 627).
- To exit this Gateway:
  1. Clinical Practice must be completed with a grade of B- or higher.
  2. all professional education coursework taken during this Gateway must be completed with grades of B- or higher.
  3. 80% of the ratings received for KPAs #5-8 must be ratings above developing proficiency and no rating may be below developing proficiency.

#### **Gateway 5: Exit from Initial Teacher Licensure Preparation Program**

- To exit the initial teacher licensure preparation program, a candidate must possess current acceptable BCI and FBI background checks in accordance with state licensure requirements.
- To exit the initial teacher licensure preparation program, a candidate must possess a G.P.A. of 3.0 or higher for all graduate coursework whether taken at Muskingum or another institution.
- To exit the initial teacher licensure preparation program, a candidate must have met the CONTENT KNOWLEDGE expectations for Gateways 2-4.
- To exit the initial teacher licensure preparation program, a candidate:
  1. must have completed all professional education course requirements.
  2. must have no professional education course grade below B- whether taken at Muskingum or another institution.
  3. must have passed the respective Assessment of Professional Knowledge examination of the Ohio Assessments for Educators (OAE).

### **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

### ADMINISTRATIVE SPECIALIST LICENSURE PROGRAM ADMISSION GATEWAYS

#### Gateway 1: Admission into Licensure Program

- Fulfill Graduate and Continuing Studies Admission Requirements
- *As a certificated/licensed principal as noted below, a student receives admission as a candidate in other school professional preparation at the time of admission into the graduate program. To be considered for admission into an administrative specialist licensure program, a student must first have met the following criteria:*
  1. Possess current acceptable BCI and FBI background checks in accordance with state and federal laws
  2. Possess a master's degree from a regionally-accredited institution
  3. Possess a principal certificate and/or license
  4. Provide evidence of previous leadership experience at the building level or demonstrate future leadership potential
  5. Provide three letters of recommendations
  6. Demonstrate professional acceptable as dispositions through a personal interview conducted with the Graduate and Continuing Studies Office

#### Gateway 2: Transition into Internship

- Complete required program courses
- BCI/FBI clearance
- Pass EDUC courses with B- or higher
- Submit application to Education Department
- *With the exception of one course, all of the professional education course work that is not part of the intern-*

*ship semester must be completed prior to the internship. A candidate planning to register for the internship must submit an application for transitioning into internship by the fifth week of the semester prior to the semester s/he plans to register for the internship. The application is acted upon by the candidate's advisor, field placement office representative, and unit head. To be considered for transition into internship, a candidate must first have met the following assessment criteria:*

1. Possess current acceptable BCI and FBI background checks in accordance with state and federal laws
2. Possess cumulative G.P.A. of 3.0 or higher in all professional education courses required for administrative specialist licensure
3. complete all professional education courses required for administrative specialist licensure with grades of B- or higher

#### Gateway 3: Exit from Licensure Program

- Complete all course requirements for licensure
- BCI/FBI clearance
- Successful Key Program/Licensure Assessments
- Meet Ohio State Board of Education Requisite Test(s)
- *Upon the completion of all administrative specialist licensure program requirements for the respective licensure area as documented by the educator preparation assessment specialist, licensure officer, and unit head, a candidate is considered to be program completer. A program completer wishing to obtain an Ohio administrative specialist license must submit the required application to the licensure officer. To be considered for exit from the administrative specialist licensure program and become a program completer, a candidate must first have met the following assessment criteria:*
  1. Possess current acceptable BCI and FBI background checks in accordance with state and federal laws
  2. Demonstrate professional dispositions at conclusion of EDUC 864 with no rating at or below developing disposition
  3. Complete all administrative specialist licensure program professional education course requirements
  4. Possess cumulative G.P.A. of 3.0 or higher in all professional education courses required for administrative specialist licensure
  5. Complete all professional education courses required for administrative specialist licensure with grades of B- or higher
  6. Complete Key Program/Licensure Assessments with at least 80% of the candidate proficiencies rated at meets candidate proficiency and no candidate proficiency rated unacceptable
  7. Possess Ohio qualifying score(s) on the requisite test(s) required by the State Board of Education for Ohio licensure

## SUPERINTENDENT LICENSURE PROGRAM ADMISSION GATEWAYS

### Gateway 1: Admission into Candidacy

- To enter this gateway, an individual must possess acceptable BCI and FBI background checks in accordance with state and federal laws.
- To enter this gateway, an individual must possess a master's degree from a regionally accredited institution.
- To enter the gateway, an individual must (1) hold or have held a valid Ohio professional teacher certificate or license and (2) have at least one year of teaching experience at the level of the desired principal license (grades P-9 or 4-12).

### Gateway 2: Enrollment in Superintendent Internship (EDUC 866)

- To engage in the Internship, a candidate must possess acceptable BCI and FBI background checks as required by the respective school district(s).
- To enter this gateway, a candidate must (1) possess a cumulative G.P.A. of 3.0 or higher for all professional education courses completed for superintendent licensure and (2) have a grade of B- or higher for each professional education courses completed for superintendent licensure.

