# THE GRADUATE SCHOOL

## ASHLAND UNIVERSITY

### 2007-2008 CATALOG

**Volume X**
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FALL 2007
Classes begin ............... Aug. 27 (M.Ed./Ed.D./MFA)
................................. Sept. 10 (MBA)
Thanksgiving Break (after Tuesday evening classes end, no Wednesday, Nov. 21, evening classes)
................................. Nov. 21-Nov. 25
Classes resume ............... Nov. 26 (M.Ed./Ed.D./MFA)
Classes end ........................ Dec. 8 (MBA)
................................. Dec. 14 (Ed.D./M.Ed./MFA)
Commencement ...................... Dec. 15

SPRING 2008
Classes begin .................. Jan. 14 (M.Ed./Ed.D./MFA)
................................. Jan. 22 (MBA)
Spring Break ................. March 10-16 (M.Ed./Ed.D./MBA/MFA)
Classes resume ............... March 17 (M.Ed./Ed.D./MBA/MFA)
Classes end ........................ April 19 (MBA)
................................. May 9 (Ed.D./M.Ed./MFA)
Commencement ...................... May 10

SUMMER 2008
Ed.D. ............................ May 7-Aug. 8
M.Ed. Summer term X .......... May 12-June 13
M.Ed. Summer term Y .......... June 16-July 11
M.Ed. Summer term Z .......... July 14-August 8
MBA 12-Week Session .......... May 12-Aug. 2
MFA Summer Residency ........ July 20-Aug. 2

FALL 2008
Ed.D./M.Ed./MFA (tentative) .......................... Aug. 25
MBA ........................................ Sept. 8-Dec. 7
Commencement (tentative) ............... Dec. 14

ASHLAND THEOLOGICAL SEMINARY
ATS September Term 2007 ............... Sept. 10-29
ATS Fall Quarter 2007 ................. Oct. 1-Dec. 15
ATS Winter Quarter 2008 .............. Jan. 7-March 17
ATS Spring Quarter 2008 .............. March 31-June 9
ATS Summer I Quarter 2008 ............ June 16-June 28
ATS Summer II Quarter 2008 ............ July 7-Aug. 25

AMERICAN HISTORY AND GOVERNMENT
Session I ......................... June 22-June 27
Session II ......................... June 29-July 4
Session III ............................ July 6-July 11
Session IV ......................... July 20-July 25
Session V ............................ July 27-Aug. 1
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419-289-5411

Director, M.F.A. in Creative Writing Program
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419-289-5979

Ashland Theological Seminary
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419-289-5985
Welcome to the world of Ashland University. Through these pages you will be introduced to the distinguishing characteristics that make Ashland University the unique institution that it has become. As with any catalog you will find the typical information that you will need to navigate higher education. You will discover mission, academic programs, tuition and fees, facilities and faculty resources and much more. But I hope you will also gain a sense of who we are and experience the people that make up Ashland University.

The mission of Ashland University includes a 128-year history of serving humankind. This rich tradition combines respect for persons through a commitment to Judeo-Christian values with a focus on intellectual, spiritual, cultural, physical and social development. The educational mission emphasizes a solid foundation in the liberal arts and the development of professional competencies and skills.

The academic programs of Ashland University are extensive. Ashland offers both an undergraduate as well as graduate curricula. With nearly 6,500 students, the resources available are almost limitless. Great care is taken to instill a commitment to excellence in this educational experience. The faculty is comprised of highly qualified and dedicated men and women who take their teaching seriously. The faculty, staff and administration of Ashland University are committed to a philosophy of respect and nurture that has characterized this institution for over a hundred years. “Accent on the Individual” is more than a slogan – it is a way of life.

The facilities that support campus life are some of the best you will find on any campus. The newest buildings include: The Dauch College of Business and Economics, The Schar College of Education, the Kettering Science Center, The Rybolt Sport Sciences Center and the new recreational facility. They are second to none. They combine beauty with technology and provide an excellent learning environment.

Explore the campus of Ashland University through these pages, but don’t miss the opportunity to look beyond the printed words and experience the community of learning that is the real heart and soul of Ashland.

Frederick J. Finks
President, Ashland University
ASHLAND UNIVERSITY

Founded in 1878, Ashland University is a private, comprehensive institution committed to challenging and supporting students intellectually, spiritually, socially, culturally and physically.

