



MUSKINGUM COLLEGE

Muskingum College  
**2006-2007**  
GRADUATE COURSE CATALOG



JOHN GLENN GYM

## **MUSKINGUM COLLEGE**

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

Muskingum College is authorized by the Ohio Board of Regents to grant baccalaureate and graduate degrees. The College 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.

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

Muskingum College offers two graduate programs: The Master of Arts in Education and the Master of Arts in Teaching. Other programs are under development. The Master of Arts in Education is for licensed or certified educational professionals. The Master of Arts in Teaching is for persons who hold a baccalaureate degree in an area other than teacher education, and who are not licensed or certified to teach. Graduate licensure is available through the MAT for early childhood, middle childhood, adolescent/young adult, intervention specialist mild/moderate, and intervention specialist moderate/intensive. Graduate licensure, endorsement or validation is available through the MAE for early childhood, early childhood development, early childhood intervention specialist, intervention specialist mild/moderate, intervention specialist moderate/intensive, intervention specialist talented and gifted, early education of the handicapped, educational leadership, and reading. Non-licensure programs are available in adult education, art, music, and teacher-leader. Although the majority of classes are scheduled on the New Concord campus during the evenings and weekends, a variety of courses also are offered for the convenience of students at the Coshocton Campus, and at area public schools and community centers. Graduate students have access to a full range of campus resources and services, many customized to meet the specific needs of adult part-time and full-time students.

### **MISSION**

The mission of Muskingum College is to offer quality academic programs in the liberal arts and sciences in the setting of a residential, coeducational, church-related college 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.

# 2006-2007 GRADUATE COURSE CATALOG

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## **MUSKINGUM COLLEGE GRADUATE PROFILE**

### **GRADUATE DEGREES**

Master of Arts in Education (M.A.E.)  
Master of Arts in Teaching (M.A.T.)

### **GRADUATE TEACHER PROGRAMS**

#### **Licensure Programs**

Early Childhood (initial licensure); Early Childhood (second licensure); Middle Childhood; Adolescent/Young Adult; Early Childhood Intervention Specialist; Intervention Specialist: Mild/Moderate (initial licensure); Intervention Specialist: Mild/Moderate (second licensure); Intervention Specialist: Talented and Gifted; Intervention Specialist Moderate/Intensive (initial licensure); Intervention Specialist Moderate/Intensive (second licensure); Principal, Ages 3–14; Principal, Ages 8–21; Early Education of the Handicapped (validation); Early Childhood Development (validation); Reading (endorsement); Talented and Gifted (endorsement)

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

Adult Education, Art, Music, Teacher-Leader

### **TUITION CHARGES 2006-2007**

\$310/Semester Hour of Credit

### **GRADUATE ENROLLMENT**

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

### **FACULTY**

97 current full-time faculty, including two librarians  
90% possess terminal degrees in their discipline  
Current student: teacher ratio is 17:1

### **CAMPUS**

225 acres with 20 major buildings

### **LOCATION**

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

### **ACCREDITATION**

Muskingum College has been continuously accredited since 1919 by the North Central Association of Colleges and Schools – 159 North Dearborn, Chicago, IL 60601, (312) 263-0456 – (renewed in 2003), and is authorized by, and

receives periodic reauthorization from, the Ohio Board of Regents – 30 E. Broad Street, 36th floor, Columbus, OH 43215, (614) 466-6000 – to grant its degrees.

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

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

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

Muskingum College 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 College is also a member of the Ohio Confederation of Teacher Education Organization (OCTEO).

## GENERAL INFORMATION

### ACADEMIC SUPPORT RESOURCES

**The College Library** (1960) accommodates 180 students for group or individual study. Its collections include more than 207,300 items, 310 print journals, and access to 24,000 full text online journals, 35,000 indexed and abstracted online journals, 19,000 electronic books, 1,500 electronic videos, and 100 research databases. The library is an official depository for United States and State of Ohio publications and information. The Muskingum College Library online catalog and other electronic library resources are available to students and faculty at <http://muskingum.edu/~library> as well as in the library itself. A member of OPAL and OhioLINK consortia, library services to Muskingum College students, faculty, and staff include borrowing privileges at 85 academic libraries throughout the state.

**Computer facilities** include multiple RISC servers running a variety of operating systems, four open access Pentium laboratories running the current Windows operating system, one lab with Linux, and three discipline specific facilities.

**The Boyd Science Center** has modern facilities and laboratory equipment, including proton nuclear magnetic resonance spectrometers, ultraviolet-visible light spectrometer, infrared spectrophotometer, carbon-13 nuclear magnetic resonance spectrometer, x-ray diffraction equipment, and image analysis system.

**The McAllister Biology Station**, a 57-acre tract of land located in nearby Otsego, is used as a biology preserve and study area.

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

**Phillip and Betsey Caldwell Hall** honors the extraordinary legacy of Phillip and Betsey Caldwell, lifelong champions of higher education. A 1940 graduate of Muskingum College and a member of the Board of Trustees for 37 years, Mr. Caldwell served as chairman and chief executive officer of Ford Motor Company. Mrs. Caldwell, a graduate of the University of North Carolina, has participated in many historic restoration and preservation initiatives and, for many years, served as a member of the Mount Vernon Advisory Board. Caldwell Hall is a state-of-the-art

academic building that includes classrooms equipped with advanced information technology, television and radio studios, a 250-seat theatre, and experimental theatre, costume and set design labs, an exhibit hall, and faculty offices.

### AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE

In accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act (ADA) of 1990, reasonable accommodations/ academic adjustments will be provided to any student who submits documentation that verifies a disability and the need for accommodations due to a substantial impairment in one or more major life functions. Documentation should be submitted to the Director of the Center for Advancement of Learning. It should be current, conducted by a qualified professional, and contain evidence to establish a rationale supporting the need for accommodations. Reasonable accommodations are provided with no additional charge to students.