### Gateway 3: Exit from Superintendent Licensure Preparation Program

- To exit the superintendent licensure program, a candidate must possess current acceptable BCI and FBI background checks in accordance with state licensure requirements.
- To exit the superintendent licensure program, a candidate must have demonstrated professional dispositions by the conclusion of EDUC 866 with no rating at or below developing disposition.
- To exit this gateway, a candidate must (1) have completed all superintendent licensure program professional education course requirements, (2) possess a cumulative G.P.A. of 3.0 or higher in all professional education courses required for superintendent licensure, (3) have completed all professional education courses required for superintendent licensure with grades of B- or higher, (4) have completed Embedded Signature Assessments #3, #5, #6A, #6B, #7, and #8 with at least 22 (80%) of the 28 tasks used to assess the 25 Educational Leadership Constituent Council (ELCC) building-level program standard elements across the six assessments rated at fully meets expectations of task and no program standard element rated unacceptable response to task AND have completed Signature Assessment #4 with at least four of the five components of ELCC Building-Level Program Standard Element 7.1 rated at fully meets synthesis/application of component and no component rated unacceptable synthesis/application of component on each of the two Internship assessments, AND (5) have received

the Ohio qualifying score on the OAE educational leadership examination required by the State Board of Education for Ohio licensure (Signature Assessment #1).

## 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 themselves for strategic or technical leadership in organizing, designing and supporting technology initiatives within their organizations.
- Are seeking additional skills that will enable themselves 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 and which corroborates completion of baccalaureate degree with a 2.7 or higher GPA from a regionally accredited

college or university. 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.

## MOT ADMISSION

The MOT program at Muskingum welcomes applications at any time, however, to be fully considered for acceptance into a fall cohort, please complete your application file by February 15.

To begin the MOT application process, prospective students will need to complete the following:

1. *Apply*  
By completing the 3-step Application Criteria and Documentation Checklist (below). Because you earn admission points through this process, please take care to complete each step thoroughly and as instructed. If you have questions, please contact Program Director Dr. Mary Arnold at 740-826-8466 or at marnold@muskingum.edu.
2. Request recommendations  
By arranging the submission of 3 Recommendation Assessment forms: one from your supervising OTR; one from a faculty member from your OTA program or occupational science course; one from a community professional.
3. Submit answers to questions on the Written Interview form

As part of the MOT application process, applicants who receive high scores may be invited to participate in an oral (face-to-face or Skype) interview with the MOT program director or her designees prior to a final decision about admission to the MOT program.

## Application Process

**Step 1 (part 1):** Preliminary qualifications required for admission to the MOT

Applicants must first meet each of the following qualifications to be considered for admission to the MOT program. Therefore, no admission points are ascribed with any of these criteria. Listed in parentheses () after each item are descriptors of supporting document(s) required for submission with the application.

1. Credentialed OTA, initially certified by NBCOT and licensed in state of residence. (NBCOT certificate or document of initial certification from NBCOT and state license look-up document or copy of pocket license ID)
2. Completion all prerequisite courses prior to the start of MOT classes. Prerequisite courses must have been completed with a “C” or better grade. (Copy of transcripts from all institutions with prerequisite courses highlighted)
3. Completion of a minimum of 90 semester hours or equivalent of undergraduate coursework credit (transcripts cited above)
4. Worked as an OTA for the equivalent of one year of full-time (2080 hours) employment within the most recent 60 months. (A document from employer(s) identifying time frame and number of hours worked.)

**Step 1 (part 2):** Scored Qualifications: The MOT program will complete scoring.

Each of the qualifications below is worth a maximum of 100 points for a combined total of 300 points. These items, therefore, each represent one-third of the total points required in this portion of the application.

1. A minimum GPA of 2.75 on a 4.0 scale. Transcripts submitted by the applicant will be used to calculate a GPA using the GPA from the OTA education and averaging it with the GPA for all prerequisite courses, regardless of where they were taken. In the event that prerequisite courses were part of courses within the OTA program, those courses will count in both calculations. Scoring: The average GPA will be multiplied by 25 and the total reported as the score for this item.
2. Three recommendation assessments. Each assessment will be worth a maximum of 100 points. Scores will be the average of the three assessment scores. The assessments should be completed by (1) applicants current OTR, (2) a faculty member from the OTA program or prerequisite courses taken at Muskingum University and (3) a community professional (ex: supervisor, volunteer leader, clergy member)
3. A Written Interview. Responses to the 5 questions are worth a maximum of 20 points each.

**Step 2: Bonus Points.** Believing that certain experiences would serve to make a more skilled and well-rounded applicant and might enhance the ability to engage and be successful in the MOT program, applicants can earn a small number of extra points by documenting all or some of the following experiences.

While these items are NOT REQUIRED for admission to the MOT program, the additional points earned will be considered in the admission decision.

