

Muskingum
University
2023-2024
Graduate
Catalog

The 2023-2024 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 AAQEP.

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

The Muskingum University Graduate Catalog describes the academic policies and procedures that apply to graduate and post-baccalaureate study only and provides a synopsis of general information applicable to graduate and post-baccalaureate students. The Graduate Catalog is not, however, intended to serve as a comprehensive record of all policies and procedures, and students are encouraged to reference the Muskingum University Catalog and Student Handbook (available at www.muskingum.edu) for comprehensive coverage of the general policies and procedures applicable to all Muskingum University students (except where explicitly described in the Graduate Catalog or program-specific catalogs) 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 Leadership (Master of Applied Leadership and Doctor of Applied Leadership), and in Occupational Therapy through the Master of Occupational Therapy. 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, Dual Licensure: Primary Education (PreK-5)/Intervention Specialist Mild to Moderate (PreK-12), Early Childhood Generalist Endorsement, Early Childhood Intervention Specialist, Intervention Specialist: Gifted (K-12) Endorsement, Intervention Specialist: Mild/ Moderate, Intervention Specialist: Moderate/Intensive, Middle Childhood Generalist Endorsement, Pre-K Special Needs Endorsement, Primary Education, Principal's licensure (ages 3-14), Principal's licensure (ages 8-21), Reading Endorsement, Superintendent, Teacher-Leader Endorsement, and TESOL Endorsement. 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 Adolescent & Young Adult, Dual Licensure: Primary Education (PreK-5)/Intervention Specialist Mild to Moderate (PreK-12), Primary Education, Intervention specialist mild/moderate, Intervention Specialist moderate/intensive, and Middle Childhood. Students can also earn the Master of Arts in Teaching (MAT) degree.

Muskingum's Master of Occupational Therapy (MOT) Bridge Program is a 2-year path for licensed Occupational Therapy Assistants (OTA) to earn their master's degree. An Alternative Pathway was created to permit individuals with bachelor's degrees in health-related fields to enter the MOT Program. The MOT program combines online instruction with 18 on-campus weekend learning experiences which enables students the opportunity to continue working full-time while earning their degree.

Muskingum's Master of Applied Leadership program is designed to develop leaders in a broad array of organizations using evidence-based research and practice to solve real-world problems.

The Doctor of Applied Leadership is designed to prepare graduates to become top-level leaders in a broad array of organizations. The program provides the knowledge and skills to become an effective leader by learning to apply evidence-based research to solve real-world problems. Candidates are partnered with mentors from their chosen field to support their learning.

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 214, 740.826.8038, 740.826.6038 (Fax), graduate@muskingum.edu, www.muskingum.edu/gcs

ACADEMIC ADVISING

Graduate Teacher Education Advisor
Nancy Bradley
740.826.8038
nbradley@muskingum.edu

MAL/DAL/MBIS Advisor
Robert McManus
740.826.8277
rmcmanus@muskingum.edu

MOT Advisor
Kimberly Lawler
740.826.8466
klawler@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
740.826.8139
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

740.826.8383

MUSKINGUM UNIVERSITY GRADUATE PROFILE GRADUATE DEGREES

Doctor of Applied Leadership (DAL)

Educational Specialist (EdS)

Master of Applied Leadership (MAL)

Master of Arts in Education (MAE)

Master of Arts in Teaching (MAT)

Master of Occupational Therapy (MOT)

GRADUATE EDUCATOR PREPARATION PROGRAMS**Advanced Licensure Programs**

Administrative Specialist, Dual Licensure: Primary Education (PreK-5)/Intervention Specialist Mild to Moderate (PreK-12), Early Childhood Generalist Endorsement, Early Childhood Intervention Specialist, Intervention Specialist: Gifted (K-12) Endorsement, Intervention Specialist: Mild/ Moderate, Intervention Specialist: Moderate/Intensive, Middle Childhood Generalist Endorsement, Pre-K Special Needs Endorsement, Primary Education, Principal's licensure (ages 3-14), Principal's licensure (ages 8-21), Reading Endorsement, Superintendent, Teacher-Leader Endorsement, and TESOL Endorsement.

Initial Licensure Programs

Adolescent & Young Adult, Dual Licensure: Primary Education (PreK-5)/Intervention Specialist Mild to Moderate (PreK-12), Primary Education, Intervention specialist mild/moderate, Intervention Specialist moderate/intensive, and Middle Childhood.

Non-Licensure Programs

Adult Education (MAE) and Applied Leadership (MAL/DAL)

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 Association for Advancing Quality in Educator Preparation (AAQEP) 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 General Engineering program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org> under “General Criteria.”

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

The Muskingum University MOT Program has a status of accreditation by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE’s phone is (301)-652-6611, email address is accred@aota.org and their website is 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 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.

Doctor of Applied Leadership Tuition for 2023-24

\$745/Semester Hour of Credit

Graduate Educator Preparation and Master of Applied Leadership Tuition for 2023-24

\$585/Semester Hour of Credit

Muskingum Adult Degree Completion Program (MAP) Tuition for 2023-24
\$495/Semester Hour of Credit

Master of Occupational Therapy (MOT) Tuition for 2023-24
\$910/Semester Hour of Credit

Fees

Matriculation fee - \$20

Application for graduation - \$35

Official transcript - \$8

FACULTY

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

GRADUATE ENROLLMENT

Approximately 1300 students enroll in graduate classes, including more than 500 continuing education students.

LOCATION

Muskingum University is in New Concord, Ohio (70 miles east of Columbus). The office for Graduate & Continuing Studies is in Montgomery Hall, room 214.

GENERAL INFORMATION ACADEMIC SUPPORT RESOURCES

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.

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 and META. For this reason, all faculty, staff and students of the University are provided with campus email addresses which they are asked to check frequently and encouraged to enroll in META for updates and alerts. Computer and Network Services (CNS) 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.

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 for all graduate, post-baccalaureate, adult degree completion and continuing studies programs. Graduate and Continuing Studies is in Montgomery Hall, room 214 and can be reached via telephone at 740-826-8038, email at graduate@muskingum.edu 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.

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 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 office of Graduate and Continuing Studies, 214 Montgomery Hall.

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

VBTA POLICY

Muskingum University in accordance with the Veterans Benefits and Transition Act of 2018 will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veteran Affairs. This policy is limited to tuition funds paid by the U.S. Department of Veteran Affairs.

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 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.

GRADUATE TUITION AND FEES

Graduate tuition is charged on a per credit basis. Students enrolled in nine or more credits are 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.

Doctor of Applied Leadership Tuition for 2023-24
\$745/credit hour

Graduate Educator Preparation and Master of Applied Leadership Tuition for 2023-24
\$585/credit hour

Muskingum Adult Degree Completion Program (MAP) Tuition for 2023-24
\$495/credit hour

Master of Occupational Therapy (MOT) Tuition for 2023-24
\$910/Semester Hour of Credit

Fees

Matriculation fee - \$20

Application for graduation - \$35

Official transcript - \$8

WITHDRAWAL FROM UNIVERSITY PROGRAM POLICY

The student must submit a written request to the Associate 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 Associate 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 and Workforce website at www.education.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 and Workforce website at www.education.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 Associate 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 Associate 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 time period.

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 531), ISMI (EDUC 558), MA (ART 380, MUSC 382), 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:

- 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.
- Grades received for general education courses required as content knowledge for licensure must be grades of C- or higher.
- A 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:

- 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.
- 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.

- 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:

- A candidate for all SPA Assessments administered during this Gateway, must receive all ratings at or above developing proficiency.
- 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:

- Clinical Practice/Practicum must be completed with a grade of B- or higher.
- All professional education coursework must be completed with grades of B- or higher.
- 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:

- 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:

- Have completed all professional education course requirements for the additional license/endorsement sought.
- 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 this gateway, an individual must:

- Hold or have held a valid Ohio professional teacher certificate or license.
- 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:

- Possess a cumulative G.P.A. of 3.0 or higher for all professional education courses completed for principal licensure.
- Have a grade of B- or higher for each professional education course 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 with 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:

- Completed all principal licensure program professional education course requirements.
- Possess a cumulative GPA of 3.0 or higher in all professional education courses required for principal licensure.