### NON-DISCRIMINATION STATEMENT

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

### BCI/FBI BACKGROUND CHECK

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

### CALENDAR

The academic calendar for Graduate and Continuing Studies is twelve months in length, beginning with the Fall Term. There are three terms in the academic year: Fall, Spring, and Summer. Short session classes are considered part of the longer term.

## **COMMENCEMENT**

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

## **CAMPUS COMMUNICATION**

The College will communicate official information to the campus community via campus email. For this reason all faculty, staff and students of the College are provided with campus email addresses and are asked to make a practice of checking their addresses frequently to retrieve information/communications which may be pertinent to them. The College Computer and Network Services Department 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.

## **EDUCATING CHILDREN SUMMER TRAINING INSTITUTE (ECSTI)**

The annual Educating Children Summer Training Institute (ECSTI), founded in 1995, provides approximately 40 one-week, three-credit graduate seminars in June. Subject matter experts throughout the United States and other countries are brought together to lead seminars applicable to the MAE and MAT. Credits earned through ECSTI coursework may be applied toward a degree program, and may be used to meet Ohio licensure renewal requirements.

## **GRADUATE AND CONTINUING STUDIES**

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

## **HUMAN SUBJECT RESEARCH REVIEW**

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

## **LICENSURE**

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

## **REGISTRATION**

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

## **ADMISSION AND FINANCIAL PLANNING**

### **ADMISSION TO MAE, MAT OR LICENSURE PROGRAMS**

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

Students are eligible for admission to graduate studies at Muskingum College if they have an earned baccalaureate degree with a 2.70 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, see pages 16-17.

For specific admission requirements to the Master of Arts in Teaching, see pages 18-19.

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

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

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

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

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

## **ASSISTANTSHIPS**

Muskingum College offers a limited number of competitive graduate and research assistantships to highly-qualified candidates seeking full-time admission to a graduate program. 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 College. Applicants interested in being considered should express their interest in writing to the Dean of Graduate and Continuing Studies, 117 Montgomery Hall.

## **FINANCING GRADUATE EDUCATION**

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

## **TUITION AND FEES**

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

### **2006-07 Graduate Tuition**

\$310/semester hour of credit

### **Special fees**

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



## **CAMPUS LIFE**

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

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

## **HOUSING**

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

## **FOOD SERVICES**

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

## **COUNSELING SERVICES**

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

## **CAREER SERVICES**

The Office of Career Services assists undergraduate and graduate students, as well as alumni, in their job searches, career counseling, coordination of on-campus recruitment, maintenance of files on employment opportunities and on-

line postings for job opportunities. Graduate students are advised to begin preparation of their credentials as early in the course of their graduate studies as possible.

Credentials files will be mailed to potential employers at the request of employers or the student at no charge. These files are maintained for five years unless contact in writing by the student to keep them active for a longer period of time.”

## **STUDENT FACULTY CENTER**

The Student Faculty Center on the Quadrangle is the hub of campus social activities, a place where students, faculty members and visitors are equally welcome. The Center provides the services, conveniences and activities required by members of the college community.

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

## **CULTURAL LIFE**

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

The College brings outstanding individuals to campus for lectures, colloquia and other activities designed to enrich and educate the campus community. A portion of these events is underwritten annually by the Willard Campbell Endowed Lecture Series on Public Service, established in 1992; the Seward D. and Edith Schooler Endowed Lectureship on Public Policy, inaugurated in 1994; and the Miriam G. Schwartz Lecture Series, endowed in 1993. Lecturers have included Ernest Boyer, Mike Farrell, Linda Chavez, Zev Kedam, Ralph Nader, Clarence Page, Susan Rook, Claudine Schneider, Richard Thornburgh, Kurt Vonnegut, Michael Weiss, Juan Williams, Edward O. Wilson and John Glenn.

An Alumni Convocation Series, which features Muskingum alumni who have achieved notable distinction in their careers, was established in 1995.

As a part of the Ohio Poetry Circuit, the English department schedules a series of evenings in which noted poets read from their works in programs open to the community. Musicians, dancers, actors, mimes and other artists perform on campus, often combining performances with lectures, master classes and informal discussions with students. Scheduled choral

and instrumental performances by student ensembles as well as recitals by Muskingum faculty fill out the musical calendar.

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

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

Muskingum offers a variety of musical organizations, instrumental and vocal. Students also may audition for the Southeastern Ohio Symphony Orchestra, which is jointly sponsored by the College and a board of trustees from neighboring communities.

### **THE RECREATION CENTER**

The Recreation Center has a racquetball court, a free weight room and an aerobics/ weight machine room for student use. Students, faculty and staff are encouraged to participate in personal recreational activities or in the organized intramural program on campus (certain activities may be open to graduates students upon consultation with the Athletic Director).

### **CAMPUS GOVERNMENT**

The Community Standards Board is composed of students from the undergraduate and graduate studies programs, staff and faculty who are charged with the objective of examining behaviors and institutional rules in specific cases in ways that carefully protect a student's rights, both procedural and substantive, while also emphasizing the student's obligation to abide by the community norms that the rules reflect. The board has jurisdiction in all disciplinary cases presented to the Board by the Student Life Office. The Peer Judicial Board, which has jurisdiction in first-level conduct hearings, is composed of students and advised by a staff advisor. Both bodies make recommendations to the Dean of Students or her designee who renders final outcomes. The Student Handbook provides greater detail on the behavior education system and serves as the controlling document on this programmatic area for the College.

### **COMMUNITY STANDARDS**

Muskingum College is an intentional undergraduate and graduate community that is purposely set somewhat apart from the world around it. Its focus is on education, as well as seeking increased development and integration of the whole person in the intellectual, spiritual, social and physi-

cal aspects of life. As an educational community it respects and encourages the development of individual virtues such as integrity, rationality, compassion, self-discipline and personal responsibility.