1. Bachelor's degree (transcripts)
  - 1.5 points for a bachelor's degree in any subject
  - 2 points for a bachelor's degree in Occupational Science
2. Organizational leadership role (documentation of appointment or election, documents that show work done while in the role, or a letter on agency letterhead and signed by a representative that outlines the leadership role and accomplishments)
  - 1 point for a leadership role in the department in which you work
  - 1 point for a leadership role within the company for which you work
  - 1 point for a leadership role in a non-OT agency or organization
  - 2 points for a leadership role within an OT agency/ organization
3. Volunteer service to the community in a non-leadership role during the past 12 months (documentation from community organization indicating the time frame and number of hours volunteered for their agency)
  - 1 point for 1-25 hours
  - 2 points for 26-60 hours
  - 3 points for over 60 hours
4. Professional association membership for a minimum of 1 year prior to application (documentation from the professional association)
  - .5 point for state association membership 2 years or less
  - 1 point for state association membership more than 2 years
  - .5 points for AOTA membership 2 years or less
  - 1 point for AOTA membership 3-5 years
  - 1.5 points for AOTA membership 6-10 years
  - 2 points for AOTA membership over 10 years

## **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. The student found responsible a second time may also be suspended or expelled from the graduate program. In either case, the faculty member should submit a written report of the offense to 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. Students are responsible for assuring their own employability before beginning a program.

### **CALENDAR**

The Graduate and Continuing Studies academic calendar is twelve months in length. 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.

### **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 requirements supersede 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](http://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 will 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**

Faculty members are responsible for outlining grading policies to students at the beginning of each course. If students believe they have received a wrong grade on an examination or for a course, the initial step is to discuss the grade directly with the faculty member teaching the course. If that step does not result in a satisfactory explanation or resolution of the perceived problem, the student may bring the matter to the attention of the department chair. The next person in the line of appeal, should the student continue to contest the grade and wish to pursue an appeal, is the division chair. Should the person to whom the student would bring the appeal in this process also be the faculty member in whose course the grade is being questioned, that person has no jurisdiction over the appeal. In the latter case, the Vice President for Graduate and Continuing Studies will call on an appropriate faculty member from the department or related department in the division to review the circumstances and make a recommendation to the Vice President for Academic Affairs, who will be the final arbitrator in any such appeal.

## **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

Educational Specialist; Master of Arts in Education; Master of Arts in Teaching; Master Of Information Strategy, Systems and Technology; Master of Occupational Therapy

### ADVANCED LICENSURE PROGRAMS

Administrative Specialist, Early Childhood, Early Childhood Generalist Endorsement, Early Childhood Intervention Specialist, Gifted Intervention Specialist (K-12) Endorsement, 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, 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 Staff Personnel Administration; Administrative Specialist: Curriculum, Instruction and Professional Development; Superintendent.

### NON-LICENSURE PROGRAMS

Adult Education,

### 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: Gifted (K-12) Endorsement, 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, Teacher-Leader Endorsement, TESOL. A non-licensure option is available in Adult Education.

### 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

**Early Childhood** licensure requirements (48 credits): EDUC 519, 528, 555, 578, 586, 588, 591, 592, 593, 594, 599, 520, 521, 523, 524, 692, 693. 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 (12 credits): EDUC 655, 656, 657 and 6 elective credits. Additional requirements to complete MAE degree (19 credits): EDUC 605, 606, 607,608; one of the following: EDUC 700, 705/706 or 710, and 6 elective credits.

**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.

**Intervention Specialist: Gifted (K-12)**, 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.

**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, 547, 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 (6-24 credits): Math content courses EDUC 644, 645; Science content courses EDUC 646, 647; Social Studies content courses EDUC 648, EDUC 590; Language Arts content courses ENGL 501, EDUC 649; 6 elective credits. Additional requirements to complete MAE degree (19 credits): EDUC 605, 606, 607,608; one of the following: EDUC 700, 705/706 or 710, and 6 elective credits.

**Principal Grades P-9 and Grades 4-12**, licensure requirements (32 credits): EDUC 607, 650, 708, 721, 722, 750, 755, 759, 771, 851; one of the following: EDUC 772 or 773

**Reading**, endorsement requirements (12 credits): EDUC 660, 661, 662, 663; 6 elective credits. Additional requirements to complete MAE degree (19 credits): EDUC 605, 606, 607,608; one of the following: EDUC 700, 705/706 or 710, and 6 elective credits.

**Teacher-Leader**, endorsement requirements (33 credits): EDUC 607, 650, 708, 606, 721, 750, 751, 757, 758, 858, 764

**TESOL**, endorsement requirements (18 credits): EDUC 608, 609 634, 635, 636, 637, ENGL 503, EDUC 638, 639. Additional requirements to complete MAE degree (12 credits): EDUC 605, 606, 607; 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, 627.3.

**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, 627.4.

**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, 627.5.

**Intervention Specialist: Mild to Moderate**, licensure (62 credits): EDUC 500, 514, 528, 531, 532, 534, 536, 550, 554, 555, 568, 570, 599; EDUC 520, 521, 523, 524, 517, 626, 627.6.

**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.

Candidates who complete the Superintendent Licensure program may opt to add the Educational Specialist degree at Muskingum.