- Completed all professional education courses required for principal licensure with grades of B- or higher.
- 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 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

| MAT Initial Licensure Gateways | Gateway I Pre- Candidacy | Gateway II Candidacy | Gateway III Recommendation for State Licensure |
|--------------------------------|--|---|---|
| Professional Conduct | BCI/FBI background check completed; acceptable by Ohio Dept. Of Education Assurance of Good Moral Character | BCI/FBI background check completed; acceptable by Ohio Dept. Of Education Assurance of Good Moral Character | BCI/FBI background check completed; acceptable by Ohio Dept. Of Education Assurance of Good Moral Character |
| Professional Dispositions | Candidates must hold a bachelor’s degree from an accredited college/university Candidates must complete the Level I Professional Dispositions by the conclusion of EDUC | Candidates must complete Level 2 Professional Dispositions (#1) Assessment with 80% at (3) meets with no ratings at (1) not met (0) unacceptable by the conclusion of all required coursework | Candidates must have completed the Level 3 Professional Dispositions (#1) Assessment during clinical student teaching semester with 100% of all ratings at (3) meets. |
| | 500 with no ratings at (0) unacceptable. | prior to clinical practice. | |

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| <p>Content Knowledge required for specific licensure.</p> | <p>Cumulative Grade Point Average (GPA) of 3.0 or 3.0 GAP during the most recently completed semester.</p> | <p>Maintain a content area GPA of 2.5 and cumulative GPA of 3.0. Grades received for each content knowledge course required for licensure must be C- or higher and the GPA average of those same courses must be 2.5 or higher.</p> <p>The accumulation of all SPA Assessments administered during this Gateway, must receive the highest rating on/at least 80% of the proficiencies and no ratings of (0) unacceptable.</p> <p>Candidates must pass the respective content knowledge examination required by the State Board of Education and implemented by the Ohio Department of Education to be eligible for the Clinical Student Teaching semester.</p> <p>All required EDUC courses completed at</p> | <p>Completers must hold a cumulative GPA of 3.0.</p> <p>Must have completed all content course requirements for licensure and no content course grades below C-.</p> <p>The accumulation of the SPA Assessments completed during the clinical student teaching semester. {Ability to Plan Lessons (#3), Student Teaching (#4), and Effect on Student Learning (#5)} Must be completed with 80% proficiency at highest rating and rating at (0) unacceptable.</p> <p>Must have completed all professional education course requirements for licensure with grades of B- or higher.</p> <p>The accumulation of the Program Assessments completed during</p> |
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| | | <p>Muskingum University or another HLC accredited institution must be denoted a final grade of B- or higher.</p> <p>The Program Assessments completed during this Gateway must meet the following ratings:</p> <p>General Methods: Ability to Plan Lessons Level I (#2)- no rating at (0) unacceptable.</p> <p>Content Methods: Ability to Plan Lessons Level II (#2)- no rating at (1) ineffective or (0) unacceptable.</p> <p>Content Methods: Pre-Student teaching (#3)- 80% of proficiencies at (3) meet and no ratings at (1) ineffective or (0) unacceptable.</p> | <p>clinical student teaching semester</p> <p>{Assessment of Student Teaching (#5), Ability to Plan Lessons and Effect on Student Learning (#2, Level III), and Environmental and Behavioral Support Project (#4) must be completed with 80% proficiency at (3) meets and no ratings at (1) ineffective or (0) unacceptable.</p> <p>Must pass the respective pedagogical/ professional knowledge licensure test and any additional tests(s) required by the State Board of Education and implemented by the Ohio Department of Education.</p> |
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POST-GRADUATE EDUCATOR PREPARATION ADMISSION

Application is made to Muskingum University Graduate and Continuing Studies. Admission decisions are made by the Associate 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, students 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 a professional teaching 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:

- Possess current acceptable BCI and FBI background checks in accordance with state and federal laws.

- Possess a master's degree from a regionally accredited institution.
- Possess a principal certificate and/or license.
- Provide evidence of previous leadership experience at the building level or demonstrate future leadership potential.
- Provide three letters of recommendation.
- 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 a 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 internship 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:

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

- Possess current acceptable BCI and FBI background checks in accordance with state and federal laws.
- Demonstrate professional dispositions at conclusion of EDUC 864 with no rating at or below developing disposition.
- Complete all administrative specialist licensure program professional education course requirements.
- Possess cumulative G.P.A. of 3.0 or higher in all professional education courses required for administrative specialist licensure.
- Complete all professional education courses required for administrative specialist licensure with grades of B- or higher.
- Complete Key Program/Licensure Assessments with at least 80% of the candidate proficiencies rated at meets candidate proficiency and no candidate proficiency rated unacceptable.
- 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:

- Hold or have held a valid Ohio professional teacher certificate or license.
- 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:

- Possess a cumulative G.P.A. of 3.0 or higher for all professional education courses completed for superintendent licensure.
- Have a grade of B- or higher for each professional education course 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:

- Have completed all superintendent licensure program professional education course requirements.
- Possess a cumulative G.P.A. of 3.0 or higher in all professional education courses required for superintendent licensure.
- Have completed all professional education courses required for superintendent licensure with grades of B- or higher.
- 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.
- 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).

MOT ADMISSION

Steps to apply to the MOT Program

Prerequisite courses for all MOT applicants

A Baccalaureate degree is not required to begin MOT courses; however, students must have foundational knowledge to inform further learning and must complete the [prerequisite courses](#).

For assistance with prerequisite coursework, please contact:

Jennifer Baird, Pre-MOT Advisor

Director of Graduate and Continuing Studies Allied Health Programs

Phone: Office – 740-826-6151, Cell – 740-630-8134

Email: jbaird@muskingum.edu

OTA Pathway Application- [START HERE](#)

Alternative Pathway Application- [START HERE](#)

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 a 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 Provost or the Associate Vice President for Graduate and Continuing Studies as appropriate. Plagiarized work is filed in the office of the Provost or the Associate 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 and follow the standards set forth in each graduate program.

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 to the student's course load.

Notification

The student will receive notice of academic probation status and its accompanying requirements and restrictions from the Provost or the Associate 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 Associate Vice President for Graduate and Continuing Studies within six weeks following the decision. The Associate Vice President will issue a response after the appeal has been received and reviewed. The Associate Vice President for Graduate and Continuing Studies' decision may be appealed to the Provost, 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 actively engage in learning, participating in both online (synchronous or asynchronous) and face-to-face classes and completing work on time. Faculty should be notified of the reason for any absence. Please see your program handbook for specific attendance policy details.

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 Associate 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. MOT students must complete a background check prior to clinical work.

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 any time but will need to re-register for the 3-credit capstone course(s) 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 the Clinical Practice experience in another district during the current or a subsequent term.

COMMENCEMENT

The University hosts a graduate commencement ceremony twice a year – in May and in December. Muskingum University issues diplomas to students who have completed all requirements of their degree program three times each year on dates corresponding roughly with the end of each academic term. For specific dates, refer to the academic 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 circumstances. Additional information about CEUs can be found on the Ohio Department of Education and Workforce website at www.education.ohio.gov

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 Associate 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 not considered 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 Associate 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 Associate 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

Muskingum University graduate faculty have 1) earned doctorates or exceptional expertise, 2) possess professional experience, and 3) have engaged 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.

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. There is no minimum registration requirement; 4.5 credit hours are considered a half-time load for financial aid purposes. A graduate student enrolled for more than 15 credits in one term is considered 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 the 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. A higher grade or GPA standards mandated by individual graduate programs or by licensure requirements, 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 Associate 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 Provost, who will be the final arbitrator in any such appeal.

REGISTRATION

Prior to the beginning of each term, a course schedule and registration form will be available online. 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 time period 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 they have completed all the degree requirements. Candidates for the Principal's license may apply for licensure without completing all 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 \$8.00. To order official transcripts to be sent directly to schools or organizations, go to the Registrar's website at muskingum.edu/registrar/transcripts-information.

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

Doctor of Applied Leadership, Educational Specialist, Master of Arts in Education, Master of Arts in Teaching, Master of Applied Leadership, Master of Occupational Therapy.

Advanced Licensure Programs

Administrative Specialist, Dual Licensure: Primary Education (PreK-5)/Intervention Specialist Mild to Moderate (PreK-12), Early Childhood Generalist Endorsement, Early Childhood Intervention Specialist, Intervention Specialist: Gifted (K-12) Endorsement, Intervention Specialist: Mild/ Moderate, Intervention Specialist: Moderate/Intensive, Middle Childhood Generalist Endorsement, Pre-K Special Needs Endorsement, Primary Education, Principal's licensure (ages 3-14), Principal's licensure (ages 8-21), Reading Endorsement, Superintendent, Teacher-Leader Endorsement, and TESOL Endorsement.

Initial Licensure Programs

Adolescent & Young Adult, Dual Licensure: Primary Education (PreK-5)/Intervention Specialist Mild to Moderate (PreK-12), Primary Education, Intervention specialist mild/moderate, Intervention Specialist moderate/intensive, and Middle Childhood.

Non-Licensure Programs

Adult Education and Applied Leadership

POST BACCALAUREATE TEACHER EDUCATION

Multi-age (PreK–12 in Foreign Language, Integrated Sciences, Music, Visual Arts)

POST-GRADUATE EDUCATIONAL LEADERSHIP PROGRAMS

Administrative Specialist, Superintendent.