The College also places special emphasis upon certain community ideals such as tolerance, civility and respect for the person and conscience of others. As a college related to the Presbyterian Church, it holds additional values such as honesty, the value and worth of each individual, the seriousness and inevitability of human shortcomings and the hope for redemptive behavior. Such a community must depend upon the respect for certain principles and patterns of behavior by its members in order to function effectively. Students who join this community are making an implicit commitment to live by its standards, whatever the difference of their backgrounds has been.

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

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

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

Muskingum modifies the individual's privilege of smoking by considerations of safety, avoidance of litter and respect for the rights of nonsmokers; smoking is therefore prohibited in certain designated areas.

Students bringing motor vehicles on the campus must register them with the Campus Police Office.

The continuation of students at Muskingum College depends not only on their ability to maintain satisfactory academic standards, but also on their ability to support Muskingum's ideals and standards. Students are held responsible for their behavior at all times, both on and off campus. Muskingum reserves the right to ask a student to withdraw from college

without making the reason public. If such a request is made, the College has no responsibility for the return of any fees or tuition, nor will the College as a private institution, or its personnel, accept any liability. In all cases the student is guaranteed the safeguard of essential procedural fairness. Specific policies and procedures are addressed in the annually-produced Student Handbook (available online at [www.muskingum.edu/home/campuslife/index.html](http://www.muskingum.edu/home/campuslife/index.html)) and updated through the official College notification system, the College mail center.

## **ACADEMIC POLICIES AND PROCEDURES**

### **ACADEMIC ADVISING**

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

### **ACADEMIC APPEAL**

Students are encouraged to resolve academic concerns by meeting with the faculty member who is involved, or with the appropriate Program Director. Formal appeals of academic decisions must be initiated by sending a written request to the Program Director, or to the Dean of Graduate and Continuing Studies if the Director is party to the concern, within six weeks following the decision. The Director or Dean will issue a response after the appeal has been received and reviewed. The decision of the Director may be appealed to the Dean; the Dean’s decision may be appealed to the Vice President for Academic Affairs, who is the final arbiter.

### **ACADEMIC CREDIT**

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

### **ACADEMIC DISHONESTY**

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

Academic dishonesty is considered evidence of lack of moral character, and may be grounds for denying recommendation for licensure in education programs.

### **ACADEMIC DISMISSAL**

A graduate student whose cumulative grade point average remains below 3.0 for two consecutive terms of enrollment may be dismissed from the graduate program. Formal appeals

of academic dismissal must be initiated by sending a written request to the Dean of Graduate and Continuing Studies within six weeks following the decision. The Dean will issue a response after the appeal has been received and reviewed. The Dean's decision may be appealed to the Vice President for Academic Affairs, who is the final arbiter.

### **ACADEMIC LOAD**

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

### **ACADEMIC PROBATION**

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

### **ACADEMIC STATUS**

To be in academic good standing, a student must earn and maintain a grade point average of 3.0. No more than 6 credits below a grade of B- may be applied toward a degree.

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

### **ADD/DROP PERIOD**

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

### **ATTENDANCE**

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

### **CAPSTONE PROJECT – CONTINUING ENROLLMENT POLICY**

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

Students who registered for their capstone projects prior to the Fall 2004 term will have a maximum of 24 months from the date of the initial registration in which to finish their projects after which they will need to petition the program director for a deadline extension. Those students who are granted an extension beyond the two year deadline will have a maximum of one year to complete the project. If the extension is approved, the student will register for EDUC 714 (1 credit) per term until the project has been completed and submitted for a final grade.

Students may withdraw without refund from their capstone at anytime, but will need to re-register for the entire final project 4-credit course sequence in order to complete their program.

### **CATALOG GOVERNING PROGRAM REQUIREMENTS**

The program requirements of students who have applied and been admitted to a degree or licensure program will be governed by the Graduate Catalog in effect at the time of application. 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 College reserves the right to change, without notice, rules, policies, fees, curricula, courses and other matters.

### **CLINICAL PRACTICE PLACEMENT**

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

### **CONTINUING EDUCATION UNITS**

Muskingum College offers the option of earning CEUs (Continuing Education Units) to graduate students in

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

### **DEGREE, LICENSURE AND ENDORSEMENT LIMITS**

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

### **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 more credit.

### **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.

### **GRADE POINT AVERAGE**

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

### **GRADING POLICY**

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

#### **Grades**

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

#### **Quality Points**

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

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

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

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

**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 College

policy. Auditing students may enroll only on a space available basis, and with the permission of the Dean of Graduate and Continuing Studies. A grade of “L” may not be converted to another grade. Audited courses appear on a student’s transcript but are not counted toward the GPA. Other than for Education field experience courses, Satisfactory/Unsatisfactory is not a grade option for graduate students.

### **INTERNATIONAL STUDENTS**

Through its Office of 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, a Master of Arts in Teaching and undergraduate programs leading to bachelor’s degrees in business, accounting and education. Additional undergraduate majors are available to day students.

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

### **INTERNATIONAL APPLICATIONS**

In addition to meeting the graduate admissions criteria (pp. 16-19), 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 College.

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

### **LEAVE OF ABSENCE**

Students in good academic standing may postpone their studies for up to two terms without affecting their admission

status. After not registering for three or more consecutive terms, a student will be administratively withdrawn from the program and will have to reapply for admission. Students seeking readmission must meet the admissions standards and graduation requirements in place at the time of reinstatement, but will not be required to pay additional admissions fees.

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

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

### **REPEAT COURSES**

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

### **STATUTE OF LIMITATIONS**

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

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

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

### **TRANSCRIPTS**

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

## **TRANSFER CREDIT**

Transfer credit is awarded on a course-by-course basis for comparable graduate work completed with a grade of B or above at other regionally accredited colleges and universities. Each graduate program determines its own credit transfer policy, although College 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 College, 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.