### 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 (16-19 credits): EDUC 721, 850, 851, 864; candidates for School-Community Relations specialization: EDUC 855, 856; candidates for Educational Staff Personnel Administration specialization: EDUC 859, 860; candidates for Curriculum, Instruction and Professional Development specialization: EDUC 857, 858

**Superintendent**, licensure (24 credits): EDUC 721, 850, 851, 855, 857, 859; EDUC 865 or 866

**Educational Specialist**, degree (28 credits): Complete Superintendent's licensure program, and EDUC 868.

## 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 schedules. 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, or later 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, or later
- Microsoft Office 2003 or above – including Word, Excel, and PowerPoint
- Up-to-date anti-virus and operating system patches

## **Program Length**

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

## **Financial Assistance**

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

## **Research And Assessment**

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

## **MASTER OF OCCUPATIONAL THERAPY (MOT)**

The Master of Occupational Therapy (MOT) at Muskingum University is a bridge program designed for credentialed OTAs to earn their masters degree while maintaining full-time employment. The curriculum is grounded in occupational science and includes coursework from both biological and psychological sciences

## **Program Philosophy**

Muskingum University's MOT program is, first and foremost, centered on occupation, using the Model of Human Occupation (Taylor, R. 2017) as it's guiding theory. The principles and components outlined in the model are taught at the forefront of each course. Through the use of the Model of Human Occupation, the MOT program is occupation-focused, student-centered, holistic and evidence-based.

## **Program Structure**

The Master of Occupational Therapy (MOT) utilizes an innovative bridge-style format. Courses are offered primarily online with 18 on-campus labs during a typical 2-year cohort.

The full program consists of 69 semester credit hours that include online courses, on-campus labs, a research-based capstone project and full-time clinical practicum under the supervision of qualified technicians.

Following completion of all course and fieldwork, students must pass a national certification examination conducted by NBCOT in order to practice as a registered occupational therapist (OTR), and must become licensed in their state of residency.

## **Financial Assistance**

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



## **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/shared values and beliefs, and the Ohio Standards for the Teaching Profession, it is 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 and Usage (3)**

Studies the theoretical views and methodological tools for an accurate understanding of language, its structure and usage. Emphasis is on the English language, covering topics such as language acquisition and development, the history of the English language, grammar, dialects and levels of 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 & Working in Collaborative Teams (3)**

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

### **EDUC 514 Multi-Age Curriculum and Instruction (3)**

Provides a foundation in curriculum and instruction for teachers of multi-age subject areas. Field experience required.

### **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.

### **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. 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 (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 (3)

In developing a “best practices” framework, this course explores the philosophical, historical and legal foundations of gifted education, and then builds a continuum of teaching/

learning strategies for presenting and/or adapting instructional content, processes and materials for gifted students. Included are strategies for planning and managing the teaching and learning environment in a variety of settings.

**EDUC 542 Guidance and Counseling of the Gifted (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 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 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 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 in-

struction 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 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. 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. With approval, EDUC 580 course credits may count as elective hours for degree requirements. 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. With approval, EDUC 582 course credits may count as elective hours for degree requirements. 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 585 Mathematics Content for Early Childhood and Intervention Specialist Teachers (3)**  
Develops knowledge and skills in number sense, measurement, data, statistics, probability, algebra and geometry concepts that relate to the K-12 Ohio Learning Standards in mathematics. Prerequisite: Admission the Education Department

**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 I (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 II (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. Field experience required.

### 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 (3)

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 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 Integrated Mathematics I for Teaching Grades 4-6 (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 4-6 mathematics and pedagogy.

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

This course focuses on pedagogy by developing the knowledge and skills necessary to provide developmentally appropriate and effective instruction for social studies in grades 4-6. Field hours required. The course is designed for those holding a Middle Childhood license desiring to expand their license to include social studies.

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

This course focuses on pedagogy by developing the knowledge and skills necessary to provide developmentally appropriate and effective instruction for language arts in grades 4-6. Field hours required. The course is designed for those holding a Middle Childhood license desiring to expand their license to include language arts.

**EDUC 650 Becoming a Leader (3)**

This introductory leadership course examines the habits of effective leaders. Candidates explore and reflect upon the roles and responsibilities of such leaders. Exemplary leaders from various fields and disciplines are identified and the



similarities and differences of their styles are investigated. The significance of collaboration, building and nurturing strong relationships, and maintaining positive attitudes are essential qualities that are explored. Other leadership traits emphasized include: competency, ethical behavior, disciplined action, humility, focused priorities, and service. Additionally, candidates study the importance of being a good listener, straightforward, a visionary planner, and supportive. Discussion and examples of the traits are considered within the context of becoming an exemplary school leader.

**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 science 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 language arts 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 social studies 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 658 Integrated Social Studies II for Teaching Grades 4-6 (3)**  
This course focuses on the content matter addressed within the Ohio Learning Standards and Model Curriculum for Social Studies, including a survey of the economic, cultural, political, and social history of Ohio, from prehistoric time to the present. The course is designed for those holding a Middle Childhood license desiring to expand their license to include social studies.