DOCTOR OF APPLIED LEADERSHIP (DAL)

The Doctor of Applied Leadership (DAL) Program provides an academic and applied approach to learning. While the Program is academic in nature, focusing on the essential concepts of leadership learned through abstract reasoning and the exploration of related material, its primary focus will be on the applied applications of the essential concepts of leadership; that is, the DAL Program is designed to develop the higher-level domains of knowledge and skills through both theory and practical applications with a focus on applied research used to solve problems and issues in organizations.

Program Philosophy

Significant to the Applied Leadership program is that program goals are transferrable to new situations with the capacity to apply what has been learned. The program is built upon the philosophy that learning is personalized according to the diverse needs and contextual goals of each learner; learning is accessible and inclusive; learning is problem-based and collaborative, mirroring the leadership role; learning is acquired through multi-delivery methods; and learning is lifelong, continuously improving existing skills and acquiring new skills based on individual needs.

Program Structure

The courses of the Applied Leadership program are delivered through a blended learning model using our Learning Management System (Blackboard) and video conferencing technologies by distinguished faculty teams from across the Institution. The program also includes mentorship of prominent personnel from related organizations representative of the professional aspirations of those enrolled.

Program Goals

It is expected that successful completers of the Doctor of Applied Leadership program will exit their studies holding applicable competency in each of the following goals:

- Understanding the purposes and types of methodologies used for conducting research, analyzing data, and summarizing findings of applied research inquiries.
- Understanding crisis in and a context for leadership.
- Bringing internal and external strategic change to an organization to meet its goals as well as establishing an organizational vision and implementing it in a continuously changing environment.
- Leading people toward meeting an organization's vision, mission, and goals and providing an equitable and inclusive organizations that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of situations.
- Meeting organizational goals and stakeholder expectations and making decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.
- Making good judgments and timely decisions by strategically managing financial, human, and information resources.
- Building internal and external coalitions within an organization, with other organizations, and with the sectors of a community.
- Developing ethical and positive organizational cultures.
- Developing the fundamental competencies of extraordinary leadership.
- Treating others with courtesy, sensitivity, and respect while considering and responding appropriately to the needs and feelings of diverse people in different situations.
- Behaving in an honest, fair, and ethical manner showing consistency in words and actions and modeling high standards of ethics.
- Making clear and convincing oral presentations; listening effectively; and clarifying information as needed.
- Writing in a clear, concise, organized, and convincing manner for an intended audience.
- Displaying a commitment to serve the common good, assessing and recognize their own strengths and weaknesses while pursuing their self-development.

DAL Curriculum Completion

60 total credit hours

Completion of DALP 800-809 with a grade point average of 3.00 or higher and no course grade below a B-

Successful completion of the candidacy exam and the dissertation (DALP 901 - DALP 904)

Average time to completion: 3-5 years

All students entering the program are required to attend an online orientation (via Zoom) with the Executive Director of Applied Leadership before beginning their DAL coursework. This orientation will introduce the students to the program goals, class structure, mentors, and program resources.

Technology Requirements

Hardware

- A working and updated computer
- A stable internet connection
- A camera to allow for videoconferencing.

Software

- Microsoft Office suite or compatible software
- Zoom

DAL Course Descriptions

DALP 800 Directed Study in Applied Leadership (3)

Provides a foundation of leadership literacy for the doctoral studies in applied leadership on which the student is about to embark. Exploration will be made of a student's past and current lived experiences as a leader and/or as a follower of a leader, calling for the student to dive deeply into analyses and evaluations of those experiences and making conclusions about leadership and their path ahead. Pre-requisite: None

DALP 801 Applied Research (3)

Focuses on designs and methods for acquiring new knowledge and establishes a structure for the DAL program using four frames: the structural frame, the human resources frame, the political frame, and the symbolic frame. The course is intended to help students develop ways to answer questions and generate potential solutions to improve practice. The course examines three areas of applied research: evaluation research, research and development, and action research. As a group, students will draft an Applied Research Proposal that includes a research question that could be a potential topic for a dissertation, definitions of terms, limitations and delimitations of the study, significance of the study, and a literature review. Pre-requisite: None

DALP 802 Leading in Complexity (3)

Focuses on the often volatile, uncertain, complex, and ambiguous (VUCA) context of leadership and introduces theories and strategies to help students lead effectively in VUCA environments. The course also addresses the cultural, social, economic, legal, and political complexities surrounding organizations. It directs students to address the cause as well as the outcomes of crises. Special attention is given to effectively representing organizations, advocating for its needs, and cultivating a respectful and responsive relationship with all stakeholders in achieving a shared mission and vision while promoting appropriate plans and policies to help manage crisis and complexity. The course highlights the structural, human resources, political, and symbolic frames featured in the DAL program. Students will develop, plan, carry out, and summarize an Applied Research Project using a survey instrument. Pre-requisite: DALP 801 or concurrently

DALP 803 Leading Change (3)

Focuses on bringing internal and external strategic change to an organization to meet its goals as well as establishing an organizational vision and implementing it in a continuously changing environment. Central to the course are the themes of change leadership and management, creativity and innovation, external awareness, flexibility, resilience, strategic thinking, and vision. The course highlights the structural, human resources, political, and symbolic frames featured in the DAL program. Students will develop, plan, carry out, and summarize an Applied Research Project using document data collection. Pre-requisite: DALP 801 or concurrently

DALP 804 Leading People (3)

Focuses on leading people toward meeting an organization's vision, mission, and goals and providing an equitable and inclusive organization that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of situations. Central to the course are the themes of conflict management, leveraging diversity, developing others, team building, and follower-centric approaches to leadership. The course primarily highlights the human resource frame featured in the DAL program. Students will develop, plan, carry out, and summarize an Applied Research Project by conducting interviews with subjects of the research project. Pre-requisite: DALP 801 or concurrently

DALP 805 Organizational Leadership (3)

Highlights the difference between organizational leadership and management while focusing on meeting organizational goals and stakeholder expectations, making decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks. Central to the course are the themes of accountability, customer service, decisiveness, entrepreneurship, problem-solving, and technical credibility. The course also addresses major theories and approaches to organizational leadership. The course primarily highlights the structural frame featured in the DAL program. Students will develop, plan, carry out, and summarize an Applied Research Project using observation data collection. Pre-requisite: DALP 801 or concurrently

DALP 806 Organizational Management (3)

Highlights the difference between organizational leadership and management while focusing on making good judgments and timely decisions by strategically managing financial, human, and information resources. Central to the course are the themes of financial management, human capital management, and technology management. The course also addresses major theories and approaches to organizational leadership. The course primarily highlights the structural frame featured in the DAL program. Students will develop, plan, carry out, and summarize an Applied Research Project using Q-methodology. Pre-requisite: DALP 801 or concurrently

DALP 807 Building Coalitions (3)

Focuses on building internal and external coalitions within an organization, with other organizations, and with the sectors of a community. Central to the course are the themes of power and conflict, political savvy, advocacy, developing agendas, partnering, and influencing/negotiating. The course also addresses major theories and approaches to organizational leadership. The course primarily highlights the political frame featured in the DAL program. Students will develop, plan, carry out, and summarize an Applied Research Project using focus group data collection. Pre-requisite: DALP 801 or concurrently

DALP 808 Ethics and Culture (3)

Examines the way organizational cultures and policies help to promote or prevent ethical behavior. The course presents ethical theories and models to help leaders make sound decisions and to use their position of leadership to foster positive change. The course primarily highlights the symbolic frame featured in the DAL program. Students will develop, plan, carry out, and summarize an Applied Research Project using artifact data collection such as organizational policies or other artifacts to determine their ethical implications. Pre-requisite: DALP 801 or concurrently

DALP 809 Area of Concentration Seminar (4)

Serves as a culminating experience that brings together the content from across DALP 801 – 808 to re-examine the content to ensure that a coherent whole has been made within the framework of one's Area of Concentration. It also allows for the exploration of new and additional components of the Area of Concentration not previously or sufficiently addressed. The course is designed to help prepare the student for the DALP candidacy examination. Pre-requisites: 801 – 808; however, may be taken concurrently with the one remaining course of the 801 – 808 series.