## **WITHDRAWAL AND REFUND TERMINOLOGY**

### **Drop**

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

### **Withdraw from class**

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

### **Withdraw from program**

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

### **Add/drop period**

The period of time during which a student may add or drop courses without financial penalty. The add/drop period typically is the first full week of classes in any session.

### **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.

## **Term**

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

## **Session**

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

## **WITHDRAWAL AND REFUND POLICY**

### **Drop and refund**

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

### **Withdrawal and refund**

Graduate students who wish to withdraw from a class may do so anytime 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 College 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 College.

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

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

## ACADEMIC PROGRAMS

### POST BACCALAUREATE TEACHER EDUCATION

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

### GRADUATE DEGREES

Master of Arts in Education; Master of Arts in Teaching

### GRADUATE TEACHER LICENSURE PROGRAMS

Early Childhood (initial licensure); Early Childhood (second licensure); Middle Childhood; Adolescent/Young Adult; Early Childhood Intervention Specialist; Intervention Specialist Mild/Moderate (initial licensure); Intervention Specialist Mild/Moderate (second licensure); Intervention Specialist Talented and Gifted; Intervention Specialist Moderate/Intensive (initial licensure); Intervention Specialist Moderate/Intensive (second licensure); Principal, Ages 3–14; Principal, Ages 8–21; Early Education of the Handicapped (validation); Early Childhood Development (validation); Reading (endorsement); Talented and Gifted (endorsement)

### FACULTY

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

All Muskingum College 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.

## MASTER OF ARTS IN EDUCATION

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

### Program Philosophy

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

### Admission

Admission into Muskingum College's MAE program is designed with 2 or 3 points of reflection or gateways at which progress is assessed before the student moves to the next level of professional preparation. If a deficit is identified at any of these gateways, the student and the Program Director can then discuss an individual learning plan to redress those concerns. With the approval of the Dean of Graduate and Continuing Studies, this individual learning plan may allow the student to begin or continue the program. The conditions agreed upon must be completed within a specified period of time.

**Gateway One** provides for admission to the program. The requirements for this first level include the following:

- Baccalaureate degree from a regionally accredited college or university
- Undergraduate cumulative GPA of 2.70 on a 4.0 scale
- Completed application package – including two letters of recommendation, official transcripts for all post-secondary work and application fee
- Teaching certificate or license
- Demonstration of appropriate professional dispositions
- Interview with the Program Director or designee

**Gateway Two** provides for admission to clinical practice\*.

The requirements for this second level include the following:

- Maintenance of a 3.0 GPA or higher in all graduate coursework
- Current BCI check (new or updated within one year)
- Satisfactory completion of all requisite coursework



- No grade lower than B-
- Continued demonstration of appropriate professional dispositions
- Interview with the Program Director or designee

*\*Not all students are required to complete a clinical practice. Those students for whom clinical practice is not a requirement progress to Gateway Three.*

**Gateway Three** provides for admission to degree/licensure completion. The requirements for this third level include the following:

*For licensure*

- Satisfactory completion of all coursework required for licensure
- No grade lower than B-
- GPA of 3.0 or higher on all graduate coursework
- Current BCI check
- Passing score on all required Praxis II examinations
- Continued demonstration of appropriate professional dispositions
- Submission of a completed request for licensure/certification

*For degree completion*

- Satisfactory completion of all required coursework
- GPA of 3.0 or higher on all graduate coursework
- Continued demonstration of appropriate professional dispositions
- Submission of application for graduation

### **Minimum<sup>†</sup> Program Requirements**

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

**Adult Education** (30 credits): EDUC 513, 514, 517, 574, 575, 576, 577, 579, 830; one of the following EDUC 518, 583, 3 elective credits

**Art** (34 credits): EDUC 511, 512, 513, 514, 680, 681; three of the following EDUC 682, 683, 684, 685, 686; one of the following: 700/ 701, 705/706 or 710/711; and 3 elective credits

**Early Childhood**, licensure (60-62 credits): EDUC 513, 514, 517, 519, 520, 521, 523, 524, 528, 555, 578, 586, 588, 591, 592, 593, 594, 599, 692; one of the following: 700/ 701, 705/706 or 710/711

**Early Childhood Development**, licensure (34 credits): EDUC 513, 514, 520, 578, 591, 592, 593, 594, 595; one of the following: 700/ 701, 705/706 or 710/711; and 3 elective credits

**Early Childhood Intervention Specialist**, licensure (61-63 credits): EDUC 513, 514, 517, 520, 521, 523, 524, 528,

547, 578, 586, 588, 592, 593, 595, 596, 597, 598, 599, 691; one of the following: 700/ 701, 705/706 or 710/711

**Early Childhood Special Needs (EEH)**, endorsement (42-44 credits): EDUC 513, 514, 520, 521, 528, 547, 578, 591, 592, 593, 595, 596, 597, 598, 691; one of the following: 700/ 701, 705/706 or 710/711

**Intervention Specialist: Mild to Moderate**, licensure (44-52 credits): EDUC 511, 514, 520, 521, 523, 524, 528, 529, 531, 534, 536; one of the following: 537, 538 or 539; 547, 550, 555; one of the following: 700/ 701, 705/706 or 710/711

**Intervention Specialist: Moderate to Intensive**, licensure (50-52 credits): EDUC 511, 514, 520, 521, 524, 526, 528, 529, 536; one of the following: 537, 538 or 539; 547, 548, 550, 555, 557, 558, 559; one of the following: 700/ 701, 705/706 or 710/711

**Intervention Specialist: Talented and Gifted**, licensure (47-57 credits): EDUC 511, 512, 513, 514, 520, 521, 523, 524, 529, 540, 541, 542, 543, 549, 550; one of the following: 544, 545 or 546; one of the following: 700/ 701, 705/706 or 710/711