**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 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 693 Early Childhood Seminar (1)

Provides an opportunity for students in their clinical practice experience 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 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 721 Ethical Leadership (3)

Attention is given to the application of knowledge that inspires the leader to promote the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a system of accountability for every student's academic and social success. The course explores professional practices for modeling the principles of self-awareness, reflective practice, transparency, and ethical behavior; safeguarding the values of democracy, equity, and diversity; evaluating the potential moral and legal consequences of decision making; and encouraging social justice to ensure individual student needs inform all aspects of schooling.

### EDUC 722 Leadership in Curriculum, Instruction and Assessment (3)

Attention to the application of knowledge that promotes sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. Furthermore, care is given to creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

### EDUC 750 Developing Vision (3)

Attention is given to the application of knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning. In addition, methods are investigated for collecting and using data to identify school goals, assessing organizational effectiveness, and implementing school plans to achieve school goals. Also emphasized will be the significance of promoting continual and sustainable school improvement; evaluating school progress and revising school plans supported by school-based stakeholders; and understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers. Equally examined will be the role of the visionary leader acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

### 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)

Attention is given to the application of knowledge that promotes the success of every student by collaborating with faculty and community members; responding to diverse community interests and needs; mobilizing community resources through the collection and analysis of information pertinent to the school educational environment; and understanding the needs of students, parents, and caregivers in order to develop collaboration strategies.

### 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)

Attention is given to the application of knowledge that promotes the success of every student by understanding best practices regarding management of school organization, operations, and resources for a safe, efficient, and effective learning environment, including knowledge of effective management and effective leadership that are associated with improved school conditions and subsequent school outcomes. In addition, care is given to the exploration of human resource issues such as educator work redesign, educator recruitment and selection, educator induction, mentoring, and professional development; educator appraisal, supervision, and evaluation; and educator compensation.

### 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 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 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 stan-

dards 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 771 Principal Internship Seminar (1)

The opportunity is provided for principal interns to analyze and synthesize, on a monthly basis, the learning experiences occurring within the Internship.

#### EDUC 772 Principal Internship: Elementary and Middle School (6)

The principal internship occurs within two different types of school settings - one placement takes place in an elementary school while the other occurs in a middle school. One placement occurs over a period of two months while the other placement takes place over four months. Candidates will experience a wide range of opportunities to take responsibility for leading, facilitating, and making decisions typical of those made by educational leaders within a school environment; engage in direct interactions with school staff, students, parents, and school community leaders; interact with a variety of community organizations; and take a leadership role in capstone leadership activities.

#### EDUC 773 Principal Internship: Middle and High School (6)

The principal internship occurs within two different types of school settings - one placement takes place in a middle school while the other occurs in a high school. One placement occurs over a period of two months while the other placement takes place over four months. Candidates will experience a range of opportunities to take responsibility for leading, facilitating, and making decisions typical of those made by educational leaders within a school environment; engage in direct interactions with school staff, students, parents, and school community leaders; interact with a variety of community organizations; and take a leadership role in capstone leadership activities.

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

Adult Education capstone project.

#### EDUC 840 The Scope Of Educational Leadership (3)

Through case study writings, the course provides experiences in addressing critical issues focused on visionary and inclusive leadership, student learning, systems for capacity building plus preparation for the OAE educational leadership licensure exam, resource management and educational law.

#### EDUC 841 The Differentiation of Curriculum, Instruction and Assessment in Career-Technical Education (3)

This course focuses on curriculum, instruction and assess-

ment as these domains of teaching related to the individual needs of students enrolled in career-technical education programs

#### EDUC 842 The Administration of State and Federal Laws and Financing that Impact Career-Technical Education Programs (3)

The course focuses on developing the knowledge and understanding needed for administering the state and federal laws and financial resources that impact career-technical education programs.

#### EDUC 843 The Differentiation of Curriculum, Instruction, and Assessment for Students with Exceptionalities (3)

The course focuses on curriculum, instruction, and assessment as these domains of teaching relate to individual needs across the broad spectrum of students with exceptionalities.

#### EDUC 844 The Administration of State and Federal Laws and Financing that Impact Services for Students with Exceptionalities and Their Families & Caregivers (3)

The Administration of State and Federal Laws and Financing that Impact Services for Students with Exceptionalities and Their Families & Caregivers: The course focuses on developing the knowledge and understanding needed for administering the state and federal laws and financial resources that impact the services that are to be available to students with exceptionalities and their families and caregivers.

#### 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 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 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 diverse communities where there are ranges 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 engage-

ment; 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 (6) (For candidates for the Superintendent's license who have completed one of the Administrative Specialist licensure options.)

EDUC 866 Internship: The Superintendent in Action (6)  
The superintendent internship occurs within two different types of school district settings. One placement occurs over a period of two months while the other takes place over four months. Candidates will experience a wide range of opportunities to take responsibility for leading, facilitating and making decisions typical of those made by educational leaders within a district environment; engage in district interactions with staff, principals, faculty, students, parents, board members and district community leaders; interact with a variety of district-wide community organizations; and take a leadership role in capstone activities.