DALP 901 Candidacy Exam and Defense (4)

A directed study during which time a doctoral student works with their Candidacy Examination Committee to prepare for, sit for, and defend the Candidacy Examination. The DALP 901 four-member Candidacy Examination Committee (three doctoral-level faculty members and one non-voting field mentor) will be selected in collaboration with the Executive Director of Applied Leadership. DALP 901 will be graded S (satisfactory) or U (unsatisfactory). Pre-requisites: DALP 800-809

DALP 902 Dissertation Proposal (6)

This directed study assists the student in articulating a research question(s) for their dissertation to, reviews the research methodologies that were introduced in the program, and selects the research method to best answer the articulated question(s). The course culminates in the development of a dissertation proposal complete with introduction, review of literature, and methodology to be submitted to the student's Dissertation Committee for approval. The DALP 902 four-member Dissertation Committee (three doctoral-level faculty members and one non-voting field mentor) will be selected in collaboration with the Executive Director of Applied Leadership. The Dissertation Proposal is considered a binding agreement between the student and the Dissertation Committee. Any changes to the proposal need prior approval from the Dissertation Committee. DALP 902 will be graded S (satisfactory) or U (unsatisfactory). Pre-requisite: DALP 901

DALP 903 Data Collection, Analysis, and Interpretation (10)

A directed study during which time a doctoral candidate works under the supervision of their Dissertation Committee to collect the data outlined in the approved dissertation proposal. Upon the completion of data collection, the doctoral candidate works with their Committee in the analysis and interpretation of the data collected. DALP 903 will be graded S (satisfactory) or U (unsatisfactory). Pre-requisite: DALP 902 and Approval of Dissertation Proposal by Dissertation Committee.

DALP 904 Dissertation Writing and Defense (9)

A minimum of six (6) semester-hours of dissertation writing is required for the completion of the dissertation. A doctoral candidate needs to register for one or more hours of DALP 904 during any semester they wish to have the assistance of their Dissertation Committee. This DALP 904 requirement is expected to be completed within three semesters of their first registration for the course. By the conclusion of the last semester for which a candidate is registered for DALP 904, they must sit for their oral defense of the dissertation. The DALP 904 four-member Dissertation Committee (three doctoral-level faculty members and one non-voting field mentor) will be selected in collaboration with the Executive Director of Applied Leadership. DALP 904 will be graded S (satisfactory) or U (unsatisfactory). Pre-requisite: DALP 903.

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, Dual Licensure: Primary Education (PreK-5)/Intervention Specialist Mild to Moderate (PreK-12), Early Childhood Generalist Endorsement, Early Childhood Intervention Specialist, Intervention Specialist: Gifted (K-12) Endorsement, Intervention Specialist: Mild/ Moderate, Intervention Specialist: Moderate/Intensive, Middle Childhood Generalist Endorsement, Pre-K Special Needs Endorsement, Primary Education, Principal's licensure (ages 3-14), Principal's licensure (ages 8-21), Reading Endorsement, Superintendent, Teacher-Leader Endorsement, and TESOL Endorsement. 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, 608, 830, 513, 574, 575, 576, 583; one of the following EDUC 584, 518 or 3 elective credits; MALP 782

Adolescent and Young Adult (42 credits)

Contact: graduate@muskingum.edu or 740-826-8038

Primary Education licensure requirements (58 credits)

- EDUC 528, 550, 555, 586, 588, 592, 593, 594, 599, 520, 521, 523, 524, 692, 693.

Additional requirements to complete MAE degree (13 credits)

- EDUC 605, 606, 608; one of the following: EDUC 700, 705/706 or 710; MALP 782.

Early Childhood Generalist, endorsement requirements (18 credits)

- EDUC 655, 656, 657 and 6 elective credits.

Additional requirements to complete MAE degree (13 credits)

- EDUC 605, 606, 608; one of the following: EDUC 700, 705/706 or 710; MALP 782

Early Childhood Intervention Specialist, licensure requirements (49 credits)

- EDUC 528, 547, 578, 586, 588, 592, 593, 595, 596, 597, 598, 599, 688, 520, 521, 523, 524.

Additional requirements to complete MAE degree (13 credits)

- EDUC 605, 606, 608; one of the following: EDUC 700, 705/706 or 710; MALP 782

Intervention Specialist: Mild to Moderate (ages 5-21), licensure requirements (39 credits)

- EDUC 528, 531, 532, 550, 555, 568, 570, 520, 521, 523, 524, 547, 569, 688; candidates with an elementary education certificate or primary education 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, 608; one of the following: EDUC 700, 705/706 or 710; MALP 782

Intervention Specialist: Moderate to Intensive, licensure requirements (36 credits)

- EDUC 528, 548, 550, 555, 557, 558, 559, 520, 521, 524, 526, 547, 688.

Additional requirements to complete MAE degree (13 credits)

- EDUC 605, 606, 608; one of the following: EDUC 700, 705/706 or 710; MALP 782

Middle Childhood Generalist, endorsement requirements (12-18 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 (13 credits)

- EDUC 605, 606, 608; one of the following: EDUC 700, 705/706 or 710; MALP 782

Primary Education (Grades PreK-5)/Intervention Specialist Mild to Moderate (PreK-12), licensure requirements (54 credits)

- EDUC 520, 521, 523, 524, 528, 531, 532, 550, 555, 568, 569, 570, 586, 588, 593, 594, 599, 623, 627.3.

Additional requirements to complete MAE degree (13 credits)

- EDUC 605, 606, 608; one of the following: EDUC 700, 705/706 or 710; MALP 782

Principal Grades P-9 and Grades 4-12, licensure requirements (30 credits)

- EDUC 721, 722, 771; one of the following: EDUC 772 or 773; MALP 781, 782, 783, 785, 786, 788, 789

Reading, endorsement requirements (12 credits)

- EDUC 660, 661, 662, 663; 6 elective credits.

Additional requirements to complete MAE degree (19 credits)

- EDUC 605, 606, 608; one of the following: EDUC 700, 705/706 or 710; 6 elective credits; MALP 782

Teacher-Leader, endorsement requirements: Already holding a master's degree: (11 credits)

- EDUC 758, 764, 858.

Earn master's degree with endorsement: (36 credits)

- EDUC 606, 650, 708, 721, 750, 751, 757, 758, 858, 764; MALP 782

TESOL, endorsement requirements (18 credits)

- EDUC 608, 609, 634, 635, 636, 637, 638, 639, ENGL 503

Additional requirements to complete MAE degree (12 credits)

- EDUC 605, 606; one of the following: EDUC 700, 705/706 or 710; MALP 782

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 Adolescent & Young Adult (Math, Language Arts, Social Studies, Chemistry and Life Sciences), Dual Licensure: Primary Education (PreK-5)/Intervention Specialist Mild to Moderate (PreK-12), Primary Education, Intervention Specialist mild/moderate, Intervention Specialist moderate/intensive, and Middle Childhood.

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

Primary Education, licensure requirements (53 credits)

- EDUC 500, 528, 550, 555, 568, 586, 588, 593, 594, 599, 520, 521, 523, 524, 623, 627.

Middle Childhood, licensure requirements (47 credits)

- EDUC 500, 528, 550, 555, 561, 568, 521, 522, 523, 524, 624, 627; choose two of the following: EDUC 551, 552, 553, 554.

Adolescent to Young Adult (Math, Language Arts, Social Studies, Chemistry and Life Sciences) licensure requirements (38 credits)

- EDUC 500, 523, 528, 550, 555, 568, 571, 625, 627; choose one of the following: EDUC 564, 565, 566, 567; choose one of the following: EDUC 501, 502, 504, 505, 506.

Dual: Primary Education (Grades PreK-5)/Intervention Specialist Mild to Moderate (PreK-12), licensure requirements (64 credits)

- EDUC 500, 520, 521, 523, 524, 528, 531, 532, 550, 555, 568, 569, 570; 586, 588, 593, 594, 599, 623, 627.3.

Intervention Specialist: Mild to Moderate, licensure requirements (46 credits)

- EDUC 500, 528, 531, 532, 550, 555, 568, 569, 570, 520, 521, 523, 524, 626, 627.6.

Intervention Specialist: Moderate to Intensive, licensure requirements (44 credits)

- EDUC 500, 526, 528, 550, 555, 557, 558, 520, 521, 524, 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 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 requirements (17-18 credits)

- EDUC 721, 840, 850, 864; MALP 786; 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; Candidates for Career-Technical Education: EDUC 841, 842; Candidates for Pupil Services: 843, 844

Superintendent, licensure requirements (16 credits)

- EDUC 721, 850, 851, 855, 857, 859; EDUC 865 or 866; MALP 786

Educational Specialist, degree requirements

- Complete Superintendent's licensure program, and DALP 801 and choose three of the following: DALP 802, 803, 804, 805 or 807.

MASTER OF APPLIED LEADERSHIP (MAL)

The purpose of Muskingum University's Master of Applied Leadership program is to develop leaders in a broad array of organizations. Muskingum's MAL program is designed to assist students develop the knowledge and skills to make them a more effective leader in whatever career path they may choose. The MAL Program focuses specifically on applied leadership – using evidence-based research and practice to solve real-world problems.