**Music** (35 credits) EDUC 511, 512, 513; one of the following: 700/ 701, 705/706 or 710/711; MUSC 612, 640, 641, 682; one of the following 642, 643 or 644; and 4-5 applied music elective credits

**Principal Ages 3-14 or Ages 8-21**, licensure (56 credits): EDUC 511, 512, 513, 550, 629, 632, 720, 730, 740, 750, 760, 770, 790, 800 or 801, 805/806; one of the following: 810/811 or 820/821; and 3 elective credits

**Reading**, endorsement (35 credits): EDUC 511, 512, 513, 514, 520, 521, 522, 523, 524, 525; one of the following: 700/ 701, 705/706 or 710/711; 3 elective credits

**Talented and Gifted**, endorsement (40 credits): EDUC 511, 512, 513, 514, 540, 541, 542, 543, 5XX, 549; one of the following: 544, 545 or 546; and one of the following: 700/ 701, 705/706 or 710/711

**Teacher-Leader** (34 credits): EDUC 511, 512, 513, 514, 600, 601, 602, 603; one of the following: 700/ 701, 705/706 or 710/711; 6 elective credits (3 of which must be in reading)

### **Capstone Project Options**

Students completing the Master of Arts in Education degree program who are required to register for and complete a final research (EDUC 700/701), practitioner's project (EDUC 710/711) or National Board Certification (EDUC 705/706) will work collaboratively with their capstone seminar instructor to select the appropriate option.

## **MASTER OF ARTS IN TEACHING**

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

### **Program Philosophy**

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

### **Admission**

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

**Gateway One** provides admission to the program. The requirements for this first level include the following:

- Baccalaureate degree from a regionally accredited college or university
- Undergraduate cumulative GPA of 3.0 on a 4.0 scale
- Completed application package, including two letters of recommendation
- Minimum Praxis I Examination\* scores of:  
Reading: 173 Writing: 172 Math: 172

\*Other standardized tests may be an acceptable alternative

- Current BCI check (new or updated within one year)
- Demonstration of appropriate professional dispositions
- Interview with Program Director or designee

**Gateway Two** provides admission to the licensure program. The requirements for this second level include the following:

- Satisfactory completion of EDUC 510, 528, 529 and 513 or 517

- Satisfactory completion of field work assigned in EDUC 510, 528 and 529
- Declaration of licensure program
- Submission of program completion plan
- Cumulative graduate GPA of 3.0 or higher
- Demonstration of appropriate professional dispositions
- No grade lower than B-

**Gateway Three** provides admission to the clinical practice courses. The requirements for this third level include the following:

- Satisfactory completion of all deficit content courses for distribution and/or licensure area
- Passing score on the Praxis II Examination – Content Specialty Test(s)
- Satisfactory completion of all required MAT courses
- Current BCI check (new or updated within one year)
- Cumulative graduate GPA of 3.0 or higher
- No grade lower than B-
- Demonstration of appropriate professional dispositions
- Interview with Program Director or designee

**Gateway Four** provides admission to degree completion. The requirements for this fourth level include the following:

- Passing score on the Praxis II Examination – Principles of Learning & Teaching (for appropriate age level)
- Satisfactory completion of all program requirements
- Demonstration of appropriate professional dispositions
- Current BCI check (new or updated within one year)

### **Minimum Program Requirements**

**Early Childhood**, licensure (60 credits): EDUC 510, 513, 515, 517, 519, 520, 521, 523, 524, 528, 529, 578, 586, 588, 591, 593, 594, 599, 623, 627.3

**Middle Childhood**, licensure (52 credits): EDUC 510, 513, 515, 517, 521, 522, 523, 524, 528, 529, 550, choose 2 from: 551, 552, 553, and/or 554; 561, 562, 563, 624, 627.4. Students seeking Middle Childhood licensure must also satisfy content area requirements in two areas.

**Adolescent/ Young Adult**, licensure (Math, Language Arts, Social Studies, Chemistry and Life Sciences) (43 credits): EDUC 510, 513, 515, 517, 523, 528, 529, 550, choose 1 from: 564, 565, 566, or 567; 571, 572, 573; choose 1 from the following 501, 502, 503, 504, or 505; and 625, 627.5. Students seeking Adolescent/Young Adult licensure must also satisfy content area requirements in one area.

**Intervention Specialist: Mild to Moderate**, licensure (51 credits): EDUC 510, 517, 520, 521, 523, 524, 528, 529, 531, 532, 533, 534, 536, 550, 555, 626, 627.6.

**Intervention Specialist: Moderate to Intensive**, licensure (51 credits): EDUC 510, 517, 520, 521, 524, 526, 528, 529, 536, 548, 550, 555, 557, 558, 559, 626 and 627.6.

## **COURSE DESCRIPTIONS**

### **BIOL 501 Experimental Design (3)**

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

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

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

### **EDUC 501 Chemistry Seminar (3)**

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

### **EDUC 502 Language Arts Seminar (3)**

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

### **EDUC 503 Education Seminar (3)**

Content-based independent study focusing on a special topic selected by the graduate student in collaboration with a faculty member. Approval of Program Director and the Dean of Graduate and Continuing Studies required.

### **EDUC 504 Mathematics Seminar (3)**

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

### **EDUC 505 Life Science Seminar (3)**

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

### **EDUC 506 Social Studies Seminar (3)**

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

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

Introduces students to the requirements and unique features of Muskingum's teacher education program, as well as state and national requirements and unique features of 21st-century teaching. Students will be introduced to the Pathwise/Praxis III framework to describe and assess effective teaching and the development of a professional portfolio. This course is required for all students seeking the MAT. It is open to MAT and MAP students only, and should be taken early in the program. Field experience required.