### EDUC 868 Policies, Politics, and Leadership (4)

The course is designed to develop students' abilities to recognize their leadership behaviors as political and to more fully realize their capacity as ethically centered "political" leaders. The student will study how organizational, program, and project policies are made and how organizational, program, and project policies and politics permeate organizations, programs, and projects. Attention is given to the web of policies that are received and articulated in the cultural practices of organizations, programs, and projects. Leaders are studied as "political actors" who are active participants in the policy process as they interpret and make decisions about formal and informal policies. It is intended that students will develop a greater understanding of how interests, resources,

and values are allocated through federal, state, organizational, program, and project policy systems and their own agencies in framing, developing, implementing, and evaluating policy reforms. Furthermore, attention is given to understanding the role of research on issues relevant to organizational, program, and project policies. Guided fieldwork in which students engage with local, state, and federal policy makers is required. Prerequisite: EDUC 866.

### 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.

## MISST COURSE DESCRIPTIONS

### INFR 512 Information Systems Value Management (3)

Learn how to align information systems with business strategy. Explore the many facets of delivering business value while understanding how information systems pose both opportunities and threats. You will discover the importance of creativity and innovation, as well as recognize the need for discipline and structure as you research and recommend frameworks and tools.

### INFR 513 Intelligent Systems (3)

Explore the current and growing impact of cognitive technologies - artificial intelligence, machine learning, robotics, the Internet of Things – on the strategies, products, services, and work of an organization.

### INFR 514 Business Strategy (3)

Learn about the critical role strategy plays in creating business value. Through a case study, you will apply learning as you analyze an industry, explore the relationship between strategy and leadership, conduct a SWOT analysis, identify dimensions of competition, and propose a strategy for creating new business value.

### INFR 515 Business Agility (3)

Understanding that agility – the ability to effectively respond and adapt in a dynamic environment – is key to success in the 21st century, you will learn and gain a deeper understanding of the agile principles used by organizations

to improve processes. A retrospective look at principles first created in the software development industry are explored and you will be challenged to apply these principles, in your own context, to improve performance.

#### INFR 516 Enterprise Architecture (3)

Gain understanding and develop skills to think both critically and holistically as you explore the use of enterprise architecture as an analytical methodology and tool to align information system solutions to an organization's strategies. You will research and study high-level approaches and techniques for developing and implementing enterprise architecture.

#### INFR 517 Data in the Enterprise (3)

Learn how the role of data is evolving in the 21st century. From monitoring and managing work to analyzing and driving decision-making to understanding how "Big Data" is shifting how data is used to provide value, you will gain understanding of how to strategically use data to remain competitive.

#### INFR 518 The Next Decade (3)

In the 21st century the only constant is change. Examine the future of work by exploring forces that impact and change it. Understand the opportunities and risks of emerging technologies. Through innovative thinking, learn to identify 21st-century knowledge and skills you will need to effectively anticipate and adapt to the impact of change on both your organization and career.

#### INFR 521 Team Problem Solving & Collaboration (3)

You will be introduced to MISST's distinctive project-based learning approach while addressing authentic 21st-century challenges that bridge business and technology. Gain knowledge and learn techniques to strengthen your collaboration, persuasive communication, presentation and critical thinking skills.

#### INFR 617 Foundations of Information Strategy, Systems and Technology (3)

Your journey begins by exploring MISST's innovative learning design. Focusing on leadership, financial analysis, technology and emotional intelligence, you will gain the fundamental knowledge, skills and perspectives that you will develop and use throughout the program, equipping you to be an effective self-directed learner and an influential leader in the 21st century.

#### INFR 618 Information Technology Fundamentals (3)

Under the direction of a faculty member you will deliver a project in which you will develop and demonstrate understanding of information technology issues with respect to computer networks or cyber security.

#### INFR 625 Individual Studies (3)

Working jointly with a faculty member you will deliver a project in which you define, develop and demonstrate your learning related to information strategy, systems and

technology through agreed learning objectives and a plan for achieving, and assessing your learning.

#### INFR 630 Capstone: Applied Information Strategy, Systems, and Technology (3)

You are ready to apply your MISST learning to an authentic workplace problem involving information strategy, systems and technology as your capstone project. Working jointly with a faculty member, you will present your proposal along with assessment guidelines for approval to begin your final project.

## MOT COURSE DESCRIPTIONS

#### MOTP 601 Foundations of OT Practice (2)

Emphasis in this course is on understanding The Occupational Therapy Practice Framework and elements of the OT process including screening, assessment, evaluation, intervention, reevaluation and discharge planning. This course reviews topics such as practice settings and areas, documentation, licensure, credentialing, and professional associations. This course is primarily online with occasional face-to-face elements that take place during on campus weekends.

#### MOTP 602 Transition of the COTA to OTR (2)

Because students have been working as occupational therapy assistants and now desire to become credentialed at another level, this course delivers crucial information about differences in the roles, the ethics of practice while in the learning process, and knowledge base necessary for future practice as an occupational therapist. This course is primarily delivered online and is highly discussion based.