Located midway between Cleveland and Columbus off Interstate 71, Ashland University is home to 2,150 full-time, undergraduate students. The University’s total enrollment, which includes graduate programs in business, education, arts and sciences, and theology and 13 degree-granting off-campus program centers throughout the state and Detroit, is 6,500.

These graduate programs include master’s degrees through the College of Business and Economics and the College of Arts and Sciences, and master’s and doctoral degrees through the College of Education and through Ashland Theological Seminary.

Ashland’s graduate programs are offered in a challenging and supportive environment which so many have come to know as characteristic of Ashland University. This environment, which features a philosophy of “Accent on the Individual,” means:

- faculty integrate theory and research with practical application.
- students can approach faculty about issues related to a course, curriculum or personal need.
- students are expected to meet rigorous demands to fully achieve their career potential.
- scheduling flexibility that meets the needs of the working adult population.
- a respect for uniqueness of the individual.
- an opportunity to network with students who bring a wealth of career knowledge and experience.

Ashland University’s graduate programs are known for many things, including:

- an impressive computer technology infrastructure which features more than 1,000 computers on campus and at off-campus centers in Columbus, Massillon/Stark County, Elyria and Cleveland.
- professors who possess excellent academic credentials and who are experienced professionals.
- programs which require rigorous capstone experiences which integrate theoretical and philosophical course content with professional circumstances.
- high student satisfaction with the curricula, faculty and administrative services.
- convenient, safe campuses with adequate parking readily available.

OUR MISSION

Ashland University was founded in 1878 by the Brethren Church to offer courses in the arts and sciences and in the professions to “all those who would educate either themselves or their children for usefulness and contentment there-with.” This commitment to a useful and satisfying education has continued from that time. The spirit of the founders was summed up in the 1884-85 catalog which said that the courses “would develop students intellectually, but not at the expense of the heart;” “that rich and poor meet on the grounds of equality; that worth, not dress is valued and respected; that economy, not extravagance, is fostered; and that a desire for usefulness, not show, is promoted.”

It is in this context that the present Mission Statement of Ashland University was developed:

MISSION STATEMENT FOR ASHLAND UNIVERSITY

Ashland University educates and challenges students to develop intellectually and ethically, to seek wisdom and justice, and to prepare for the rigors of living and working as citizens aware of their global responsibilities.

Approved by the Board of Trustees May 2007
Ashland University aspires to a goal of academic excellence. The Graduate School sets this standard for intellectual excellence, which encompasses all considerations concerning faculty, students, curriculum, and research direction. The Graduate School establishes, through the faculty, policies which define good practice in graduate programs, high quality in curriculum, excellence in student selection, and rigor in faculty appointments. The Graduate School is responsible for all aspects of graduate education and defines the minimum standards acceptable for post-baccalaureate work. By establishing minimum admission, credit hour, grade point, and completion requirements, the Graduate School ensures equity in the standards for all master’s and doctoral degrees.

The Graduate School administers all graduate degree programs offered by the University. The various graduate degree programs are housed in the academic colleges (Arts and Sciences, Business and Economics, and Education), which provide faculty, curriculum and policies specific to the unique status of each program. The Graduate School administers the following degree programs:

- Doctor of Education (Ed.D.)
- Master of Education (M.Ed.)
- Master of Business Administration (MBA)
- Master of American History and Government (MAHG)
- Master of Fine Arts
- Creative Writing (MFA)

The Graduate Council is a faculty body assigned authority to endorse policy recommendations on matters concerning graduate education. In addition, the Graduate Council approves additions and changes to graduate curriculum and, in general, advises the Dean of the Graduate School.

Ashland University, which is accredited by The North Central Association of Colleges and Schools, offers master’s degrees in the College of Education, the College of Business and Economics, the Ashland Theological Seminary, and the College of Arts and Sciences, and doctoral degrees in the College of Education and the Ashland Theological Seminary. Ashland University is a member of the Council of Graduate Schools.

The Master of Education (M.Ed.) degree program was introduced in 1976 and the Master of Business Administration (MBA) degree program was initially offered in 1978. The Master of American History and Government (MAHG) began in 2005. The M.Ed. program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the MBA program is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

In 1997, The Ohio Board of Regents authorized Ashland University to offer a Doctor of Education (Ed.D.) degree in Educational Leadership and, in 1998, The North Central Association granted accreditation for the Ed.D. program. Permanent authorization for the Ed.D. degree was granted by The Ohio Board of Regents in 2001. Ashland is one of only two independent universities in Ohio authorized to offer this degree in the area of educational leadership.