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

Explores contemporary issues and trends as they relate to the philosophical, psychological, and sociological foundations of education. Focuses on the role of the teacher-leader as change agent. Proposes a system for ethical decision-making.

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

Explores theories and practices related to motivation and learning. Examines cognitive and behavioral models of learning, modality and environmental variables, organization of learning tasks, mastery learning, and applied motivation and reinforcement theory.

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

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

EDUC 514 Educational Research for Teacher-Leaders (3)

Introduces qualitative and quantitative research methodology, with emphasis on collecting data and analyzing it through basic research techniques. Includes critical reading and evaluation of the educational research literature base.

EDUC 515 Data-Based Decision Making (3)

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

EDUC 516 Learning Differences and Special Needs (3)

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

EDUC 517 Educational Technology (3)

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

EDUC 518 Coaching Team Sports (3)

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

EDUC 519 Motor Learning and Adaptive Physical Education (3)

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

EDUC 520 Language, Literacy, and Communication (3)

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

EDUC 521 Phonics and the Reading Process (3)

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

EDUC 522 Reading Methods for Middle Childhood (3)

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

EDUC 523 Content Area Literacy (3)

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

EDUC 524 Literacy Assessment and Intervention (3)

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

EDUC 525 Practicum in Reading (1)

A capstone course in which the student designs, implements, evaluates and reports on a series of field-based experiences in literacy.

EDUC 526 Functional Communication (3)

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

EDUC 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 529 Diversity in the Classroom (1)

Provides an introduction to the range of diversity within classrooms and examines teaching factors necessary to produce effective student learning. Since classrooms often mirror the diversity of school communities, effective teaching requires recognition of student learning differences related to culture, race, ethnicity, gender, language, religion, economic status, learning styles, learning ability and development within the community context. This course should be taken early in the sequence of courses. Field experience required.

EDUC 530 Serving Individuals with Exceptionalities (3)

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

EDUC 531 Characteristics and Assessment of Students with Mild/Moderate Disabilities (3)

This course provides an in-depth exploration of the learning, emotional, behavioral, adaptive and medical characteristics and needs of students with mild to moderate disabilities. Students develop the knowledge and skills needed to select, administer, and interpret a wide variety of assessment options for this population. Students use neurodevelopmental profiles to provide appropriate services and support, including appropriate classroom accommodations and assistive technology. A field experience in which students administer and interpret formal and informal assessments, including social and adaptive behavior scales, standardized achievement tests, and curriculum-based assessments is required. Prerequisite: EDUC 528

EDUC 532 Instruction, Assessment and Adaptation in Language Arts and Social Studies (3)

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

EDUC 533 Instruction, Assessment and Adaptation in Mathematics and Science (3)

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

EDUC 534 Instructional Services for Children with Mild to Moderate Needs (3)

Focuses on implementation of prevention, intervention and instructional strategy alternatives for students with special needs. Topics include functional life skills, community-based instruction, social skills development, multi-modal instruction in academic areas and learning strategy instruction. Field experience required.

EDUC 535 Planning and Managing a Positive Learning Environment for Children with Mild/Moderate Needs (3)

Course no longer offered (see EDUC 555).

EDUC 536 Family and Community Involvement in Special Education (3)

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

EDUC 537 Intervention Specialist: Mild to Moderate Practicum (4)

Designed for students who have not yet held an entry year teaching position. Students complete 300 hours of full-time supervised student teaching in one or more settings that serve students, ages 5–21, who have been identified with mild to moderate disabilities. They also complete a professional portfolio that documents their work throughout the program. Permission of Program Director required.

EDUC 538 Intervention Specialist: Mild to Moderate Practicum (4)

Designed for experienced teachers who are seeking an additional license in Intervention Specialist: Mild/Moderate. Students complete 300 hours of supervised instruction in one or more settings that serve students, ages 5–21, who have been identified with mild to moderate disabilities. They also complete a professional portfolio that documents their work throughout the program. Permission of Program Director required.

EDUC 539 Intervention Specialist: Mild to Moderate Practicum (2)

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

EDUC 540 Characteristics and Assessment of the Gifted and Talented (3)

Provides an in-depth study of the talented and gifted and is organized around intellectual, creative, leadership, specific academic, visual/performing arts and psychomotor domains. Using this conceptual framework, the lives of gifted individuals are explored through biography and case studies. Alternative educational and social conditions are addressed and critiqued, and assessment instruments are introduced and evaluated for strengths, weaknesses and limitations. Course content is revealed through literature and empirical and experimental research.

EDUC 541 Curriculum and Instruction of the Gifted and Talented (3)

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

EDUC 542 Guidance and Counseling of the Gifted and Talented (3)

Students will explore the social and emotional needs of talented and gifted students and the effects of those needs on student behavior and achievement.

EDUC 543 Collaborative Partnerships for Talented and Gifted (3)

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

EDUC 544 Practicum in Teaching the Gifted and Talented (4)

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

EDUC 545 Practicum in Teaching the Gifted and Talented (4)

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

EDUC 546 Practicum in Teaching the Gifted and Talented (2)

For experienced teachers with two or more years of TAG experience. Students apply knowledge/skills learned in TAG core courses in 80 hours of field-based experiences with gifted and talented students.

EDUC 547 Intervention Specialist Seminar (1)

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

EDUC 548 Characteristics & Assessment of Students with Moderate to Intensive Needs (3)

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

EDUC 549 Talented and Gifted Seminar (1)

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

EDUC 550 Child, Adolescent, and Youth Development (3)

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

EDUC 551 Social Studies Methods for Middle Childhood (3)

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

EDUC 552 Science Methods for Middle Childhood (3)

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

EDUC 553 Language Arts Methods for Middle Childhood (3)

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

EDUC 554 Mathematics Methods for Middle Childhood (3)

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

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

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

EDUC 556 Comprehensive Behavioral Assessment and Support for Diverse Learners (3)

Course no longer offered.