#### MOTP 604 Health Policy and Informatics for the OT (2)

This course covers 2 topics that although different, are inextricably linked; health policy and informatics. Students will learn about the diverse health system and the policies that drive decisions within government, institutions and facilities. They will begin to recognize their role within this complex system. Students will also learn about information technology within health and the ways in which it makes our jobs both easier and more complicated, and how to navigate the system.

#### MOTP 610 Occupational Assessment & Planning (2)

This course approaches assessment and planning from an occupational perspective. The program feels that a broad look at occupational assessment and planning, without the constraint of a particular population, offers students a pure view of occupation and opportunity to think holistically. Examples within the course will come from across practice settings, areas and ages. The course will feature the Model of Human Occupation however other occupation-based theories will also be covered.



MOTP 611 Sensory Assessment & Planning - lecture (2)  
This course is delivered from the perspective that the sensory system is the foundation of the central nervous system and as such influences functioning within all other dimensions of daily living. It covers the sensory system from a sensory integrative perspective. This course in the sensory system provides foundation for future courses targeted to specific practice groups.

MOTP 612 Sensory Assessment & Planning - lab (1)  
This course is delivered from the perspective that the sensory system is the foundation of the central nervous system and as such influences functioning within all other dimensions of daily living. It covers the sensory system from a sensory integrative perspective. This course in the sensory system provides foundation for future courses targeted to specific practice groups.

MOTP 613 Developmental and Human Behavior Influences on Occupational Performance (2)  
This course assesses what students know about developmental and human behavior theory and then builds upon it to afford students an understanding of the influences development and human behavior have on occupational performance. This course adds to foundational content allowing students to apply what they have learned to planning for specific individuals, groups, populations and purposes.

HLSC 615 Kinesiology for OT  
This course is the foundation upon which students will build knowledge of human movement and kinesiology. This course teaches students what is necessary to assess, plan and provide treatment that is movement and positioning based and is preparation for taking the functional human movement course and lab in a future session.

MOTP 620 Mental Health Assessment & Planning - lecture (2)  
This course will cover the necessary assessments and intervention for serving the mental health needs of individuals throughout the lifespan. It is sequenced ahead of the Pediatric, Adult, and Elder courses because it is felt that mental health functioning is a part of all performance. Lab experiences will be used for practice giving assessments and role playing treatment scenarios across ages and settings.

MOTP 621 Mental Health Assessment & Planning - lab (1)  
This course will cover the necessary assessments and intervention for serving the mental health needs of individuals throughout the lifespan. It is sequenced ahead of the Pediatric, Adult, and Elder courses because it is felt that mental health functioning is a part of all performance. Lab experiences will be used for practice giving assessments and role playing treatment scenarios across ages and settings.

MOTP 622 Mental Health Level I Fieldwork (1)  
Each student will be assigned to a fieldwork educator who will provide real-life experiences within mental health that reinforce didactic learning. The format of the experiences will vary depending on students' schedules and preferences. They may work with their fieldwork educator a few hours per week, or may do concentrated experiences of similar hours and content.

MOTP 625 Evidence-based Practice (2)  
This course will prepare students to be critical thinkers and evaluators of scholarship. Within the course, students will explore how scholarly activities contribute to knowledge, will locate, understand, critique and evaluate information, will explore statistical data in a variety of research and will begin the design of a scholarly proposal.

MOTP 627 Functional Human Movement - lecture (2)  
In this course students will apply their knowledge and understanding of the structure and function of the human body and physics to human movement. They will learn observation strategies to detect movement limitations and assessment to determine function and dysfunction. Students will create intervention plans for positioning and movement, to modify muscle tone, for proper body mechanics and for optimal human performance.

MOTP 628 Functional Human Movement - lab (1)  
In this course students will apply their knowledge and understanding of the structure and function of the human body and physics to human movement. They will learn observation strategies to detect movement limitations and assessment to determine function and dysfunction. Students will create intervention plans for positioning and movement, to modify muscle tone, for proper body mechanics and for optimal human performance.

MOTP 630 Occupational Performance in Pediatrics - lecture (3)  
This course takes information already learned in previous coursework and applies it to the population of birth – 21 year olds. Content from previous courses is reinforced and grown for mastery within a pediatric population. Although in the documented course sequence this course is identified first, it does not have to occur in the order of development in order for students to be successful.

MOTP 631 Occupational Performance in Pediatrics - lab (1)  
This course takes information already learned in previous coursework and applies it to the population of birth – 21 year olds. Content from previous courses is reinforced and grown for mastery within a pediatric population. Although in the documented course sequence this course is identified first, it does not have to occur in the order of development in order for students to be successful.

MOTP 632 Pediatric Level I Fieldwork (1)

Students complete a pediatric focused fieldwork in conjunction with the Occupational Performance in Pediatrics course. This allows them to visualize course-based learning and try their skill at implementation. This course should be scheduled in the same term as the Occupational Performance in Pediatrics lecture and lab. The format of the experiences will vary depending on students' schedules and preferences. They may work with their fieldwork educator a few hours per week, or may do concentrated experiences of similar hours and content.