Program Philosophy

Significant to the Applied Leadership program is that program goals are transferrable to new situations with the capacity to apply what has been learned. The program is built upon the philosophy that earning is personalized according to the diverse needs and contextual goals of each learner; learning is accessible and inclusive; learning is problem-based and collaborative, mirroring the leadership role; learning is acquired through multi-delivery methods; and learning is lifelong, continuously improving existing skills and acquiring new skills based on individual needs.

Program Structure

The courses of the Master of Applied Leadership are delivered asynchronously using our Learning Management System (Blackboard) by distinguished faculty teams from across the Institution. The program also includes mentorship of prominent personnel from related organizations representative of the professional aspirations of those enrolled.

Program Goals

- Understanding and applying leadership theory
- Making informed decisions based on research.
- Communicating with stakeholders
- Thinking and acting ethically
- Managing conflict
- Using systems thinking
- Inspiring and supporting innovation.
- Facilitating teams
- Managing projects
- Using scholarly research to improve practice.
- Developing the fundamental competencies of extraordinary leadership
- Treating others with courtesy, sensitivity, and respect while considering and responding appropriately to the needs and feelings of diverse people in different situations
- Behaving in an honest, fair, and ethical manner; showing consistency in words and actions; and modeling high standards of ethics
- Making clear and convincing oral presentations; listening effectively; and clarifying information as needed
- Writing in a clear, concise, organized, and convincing manner for an intended audience
- Displaying a commitment to serve the common good.
- Assessing and recognizing their own strengths and weaknesses while pursuing their self-development.

MAL Curriculum Completion

30 total credit hours

Completion of MALP 781-790 with a grade point average of 3.00 or higher

Average time to completion: 1-2 years

All students entering the program are required to attend an online orientation (via Zoom) with a member of the Office of Applied Leadership before beginning their MAL coursework. This orientation will introduce the students to the program goals, class structure, mentors, and program resources.

Technology Requirements

Hardware

- A working and updated computer
- A stable internet connection
- A camera to allow for videoconferencing.

Software

- Microsoft Office suite or compatible software

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 master's degree while maintaining full-time employment. The curriculum is grounded in occupational science and includes coursework from both biological and psychological sciences. The MOT Program is designed for occupational therapy assistants and individuals with health-related bachelor's degrees to complete the necessary education to become occupational therapists. Because these individuals are adults who have completed a college degree and have relevant work and life experiences, the MOT program applies the principles of Knowles' Adult Learning Theory in each course and throughout all learning experiences.

Program Philosophy

The Master of Occupational Therapy (MOT) Program is centered on occupation, using the Model of Human Occupation (Taylor, 2017) as its guiding theory. The principles and components outlined in the model are included throughout the curriculum. We believe by using the Model of Human Occupation our program is occupation focused, client (student)-centered, holistic, and evidence-based.

Program Structure

The MOT program utilizes an innovative bridge-style design. Courses are offered in a hybrid format including interactive online instruction and three on-campus weekend learning experiences in each 10-week term. Each cohort must attend 18 on-campus MOT Weekends during the two-year curriculum.

The MOT program consists of 69 semester credit hours that include online courses, on-campus learning experiences, four Level I fieldwork placements, research planning and project courses, and two 12-week, full-time Level II fieldwork rotations.

Following completion of all course and fieldwork requirements, students must pass a national certification exam conducted by the National Board for Certification in Occupational Therapy 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. Some employers may pay some or all the costs of the program. For more information on federal loan programs see the following website: <https://studentaid.gov/>.

GRADUATE COURSE LISTING

Doctor of Applied Leadership Courses (DALP)

DALP 800 Directed Study in Applied Leadership (3)

Provides a foundation of leadership literacy for the doctoral studies in applied leadership on which the student is about to embark. Exploration will be made of a student's past and current lived experiences as a leader and/or as a follower of a leader, calling for the student to dive deeply into analyses and evaluations of those experiences and making conclusions about leadership and their path ahead. Pre-requisite: None

DALP 801 Applied Research (3)

Focuses on designs and methods for acquiring new knowledge and establishes a structure for the DAL program using four frames: the structural frame, the human resources frame, the political frame, and the symbolic frame. The course is intended to help students develop ways to answer questions and generate potential solutions to improve practice. The course examines three areas of applied research: evaluation research, research and development, and action research. As a group, students will draft an Applied Research Proposal that includes a research question that could be a potential topic for a dissertation, definitions of terms, limitations and delimitations of the study, significance of the study, and a literature review. Pre-requisite: None

DALP 802 Leading in Complexity (3)

Focuses on the often volatile, uncertain, complex, and ambiguous (VUCA) context of leadership and introduces theories and strategies to help students lead effectively in VUCA environments. The course also addresses the cultural, social, economic, legal, and political complexities surrounding organizations. It directs students to address the cause as well as the outcomes of crises. Special attention is given to effectively representing organizations, advocating for its needs, and cultivating a respectful and responsive relationship with all stakeholders in achieving a shared mission and vision while promoting appropriate plans and policies to help manage crisis and complexity. The course highlights the structural, human resources, political, and symbolic frames featured in the DAL program. Students will develop, plan, carry out, and summarize an Applied Research Project using a survey instrument. Pre-requisite: DALP 801 or concurrently

DALP 803 Leading Change (3)

Focuses on bringing internal and external strategic change to an organization to meet its goals as well as establishing an organizational vision and implementing it in a continuously changing environment. Central to the course are the themes of change leadership and management, creativity and innovation, external awareness, flexibility, resilience, strategic thinking, and vision. The course highlights the structural, human resources, political, and symbolic frames featured in the DAL program. Students will develop, plan, carry out, and summarize an Applied Research Project using document data collection. Pre-requisite: DALP 801 or concurrently

DALP 804 Leading People (3)

Focuses on leading people toward meeting an organization's vision, mission, and goals and providing an equitable and inclusive organization that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of situations. Central to the course are the themes of conflict management, leveraging diversity, developing others, team building, and follower-centric approaches to leadership. The course primarily highlights the human resource frame featured in the DAL program. Students will develop, plan, carry out, and summarize an Applied Research Project by conducting interviews with subjects of the research project. Pre-requisite: DALP 801 or concurrently

DALP 805 Organizational Leadership (3)

Highlights the difference between organizational leadership and management while focusing on meeting organizational goals and stakeholder expectations, making decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks. Central to the course are the themes of accountability, customer service, decisiveness, entrepreneurship, problem-solving, and technical credibility. The course also addresses major theories and approaches to organizational leadership. The course primarily highlights the structural frame featured in the DAL program. Students will develop, plan, carry out, and summarize an Applied Research Project using observation data collection. Pre-requisite: DALP 801 or concurrently

DALP 806 Organizational Management (3)

Highlights the difference between organizational leadership and management while focusing on making good judgments and timely decisions by strategically managing financial, human, and information resources. Central to the course are the themes of financial management, human capital management, and technology management. The course also addresses major theories and approaches to organizational leadership. The course primarily highlights the structural frame featured in the DAL program. Students will develop, plan, carry out, and summarize an Applied Research Project using Q-methodology. Pre-requisite: DALP 801 or concurrently

DALP 807 Building Coalitions (3)

Focuses on building internal and external coalitions within an organization, with other organizations, and with the sectors of a community. Central to the course are the themes of power and conflict, political savvy, advocacy, developing agendas, partnering, and influencing/negotiating. The course also addresses major theories and approaches to organizational leadership. The course primarily highlights the political frame featured in the DAL program. Students will develop, plan, carry out, and summarize an Applied Research Project using focus group data collection. Pre-requisite: DALP 801 or concurrently

DALP 808 Ethics and Culture (3)

Examines the way organizational cultures and policies help to promote or prevent ethical behavior. The course presents ethical theories and models to help leaders make sound decisions and to use their position of leadership to foster positive change. The course primarily highlights the symbolic frame featured in the DAL program. Students will develop, plan, carry out, and summarize an Applied Research Project using artifact data collection such as organizational policies or other artifacts to determine their ethical implications. Pre-requisite: DALP 801 or concurrently

DALP 809 Area of Concentration Seminar (4)

Serves as a culminating experience that brings together the content from across DALP 801 – 808 to re-examine the content to ensure that a coherent whole has been made within the framework of one's Area of Concentration. It also allows for the exploration of new and additional components of the Area of Concentration not previously or sufficiently addressed. The course is designed to help prepare the student for the DALP candidacy examination. Pre-requisites: 801 – 808; however, may be taken concurrently with the one remaining course of the 801 – 808 series.