EDUC 557 Instructional Services for Students with Moderate to Intensive Disabilities (3)

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

EDUC 558 Independence Skills for Students with Multiple Disabilities (3)

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

EDUC 559 Teaching & Supporting Students with Autism and Other Behavioral Disorders (3)

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

EDUC 561 Professional Practices in Middle Schools I (3)

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

EDUC 562 Professional Practices in Middle Schools II (2)

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



EDUC 563 Professional Practices in Middle Schools III (2)

Continues the knowledge, skills, and dispositions begun in Professional Practices in Middle School I and II (EDUC 561 and EDUC 562) to enable students to develop effective entry-level teaching skills as defined by the Pathwise/Praxis III performance criteria. EDUC 563 must be completed prior to clinical practice. 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 571 Professional Practices in Secondary Education I (3)

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

EDUC 572 Professional Practices in Secondary Schools II (2)

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

EDUC 573 Professional Practices in Secondary Schools III (2)

Builds on the foundation established in Professional Practices in Secondary Schools II (EDUC 572) to enable students to develop effective entry-level teaching skills as defined by the Pathwise/Praxis III performance criteria. EDUC 573 must be completed prior to clinical practice. Field experience required.

EDUC 574 Foundations of Adult Learning (3)

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

EDUC 575 Adult Learning Theory (3)

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

EDUC 576 Program Planning for Adult Education (3)

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

EDUC 577 Facilitating Learning in Groups (3)

This course examines the role and responsibilities of the facilitator and/or trainer in the establishment of collaborative learning groups. Principles, models and techniques for group training, facilitating meetings, reaching consensus, managing conflict, problem solving and building capacity for change are presented followed by opportunities for practice and application.

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

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

EDUC 579 Cognitive Coaching (3)

Cognitive Coaching is a supervisory/peer coaching model that capitalizes upon and enhances cognitive processes. Developed by Art Costa and Bob Garmston, cognitive coaching is a set of strategies—a way of thinking and working that shapes and reshapes thinking and problem solving capacities. Building trust, facilitating thinking through questioning, increasing one's autonomy, practicing coaching interactions and applying the coaching skills at a professional level are all components of this course.

EDUC 580 Special Topics and Seminars in Education (1-3)

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

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

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

EDUC 583 Great Books (3)

Selected readings in adult education.

EDUC 586 Social Studies in Early Childhood Education (3)

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

EDUC 588 Science in Early Childhood Education (3)

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

EDUC 589 Curriculum for Developmentally Appropriate Practices (3)

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

EDUC 590 Independent Study (1-3)

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

EDUC 591 Family-Centered Practices (3)

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

EDUC 592 Administration of Early Childhood Programs (3)

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

EDUC 593 Early Childhood Education (3)

A cross-disciplinary examination of the major tenets guiding practice in the field of early childhood education from historical and philosophical perspectives. Various models of delivery systems are examined to guide the student in the formulation of a philosophy of early childhood education. Emphasizes knowledge and skills necessary for effective and resourceful early childhood teachers of all children, including the special requirements of educating infants and toddlers. Field experience required.

EDUC 594 The Arts in Early Childhood (3)

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

EDUC 595 Young Children with Special Needs I (3)

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

EDUC 596 Assessment for Early Intervention (3)

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

EDUC 597 Young Children with Special Needs II (3)

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

EDUC 598 Young Children with Intensive Needs (3)

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

EDUC 599 Mathematics in Early Childhood Education (3)

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

EDUC 600 Teaching in a Standards-Based Environment (3)

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

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

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

EDUC 602 Creating a Climate for Student Learning (3)

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

EDUC 603 Data-Based Decision Making for Teachers (3)

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

EDUC 623 Clinical Practice in Early Childhood Education (8)

Designed for students completing the MAT. Provides a guided teaching experience with children in grades pre-kindergarten–3 under the supervision of a qualified cooperating teacher and a college supervisor. It requires a minimum of 300 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 college supervisor. It requires a minimum of 300 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 college supervisor. It requires a minimum of 300 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 college supervisor. It requires a minimum of 300 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 627.3, 627.4, 627.5, 627.6 Clinical Practice & Professional Portfolio Development Seminar (2)

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

EDUC 629 Data-based Decision Making for Administrators (3)  
Focuses on applications of data to inform decisions at the building and district level. Includes data organization and presentation through use of educational technology.

EDUC 630 Advanced Theory and Practices in Language Arts (3)  
Course no longer offered.

EDUC 631 Advanced Concepts and Tools for Math and Science Education (3)  
Course no longer offered.

EDUC 632 Curriculum, Instruction, and Assessment for School Leaders (3)  
Focuses on models of curriculum, instruction, and assessment in a standards-based environment with implications for staff development.

EDUC 633 Advanced Social Studies Concepts (3)  
Course no longer offered.

EDUC 680 Studio Arts for Art Educators (3)  
Extends the student's range of expression and communication through art by encouraging in-depth exploration of two and/or three-dimensional media. Includes discussion of conceptual issues in contemporary art. Students learn strategies for incorporating new concepts and processes in the public school art classroom. Arranged through Graduate and Continuing Studies.

EDUC 681 Recognizing and Encouraging Creative Behavior (3)  
Extends the student's understanding of the creative process and its outcomes. Emphasizes the recognition of creative behavior in the classroom as well as the enhancement and encouragement of the creative process in students.

EDUC 682 19th and 20th-Century Art History (3)  
Provides a thorough understanding of the stylistic developments in painting and sculpture from the mid-19th century through Post-Modernism. Combines an intense survey of those movements with discussions on employing art history concepts in art education in the public schools.