MOTP 633 Assistive Technology (AT) of Occupational Performance (2)

This course familiarizes students with equipment and technology that facilitate occupational performance. It covers AT necessary for optimal function throughout the lifespan.

MOTP 636 Leadership and Advocacy (2)

This course reviews leadership theory both within and outside of occupational therapy and facilitates development of leadership and advocacy skills. This course focuses on critical thinking and advocacy skills necessary for practitioners who will be working in potentially underserved regions. It will encourage students to serve individuals, groups and populations in pursuit of occupational justice.

MOTP 640 Occupational Performance, Adults - lecture (3)

This course builds on the foundations of mental health and movement developed in prior terms and focuses on the occupational performance needs of adults. There is an emphasis on physical dysfunction as that topic has been explored less to this point than has psychosocial functioning. This course is paired with a physical dysfunction level I fieldwork with a focus on adults.

MOTP 641 Occupational Performance, Adults - lab (1)

This course builds on the foundations of mental health and movement developed in prior terms and focuses on the occupational performance needs of adults. There is an emphasis on physical dysfunction as that topic has been explored less to this point than has psychosocial functioning. This course is paired with a physical dysfunction level I fieldwork with a focus on adults.

MOTP 642 Physical Dysfunction Level I Fieldwork (1)

This level I fieldwork will offer students an opportunity to visualize and try techniques and skills that have been learned in the occupational performance, adults course. Experiences will vary from a few hours per week over the course of a term, or concentrated hours assigned to a specialized experience like a camp or training program.

MOTP 645 OT with a Worldview for Cultural Diversity (2)

This course offers students a view of occupational therapy as provided in countries around the world through the use of a variety of materials from the World Federation

of Occupational Therapist (WFOT) and OT associations worldwide. In addition to topics resulting from geographic differences topics will include gender, sexual orientation, religion, race, and other topics pertinent to diversity in practice.

MOTP 646 Contemporary Issues and Alternative Practice (2)

This course continues to build the student's leadership and advocacy skills and ability to work autonomously. Students in the program will be entering the field during a time of transition to a different requirement for entry level practice and into an overall healthcare environment that is ever changing. This course will help graduates to understand and navigate change and to be equipped to develop innovative practice models depending on the demands of practice.

MOTP 650 Occupational Performance, Elders - lecture (3)

This course completes the occupational performance courses with a focus on older adults. This course pulls information in from prior courses, including sensory and mental health assessment and planning courses, and occupational assessment and planning and applies them to the elder population. This course has a good blend of all previously learned content as applied to the unique and potentially complex needs of the older adult.

MOTP 651 Occupational Performance, Elders - lab (1)

This course completes the occupational performance courses with a focus on older adults. This course pulls information in from prior courses, including sensory and mental health assessment and planning courses, and occupational assessment and planning and applies them to the elder population. This course has a good blend of all previously learned content as applied to the unique and potentially complex needs of the older adult.

MOTP 652 Elders Level I fieldwork (1)

As with prior level I fieldwork experiences, this course pairs with the associated occupational performance in elders course. The pairing allows student to observe and try assessments and treatments with this population as they learn about them in class. The format of the experiences will vary depending on students' schedules and preferences. They may work with their fieldwork educator a few hours per week, or may do concentrated experiences of similar hours and content.

MOTP 655 Program Development for Emerging Practice (2)

Students spend time in this course considering the future needs of the profession and practice. They learn how to develop programs as new practice areas emerge in order to keep up with and thrive in an ever changing healthcare environment.

#### MOTP 656 Research Project (2)

Students work with a faculty mentor to complete the research project designed in MOT XX Evidence-based Practice. The research projects may be individual or small group depending on practice needs and areas of focus identified during the planning process.

#### MOTP 660 Level II Fieldwork - 12 weeks (6)

Students are assigned full-time to a level II fieldwork facility with an OTR supervisor. Assignments may be university or facility assigned. Level II fieldwork is an integral part of the academic experience. It permits a student to trial their function as an OTR under the watch of an experienced OT and to build their skill and confidence. Students should complete their first level II experience at or near entry-level practice.

#### MOTP 661 Seminar I (1)

This fully online seminar facilitates ongoing communication and networking between faculty and students as they transition to fieldwork and begin to make sense of the full picture of practice. Assignments for seminar encourage students to use critical planning, communication, and treatment skills and to network with their classmates as they do.

#### MOTP 670 Level II Fieldwork - 12 weeks (6)

Once again students are assigned to a facility under the supervision of an OT in order for them to observe and demonstrate competence in entry level practice. Assignments may be given by either the MOT faculty or fieldwork educator. By the end of this level II fieldwork experience students should be able to function at entry level for the assigned facility.

#### MOTP 671 Seminar II (1)

During this second fully online seminar students focus on transitioning to graduation and employment as an OTR. Topics include certification exam preparation, resume review and finalization, job search strategies, and transitioning to the professional role.

#### NRSC 605 Cognitive Neuroscience for OT (3)

This course contains foundational content in neuroscience for future learning about human function, cognition, and neurodevelopmental movement.