DALP 901 Candidacy Exam and Defense (4)

A directed study during which time a doctoral student works with their Candidacy Examination Committee to prepare for, sit for, and defend the Candidacy Examination. The DALP 901 four-member Candidacy Examination Committee (three doctoral-level faculty members and one non-voting field mentor) will be selected in collaboration with the Executive Director of Applied Leadership. DALP 901 will be graded S (satisfactory) or U (unsatisfactory). Pre-requisites: DALP 800-809

DALP 902 Dissertation Proposal (6)

This directed study assists the student in articulating a research question(s) for their dissertation to, reviews the research methodologies that were introduced in the program, and selects the research method to best answer the articulated question(s). The course culminates in the development of a dissertation proposal complete with introduction, review of literature, and methodology to be submitted to the student's Dissertation Committee for approval. The DALP 902 four-member Dissertation Committee (three doctoral-level faculty members and one non-voting field mentor) will be selected in collaboration with the Executive Director of Applied Leadership. The Dissertation Proposal is considered a binding agreement between the student and the Dissertation Committee. Any changes to the proposal need prior approval from the Dissertation Committee. DALP 902 will be graded S (satisfactory) or U (unsatisfactory). Pre-requisite: DALP 901

DALP 903 Data Collection, Analysis, and Interpretation (10)

A directed study during which time a doctoral candidate works under the supervision of their Dissertation Committee to collect the data outlined in the approved dissertation proposal. Upon the completion of data collection, the doctoral candidate works with their Committee in the analysis and interpretation of the data collected. DALP 903 will be graded S (satisfactory) or U (unsatisfactory). Pre-requisite: DALP 902 and Approval of Dissertation Proposal by Dissertation Committee.

DALP 904 Dissertation Writing and Defense (9)

A minimum of six (6) semester-hours of dissertation writing is required for the completion of the dissertation. A doctoral candidate needs to register for one or more hours of DALP 904 during any semester they wish to have the assistance of their Dissertation Committee. This DALP 904 requirement is expected to be completed within three semesters of their first registration for the course. By the conclusion of the last semester for which a candidate is registered for DALP 904, they must sit for their oral defense of the dissertation. The DALP 904 four-member Dissertation Committee (three doctoral-level faculty members and one non-voting field mentor) will be selected in collaboration with the Executive Director of Applied Leadership. DALP 904 will be graded S (satisfactory) or U (unsatisfactory). Pre-requisite: DALP 903.

EDUCATOR PREPARATION COURSES (EDUC)

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 for all MAT-AYA students seeking licensure in chemistry.

EDUC 502 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 integrated language arts.

EDUC 504 Mathematics Seminar (3)

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

EDUC 505 Life Science Seminar (3)

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

EDUC 506 Social Studies Seminar (3)

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

EDUC 521 Phonics and the Reading Process (3)

Develops linguistic and cognitive foundations for effective teaching and assessing 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 using 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, PreK-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 PreK-12 students with special needs. 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. The 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 Educational Psychology (3)

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

EDUC 551 Social Studies Methods for Middle Childhood (3)

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

EDUC 552 Science Methods for Middle Childhood (3)

Provides for the study of current science teaching and learning strategies for grades 4–9. Emphases include inquiry- based teaching strategies and techniques, the learning cycle, integrating science and technology and promoting lab safety. Field experience required.

EDUC 553 Language Arts Methods for Middle Childhood (3)

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

EDUC 554 Mathematics Methods for Middle Childhood (3)

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

EDUC 555 Co-Teaching and Proactive Approaches to Classroom Management and Support (3)

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. 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 independent 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. 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 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 are also explored. 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 PreK-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 569 Intervention Math Methods for Teaching (3)

This course provides a survey of diagnostic and corrective methods based on typical student error patterns in mathematics. Focus on topic development, error patterns, diagnosing conceptual misunderstandings, and assessment in mathematics. Fieldwork experience required.

EDUC 570 Professional Practices in Special Education (2)

Provides candidates with additional opportunities to develop the knowledge, skills, and dispositions necessary for providing 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, where, why and how to apply appropriate teaching theories, instructional models, techniques, and evaluative approaches to various learning settings and clients occurs.

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). The 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). The 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)

The 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 PreK-12 Ohio Learning Standards in mathematics. Prerequisite: Admission to the Education Department

EDUC 586 Social Studies in Primary 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 PreK–5, 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 Primary 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 PreK-5. Emphasis is on inquiry-based teaching strategies and techniques, the learning cycle, integrating science and technology, and promoting safety. Field experience required.

EDUC 590 Integrated Social Studies II for Teaching Grades 4-6 (3)

Designed to permit students to investigate an area of interest in greater depth than is possible in existing courses. The area of study may or may not be related to the area of concentration. Students are to establish goals, methods of investigation and means of evaluation in cooperation with the supervising professor according to ED 590 guidelines. Approval of the Program Director is 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 Primary 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 Primary 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 Primary Education (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)

Introduces 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 the 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 Primary 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 PreK–5, 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 PreK-12 instruction and educational leadership.

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 Primary Education (8)

Designed for students completing the MAT. Provides guided teaching experience with children in grades PreK-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 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 interdisciplinary social studies and language arts standards for children, Grades 4 and 5. The course uses the national and state standards for social studies and language arts. It incorporates a variety of instructional approaches for culturally and developmentally diverse classrooms. The course will prepare students to utilize approaches to learning and teaching which integrates content relevant to student's lives, honors individual differences, and teaches basic skills of inquiry and communication including the application of educational technology. Field experience required.

EDUC 660 Foundations for Reading: Pre-K through 12 (3)

This course will develop the candidate's knowledge of the foundations of reading and writing processes and instruction. Candidates will explore language development and reading acquisition and the historical developments related to reading instruction and learning. Through a problem-based activity, research articles related to the major components of reading will be compared, contrasted, and critiqued. Field experience required.

EDUC 661 Teaching Reading Pre-K-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 688 Intervention Specialist Clinical Practice (3)

Designed to provide students with 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 Primary Education Practicum (3)

Provides a full-day professional supervised practicum experience in a PreK-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 Primary Education 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 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 and Policy Development (3)

Presents ethical leadership as the process of using ethical theories to make sound decisions, as well as using one's position of leadership to bring about positive organizational change. The course examines the ways different theories and models of ethics influence the various components of the leadership process including leaders, followers, goals, contexts, and cultural values and norms as well as the interplay among these components. The course also examines the ethical implications of popular approaches to leadership. The course is designed to enable learners to articulate their own code of ethics and apply this code to their approach to leadership. In addition, the course will assist in building the learner's thinking capacity to use ethical theories and models to make sound ethical decisions and create policies in and for an organization.

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 751 Assessing for Learning (3)

Focuses on data, assessments and assessment 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 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 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 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 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 (3)

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 assessment 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 855 Communications and Advocacy (3)

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

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.

EDUC 860 Personnel Administration in Education (3)

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

EDUC 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)

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 realize their capacity as ethically centered "political" leaders more fully. 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 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. 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.

MASTER OF APPLIED LEADERSHIP/EDUCATION LEADERSHIP COURSE DESCRIPTIONS

MALP 781 Leadership Literacy (3)

Grounded in theories and models of applied leadership, this course examines the various components of the leadership process, including leaders, followers, goals, contexts, and cultural values and norms. The course also explores the dynamic relationship between leaders and followers, the means used by leaders and followers to achieve their goals, and the ethical implications of those means and the goals themselves. Focus is placed on how the concepts explored in class translate to application, as well as the importance of continuing to develop one's understanding and practice of leadership throughout one's lifetime. Pre-requisites: None

MALP 782 Informed Decision Making (3)

Focuses on informed leadership through (1) the development of skills for journaling, critical and creative reading, and accurately comprehending the conclusions of relevant research reports and legislative and policy documents and (2) the study of indicators of and approaches for measuring organizational and leadership effectiveness. Pre-requisites: None

MALP 783 High-Impact Communication (3)

Explores the communication between leaders and followers. Attention is given to how leaders and followers send and receive messages as well as how they may create and manage meaning. The course (1) presents major concepts of communication as they relate to the practice of leadership, (2) emphasizes the importance of understanding communication as it relates to the leadership process, (3) demonstrates the way communication affects the leadership process, and (4) builds professional communication skills that help leaders better communicate with their followers and diverse stakeholders. Major communication concepts addressed include audience analysis, verbal and written communication, nonverbal communication, and mediated communication. Pre-requisites: None

MALP 784 Ethical Leadership and Policy (3)

Presents ethical leadership as the process of using ethical theories to make sound decisions, as well as using one's position of leadership to bring about positive organizational change. The course examines the ways different theories and models of ethics influence the various components of the leadership process including leaders, followers, goals, contexts, and cultural values and norms as well as the interplay among these components. The course also examines the ethical implications of popular approaches to leadership. The course is designed to enable learners to articulate their own code of ethics and apply this code to their approach to leadership. In addition, the course will assist in building the learner's thinking capacity to use ethical theories and models to make sound ethical decisions and create policies in and for an organization. Pre-requisite: None