EDUC 683 Aesthetics and Philosophy of Eastern Art (3)  
Introduces major philosophies of Eastern painting and sculpture. Emphasizes appreciation of Eastern art and differentiates between Western and Eastern art. Includes practical experiences in creating Chinese painting and calligraphy.

EDUC 684 Chinese Image Art (3)  
Studies Chinese painting, calligraphy, sculpture, architecture and folk art and compares them with art in the Western tradition. Includes hands-on practice in traditional Chinese media.

EDUC 685 Comparative Studies of Western and Eastern Art (3)  
Explores the differences between Western and Eastern art.

EDUC 686 American Art (3)  
Discusses the development and aesthetics of American art, including American painting, sculpture, architecture and decorative arts. Introduces major art schools and the differences and similarities between American and European art.

EDUC 691 Early Childhood Intervention Specialist Practicum (2-4)  
Provides a full-day professional supervised practicum experience in a setting serving children with special needs, ages 3-8. This practicum lasts 3-5 consecutive weeks, since individuals who are enrolled in this course have already completed an initial certificate/licensure student teaching experience of a minimum of 10 weeks. Permission of Program Director required.

EDUC 692 Early Childhood Practicum (2-4)  
Provides a full-day professional supervised practicum experience in a pre-kindergarten–grade 3 classroom lasting 3-5 consecutive weeks, since individuals who are enrolled in this course have already completed an initial certificate/licensure student teaching experience of a minimum of 10 weeks. Permission of Program Director required.

EDUC 700/701 Research Seminar and Project (2+2)

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 (2+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 710/711 Practitioner's Seminar and Project (2+2)

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

EDUC 714 Capstone Project (1)

Continuing enrollment course for capstone project extensions.

EDUC 720 Educational Leadership and Organizational Change (3)

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

EDUC 730 Supervision of Instruction (3)

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

EDUC 740 Personnel Administration (3)

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

EDUC 750 School Law (3)

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

EDUC 760 School Finance and the Principal (3)

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

EDUC 770 Community Relations and Building Consensus (3)

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

EDUC 790 Technology Applications in Education Leadership (3)

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

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

Examines the role of the principal in the school and explores the development of the knowledge, skills and dispositions of successful educational leaders in early and middle childhood settings in a changing society. Prepares individuals to act effectively to meet the challenges of working with diverse populations, responding to the demands of high-stakes accountability for student learning, and designing and implementing school-based continuous improvement plans. Emphasizes the role of the “principal as leader” with a focus on commitment, communication, and collaboration with families, staffs, local and regional professional development centers, agencies, School Net, and other groups that can support learning and teaching. EDUC 800 must be taken concurrently with EDUC 805/806 and EDUC 810/811.

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

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

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

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

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

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

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

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

EDUC 830 Adult Education Internship (3)

Adult Education capstone project.

ENGL 503 Language Structure and Usage (3)

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

ENGL 504 English Seminar (3)

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

HIST 505 Historiography (3)

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

HIST 506 Historical Methods and Approaches (3)

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

MUSC 531 Brass Instruments (1)

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

MUSC 533 Woodwind Instruments (1)

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

MUSC 535 String Instruments (1) (including guitar)

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

MUSC 537 Percussion Instruments (1)

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

MUSC 541 Voice (1)

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

MUSC 543 Keyboard (1) (including electronic studio)

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

MUSC 550 Piano Accompanying (major ensemble) (1)

Ensemble Music courses provide for the performance of music through group participation. Piano Accompanying meets together for study of methods and techniques and individually as accompanists for applied music and ensembles.

MUSC 551 Southeastern Ohio Symphony Orchestra (major ensemble) (1)

Ensemble Music courses provide for the performance of music through group participation.

MUSC 553 Wind and Percussion Ensemble (major ensemble), Spirit Band, Muskingum Valley Symphonic Winds (major ensemble), Directed Ensembles (1)

Ensemble Music courses provide for the performance of music through group participation.

MUSC 555 Concert Choir (major ensemble), Lyric Theatre Workshop, Chapel Choir (1)

Ensemble Music courses provide for the performance of music through group participation.

MUSC 557 Choral Society (1)

Ensemble Music courses provide for the performance of music through group participation.

MUSC 560 Chamber Singers (1)

Ensemble Music courses provide for the performance of music through group participation.

MUSC 562 Jazz Ensemble (1)

Ensemble Music courses provide for the performance of music through group participation.

MUSC 612 Materials of Music (3)

Focuses on music reading and music theory.

MUSC 640 Foundations, Philosophies and Trends in Music Education (3)

Fosters the development of philosophical knowledge, skills and dispositions essential for effective music instruction. Emphasizes major philosophical concepts in the teaching of music and major methodologies for implementation.

MUSC 641 Twentieth-Century Music Literature (3)

Studies music from the 20th century. Emphasis is on listening to the music and relating to the various styles used by the 20th-century composers.



MUSC 642 Instrumental Literature in Music Education (3)

An exploration of major trends instrumental music literature.

MUSC 643 Choral Literature in Music Education (3)

Explores major trends in choral music literature. Surveys the literature appropriate for study and/or performance in grades 7-12.

MUSC 644 Kodaly Approach to Music Education (3)

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

MUSC 682 Music Education: Teaching General Music (2)

Focuses on methods, materials, objectives, skills and instructional strategies for the development of basic musical concepts in the general music classroom in grades Pre- K-8. Specialized approaches of Dalcroze, Kodály and Orff are studied; and music instruction in grades Pre-K-8 is observed.

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

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**Erin Brumbaugh** (2003), *Associate Professor of Education*, B.A., Fairmont State College; M.A., Ed.D., West Virginia University

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**Robert F. Burk** (1984), *Arthur G. Cole and Eloise Barnes Cole Distinguished Professor of American History*, B.A., University of Kansas; M.A., Ph.D., University of Wisconsin-Madison

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