MALP 785 Conflict Management (3)

Engages students in a study of behavioral dynamics for managing situations that occur in the leadership environment and how to prevent, manage, and de-escalate unhealthy events before they lead to more serious problems. Pre-requisite: None

MALP 786 Systems Thinking (3)

Focuses on making decisions in today's world, a world increasing in complexity, with broad changes and uncertainties. These changes and uncertainties create the need for approaches that allow those in positions of leadership to discern the real dimensions of wicked problems and the causes that create them as well as putting together the parts to make decisions within and selecting the best actions for an organization. Using systems thinking, students will investigate the factors and interactions that contribute to or could contribute to possible outcomes. The course will help develop and hone skills necessary to analyze complex problems, formulate well-reasoned arguments, and consider alternative points of view. It will help assess innovative business models, identify crucial issues, develop and present well-reasoned positions, and evaluate evidence. Pre-requisite: None

MALP 787 Design Thinking (3)

Endeavors to inspire and support students to approach problem solving as a cooperative and iterative process that includes empathizing with those experiencing a problem, accurately defining a problem and its root cause, ideating fixes to the problem, prototyping potential solutions to the problem, and testing the potential solution's effectiveness. Pre-requisite: None

MALP 788 Work Teams (3)

Explores ways of organizing people in organizations to solve problems and facilitate positive systemic change. In particular, functional, cross-functional, and self-directed work teams will be investigated. The benefits of having multiple people engage together in a collaborative and cooperative environment to develop and deliver an organization's products and/or services will be studied, as well as the roles leaders play in facilitating work teams. Pre-requisite: None

MALP 789 Project Management (3)

Project managers are responsible for leading teams, defining goals, communicating with stakeholders, and seeing a project through to its closure; thus, MALP 789 explores the roles and attributes of project management - the organization, planning, implementation, and navigation of project plans while managing financial, human, and temporal resources within restraints such as supply chains, budgets, and schedules.

Pre-requisites: None

MALP 790 Capstone Application Seminar (3)

Intended to bring closure to the Applied Leadership program. Attention will be given to bringing the program together and making sense of the program as a whole – that is, to integrate and interconnect the goals that were addressed across the program as well as emphasizing the application of the program goals respective of a student's Area of Concentration and providing opportunities for reflective practice as a means for professional and personal growth prior to exiting the program. Pre-requisite: MALP 789

MOT COURSE DESCRIPTIONS

HLSC 608 Anatomy & Physiology Review for OT Practice (1)

This one-hour course reviews content from previously completed anatomy & physiology courses. Content focuses on the structures and functions most often encountered in OT practice such as the central nervous system and musculoskeletal system. It also prepares students with tools to locate and review topics not specifically covered in this course. This course is a hybrid format including online instruction and on-campus weekend learning experiences.

HLSC 615 Kinesiology for OT (2)

This two-hour course is a study of the forces and active and passive structures that are involved in human movement. Within the course students review musculoskeletal anatomy and biomechanical principles for efficient bodily movement. Laboratory activities allow students to have hands-on practical observation and evaluation of movement. It prepares the student to apply kinesiology in a future term for development of intervention for those with limited movement or positioning. This course is a hybrid format including online instruction and on-campus weekend learning experiences.

HLSC 627 Functional Human Movement Lecture (2)

This two-hour course is a continuation of kinesiology content and includes intervention strategies for those with neuromuscular and musculoskeletal conditions. Content includes assessment and intervention within a variety of theories used by occupational therapy. This course coordinates with MOTP 628 Functional Human Movement Lab which examines Functional Human Movement as a foundation of function and occupational performance. This course employs a hybrid format including online instruction and on-campus weekend learning experiences.

HLSC 628 Functional Human Movement Lab (1)

This course permits students to practice assessments, make observations, become familiar with equipment and intervention implementation with a focus on those individuals with neuromuscular and musculoskeletal dysfunction. This course employs a hybrid format including online instruction and on-campus weekend learning experiences.

MOTP 601 Foundations of OT Practice (2)

This course focuses on understanding the Occupational Therapy Practice Framework and elements of the OT process including screening, assessment, evaluation, intervention, intervention review, and outcomes including discharge planning. Topics include practice settings and areas, documentation, licensure, credentialing, and professional associations. This course is a hybrid format including online instruction and on-campus weekend learning experiences.

MOTP 602 Transition of the OTA to OT (2)

This course focuses on the crucial differences between the occupational therapy assistant and occupational therapist, on the ethics of practice in these roles and while in the learning process, and on the 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 two-hour course focuses on two topics that, although different, are inextricably linked: health policy and informatics. Students learn about the diverse health system and the policies that drive decisions within government, institutions, and facilities. They begin to recognize their role within this complex system. Students also learn about information technology used within healthcare for record-keeping and communication and develop an understanding about information literacy that will be used as a foundation as they research evidence within the MOT program and begin their evidence-based practice. This course is a hybrid format including online instruction and on-campus weekend learning experiences.

MOTP 610 Occupational Assessment & Planning (2)

This course focuses on assessment and planning from an occupational perspective with students learning the skills to assess occupational performance, satisfaction, and opportunity. By taking a broad look at these processes, without the constraint of a particular population, students will be offered a pure view of occupation and an opportunity to be client-centered with a holistic perspective. Examples within the course come from across practice settings, practice areas and ages. The course features the Model of Human Occupation and other occupation-based and client-centered models to identify occupational needs. Students develop an occupation-based intervention plan for individuals. This course is a hybrid format including online instruction and on-campus weekend learning experiences.

MOTP 612 Sensory Assessment & Planning Lecture (2)

The sensory system is viewed in this course as being the foundation of the central nervous system and therefore an influence on all human functioning. This course teaches students about the sensory system, sensory processing, and disorders of the sensory system. Included is assessment of disorders in varied populations and details for planning interventions for individuals and groups. This course is a hybrid format emphasizing online instruction.

MOTP 613 Sensory Assessment & Planning Lab (1)

The sensory system is viewed in this course as being the foundation of the central nervous system and therefore an influence on all human functioning. This course teaches students about the sensory system, sensory processing, and disorders of the sensory system. Included is assessment of disorders in varied populations and details for planning intervention for individuals and groups. This course is a hybrid format emphasizing on-campus weekend learning experiences.

MOTP 613 Developmental and Human Behavior Influences on Occupational Performance (2)

This two-hour course reviews content from human development and psychology courses taken as prerequisites. As students with health-related educational backgrounds, they have some background in development, psychology, and sociology. Content focuses on the influence that development and behavior have on individuals' occupational performance. Basic intervention plans will be completed as part of this course, however major developmental and behavioral planning will be completed as part of future MOT courses.

MOTP 620 Mental Health Assessment & Planning Lecture (2)

This course covers the necessary assessments and intervention for serving the mental health needs of individuals across the lifespan and practice settings. A person's mental health is critical to function in every aspect of living. Mental health content is critical to every occupational therapy plan but is also a specialized area of practice. This course combines with the MOTP 622 to prepare students to recognize and address mental health needs and behaviors across settings as well as formulating intervention plans for those with severe mental illness. 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. This course employs a hybrid format emphasizing online instruction.

MOTP 621 Mental Health Assessment & Planning Lab (1)

This course covers the necessary assessments and intervention for serving the mental health needs of individuals across the lifespan and practice settings. A person's mental health is critical to function in every aspect of living. Mental health content is critical to every occupational therapy plan but is also a specialized area of practice. This course combines with the MOTP 621 to prepare students to recognize and address mental health needs and behaviors across settings as well as formulating intervention plans for those with severe mental illness. 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. This course employs a hybrid format emphasizing on-campus weekend learning experiences.

MOTP 622 Mental Health Level I Fieldwork (1)

This course is a Level I fieldwork experience for the area of mental health. Students are assigned to one or more sites or experiences in which they can both observe and apply some of the skills and knowledge that they are learning in the classroom and lab portions of mental health content. This course coordinates with MOTP 620 Occupational Performance in Mental Health and MOTP 621 Occupational Performance in Mental Health Lab. This course is a hybrid format utilizing online instruction, simulated environments, and faculty-led fieldwork experiences in the community.

MOTP 625 Evidence-Based Practice (2)

In this course students gain an understanding of evidence-based practice, its importance to OT, and how to create and use evidence in practice. Students examine evidence to understand types of research design, sampling, and data collection to better understand how to discern quality evidence in practice. This course establishes a solid groundwork for the Research Planning and Research Project courses where students will use these skills with their own research projects. This course is a hybrid format including online instruction and on-campus weekend learning experiences.

MOTP 630 Occupational Performance in Pediatrics Lecture (2)

This course utilizes content from courses already taken, applies it to those birth-21 and includes topics specific to this population. Pediatrics is a large area of practice in OT. Topics include working with families, assessment, developmental theory, play, interventions for all ages, handwriting, school-based practice, and trauma-induced conditions. This course employs a hybrid format emphasizing online instruction.

MOTP 631 Occupational Performance in Pediatrics Lab (1)

This course utilizes content from courses already taken, applies it to those birth-21 and includes topics specific to this population. Pediatrics is a large area of practice in OT. Topics include working with families, assessment, developmental theory, play, interventions for all ages, handwriting, school-based practice, and trauma-induced conditions. This lab course allows students the opportunity to practice and demonstrate competence in the skills specific to working with children and adolescents. This course employs a hybrid format emphasizing on-campus weekend learning experiences.

MOTP 632 Pediatric Level I Fieldwork (1)

This course is Level I fieldwork experience for the area of pediatrics. Students are assigned to one or more sites or experiences in which they can both observe and try some of the skills and apply knowledge that they are learning in the classroom and lab portions of pediatric content. This course coordinates with MOTP 630 Occupational Performance in Pediatrics Lecture and with MOTP 631 Occupational Performance in Pediatrics Lab. This course is a hybrid format utilizing online instruction, simulated environments, and faculty-led fieldwork experiences in the community.

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

Assistive technology is defined as “any product, instrument, equipment or technology adapted or specifically designed for improving the functioning of a disabled person” (WHO, 2001). In this course students learn the principles and practice elements of using assistive technology in occupational therapy practice. Emphasis is on assessment, clinical reasoning, and reimbursement for this area of practice. Splinting and Physical Agent Modalities are covered as part of this course. This course is a hybrid format including online instruction and on-campus weekend learning experiences.

MOTP 635 Leadership and Program Development (3)

This course reviews leadership theory and strategies both within and outside of occupational therapy and facilitates development of leadership and management skills necessary for practitioners who will be working in a variety of practice settings. This course provides the foundation for the business aspects of practice including business planning, financial management, program evaluation models and strategic planning. Students demonstrate the ability to determine and develop occupational therapy program needs as well as to design ongoing processes for quality improvement to ensure quality of outcomes and services provided. This course is a hybrid format including online instruction and on-campus weekend learning experiences.

MOTP 640 Occupational Performance in Adults Lecture (2) and Lab

This course applies content from courses already taken to those who fall into the age range for adults, which varies somewhat by practice setting. This course will primarily focus on physical dysfunction, although in keeping with principles of occupational science will recognize all elements of occupational performance. Topics include application of the OT Practice Framework to physical dysfunction, health promotion, infection control, occupational performance across performance areas and client factors, application of theory, and interventions specific to diagnosis and setting. This course employs a hybrid format emphasizing online instruction.

MOTP 641 Occupational Performance in Adults Lab (1)

This course applies content from courses already taken to those who fall into the age range for adults, which varies somewhat by practice setting. This course will primarily focus on physical dysfunction, although in keeping with principles of occupational science will recognize all elements of occupational performance. Topics include application of the OT Practice Framework to physical dysfunction, health promotion, infection control, occupational performance across performance areas and client factors, application of theory, and interventions specific to diagnosis and setting. This lab course allows students the opportunity to practice and demonstrate competence in the skills specific to working with adults. This course employs a hybrid format emphasizing on-campus weekend learning experiences.

MOTP 642 Physical Dysfunction Level I Fieldwork (1)

This course is the Level I fieldwork experience for the area of physical dysfunction in adults. Students are assigned to one or more sites simulations, or experiences in which they can both observe and practice skills and apply knowledge that they are learning in the classroom and lab portions of the Occupational Performance – Adults courses. This course coordinates with MOTP 640 Occupational Performance - Adults and MOTP 641 Occupational Performance - Adults Lab. This course is a hybrid format utilizing online instruction, simulated environments, and faculty-led fieldwork experiences in the community.

MOTP 644 Advocacy & Planning for Alternative/Emerging Practice (3)

This course covers advocacy for occupational therapy practice, practitioners, and clients across many contexts, as well as learning to plan for the provision of services across alternative and emerging practice settings. Topics include local, regional, state, and international policy as an influence on OT; articulating the role of OT; promoting and advocating for OT; and exploration of non- traditional, non-clinical, and emerging practice areas. This course is a hybrid format including online instruction and on-campus weekend learning experiences.

MOTP 647 Research Planning (2)

In this course, students begin to apply the knowledge they gained in MOTP 625 regarding evidence-based practice and how to create and use evidence in practice. Students develop a PICO question about a current and relevant practice problem, then find and critically examine current evidence about their topic to better understand how to discern quality evidence. Students present the results of their findings to peers via a poster presentation. The remainder of the course allows students to begin their group research projects which carry forward to MOTP 656, including selection and refinement of a PICO question and development of their systematic review search strategy. This course is a hybrid format including online instruction and on-campus weekend learning experiences.

MOTP 650 Occupational Performance in Elders Lecture (2)

This course applies content from courses already taken to those clients who fall into the age range for Elders which varies somewhat by practice setting. In general, it is the population 65 and older. This course addresses topics specific to elders or most often encountered when working with elders. Topics include application of the OT Practice Framework to physical dysfunction, health promotion, infection control, occupational performance across performance areas and client factors, application of theory, and interventions specific to diagnosis and setting. This course employs a hybrid format emphasizing online instruction.

MOTP 651 Occupational Performance in Elders Lab (1)

This course applies content from courses already taken to those clients who fall into the age range for Elders which varies somewhat by practice setting. In general, it is the population 65 and older. This course addresses topics specific to elders or most often encountered when working with elders. Topics include application of the OT Practice Framework to physical dysfunction, health promotion, infection control, occupational performance across performance areas and client factors, application of theory, and interventions specific to diagnosis and setting. This lab course allows students the opportunity to practice and demonstrate competence in the skills specific to working with elders. This course employs a hybrid format emphasizing on-campus weekend learning experiences.

MOTP 652 Occupational Performance in Elders Level I Fieldwork (1)

This course is Level I Fieldwork experience for the area of working with elders. Students are assigned to one or more sites, simulations, or experiences in which they can both observe and practice, applying newly acquired knowledge and skills they are learning in the classroom and lab portions of content specific to working with elders. This course coordinates with MOTP 650 Occupational Performance – Elders and MOTP 651 Occupational Performance - Elders Lab. This course is a hybrid format utilizing online instruction, simulated environments, and faculty-led fieldwork experiences in the community.

MOTP 656 Research Project (2)

In this course students work with a faculty mentor to complete a systematic review research project using unique topics pre-determined by faculty. The research projects are completed in small groups culminating in a final scholarly report and presentation to faculty and peers. This course is a hybrid format including online instruction and on-campus weekend learning experiences.

MOTP 660 Level II Fieldwork I (6)

This course is 12 weeks of full-time assignment to a supervised fieldwork experience, as required by accreditation standards. Because occupational therapy services are primarily offered during daytime hours, this course must be taken during traditional daytime hours. The specific hours for this course are determined by the fieldwork educator's work schedule as the person(s) who facilitates the fieldwork experience. This course coordinates with MOTP 661 Seminar I.

MOTP 661 Seminar I (1)

This course facilitates problem-solving and critical thinking during fieldwork experiences, including documentation, professional and ethical issues and transitioning to the professional role. This fully online seminar facilitates ongoing communication and networking between faculty and students as they engage in fieldwork and begin to make sense of the full picture of practice as an occupational therapist. Assignments for seminar encourage students to use critical planning, communication, and intervention planning skills and to network with their peers as they do. This course uses online instruction.

MOTP 670 Level II Fieldwork II (6) This course is 12 weeks of full-time assignment to a supervised fieldwork experience, as required by accreditation standards. Because occupational therapy services are primarily offered during daytime hours, this course must be taken during traditional daytime hours. The specific hours for this course are determined by the fieldwork educator's work schedule as the person(s) who facilitates the fieldwork experience. This course coordinates with MOTP 671 Seminar II.

MOTP 671 Seminar II (1)

This course facilitates problem-solving and critical thinking during fieldwork experiences, including documentation, professional and ethical issues and transitioning to the professional role. This fully online seminar facilitates ongoing communication and networking between faculty and students as they engage in fieldwork and begin to make sense of the full picture of practice as an occupational therapist.

Assignments for seminar encourage students to use critical planning, communication, and intervention planning skills and to network with their peers as they do. This course uses online instruction.

NRSC 605 Cognitive Neuroscience for OT (3) This course focuses on foundational content in neuroscience for future learning about human function, cognition, and neurodevelopmental movement. The course is an introduction to human cognition from neuroscientific and evolutionary perspectives. Topics include perception, memory, language, brain organization, and plasticity. The ways in which neuroscience supports occupational performance and human behavior are explored. This course is a hybrid format including online instruction and on-campus weekend learning experiences.