Graduate programs are offered in a challenging and supportive environment which many have come to know as characteristic of Ashland University. Programs are designed to meet the needs of today’s professionals and, therefore, reflect the latest in theory and practice. Graduates should expect a level of preparation that can assist them in becoming more successful in their respective fields.

In the graduate programs, course work provides students with a broad understanding of the theoretical bases and practices in their fields. Courses contain clearly defined knowledge, skills, and practices that graduate students are expected to master. Related experiences help students apply what they have learned.

**Accent on the Individual**

Faculty who teach graduate courses are not only graduates of a wide range of universities but they also bring with them many years of non-university workplace experience. As a result, students are exposed to teacher-scholars who are also aware of the expectations of the workplace. Because of the nature of Ashland University, professors are not only expected to be experienced and continuously engaged in scholarly activity, but also they are also required to be effective teachers.

Ashland faculty are committed to preparing students to be competent and confident professionals. Faculty are involved in their students’ programs and are, therefore, available to help students gain valuable insights into the influences that shape their fields.

Ashland offers master degree programs both on the main campus and at approved off-campus centers. Regardless of the location in which the student takes course work, the student will experience the same curriculum and many of the same professors.

It is our hope that students will easily discover that Ashland’s motto “Accent on the Individual” applies equally to graduate and to undergraduate programs.

In the pages which follow, the reader will find more specific information about such things as admissions, graduation, curriculum, and program locations.

**Maintaining Quality Instruction**

Graduate instruction at Ashland University may be provided by full-time faculty or by carefully selected adjunct faculty. To ensure the quality of instruction at all Ashland University locations, all instructors are expected to utilize master syllabi designed to specify content and standards for each course, and all instructors are evaluated by students at the end of each course. Part-time faculty are not required if they are ineffective. The part-time faculty used have practical and often concurrent experience in their fields of
expertise. These people often work full time in schools, businesses and corporations, or they are retirees.

To assure competency in the quality of graduate instruction at all Ashland University locations, part-time faculty engage in several quality assurance measures. Each year, faculty members receive an orientation and are evaluated by center directors, department chairs and/or coordinators assigned these responsibilities at each of the five major centers. A handbook provides each with an easy reference regarding the Ashland University rule, regulations, policies and procedures.

Part-time instructors are recommended by program teams or by full-time faculty responsible for program delivery on the main campus. This process helps guarantee that all instructors have the appropriate credentials and experience.

Some adjunct faculty members are designated as “professional fellows” in recognition of a long record of effective teaching and continued scholarship. Many of these individuals have been teaching at Ashland University for more than a decade – sometimes longer than the average full-time faculty member. These individuals are expected to be well-versed in the mission of the University and the overall goals of the program in which they teach. They generally have extensive practical experience in addition to appropriate academic backgrounds and are vital to the continued success of the Ashland University graduate programs. Some of them have yearly contracts.

All of these safeguards work together to assure high quality teaching. Professional development opportunities are also provided as appropriate to further improve the teaching effectiveness and content currency of part-time faculty.

Approved by Graduate Council on May 9, 2002.

REGISTRATION DEADLINES
Registration for courses that meet in a standard classroom format in a regularly scheduled semester or summer term or in a specially scheduled term not corresponding to a regular term must occur during the open registration dates for the term in which the course is to be offered. This policy applies regardless of location or program.

Registrations for course-by-conference, independent study, internship, service learning, capstone or any other course requiring a special contract should be completed during the open registration dates for the designated course. In all circumstances, registrations for these kinds of courses must be recorded in the registrar’s system before the midpoint of the term in which the course is offered.

It is a violation of this policy to permit unregistered students to attend a class for any reason.

Approved by Academic Council 2/27/02
ADMISSION TO THE DOCTORAL PROGRAM

The admission procedures for the doctor of educational leadership degree are designed to recruit the highest quality professional educators, representative of a culturally diverse population. A comprehensive system, including both qualitative and quantitative measures, will be used to assess personal characteristics, academic skills, communications, and leadership. Acceptance into the doctoral program is by cohort (15 or fewer students per year), and is based upon a competitive evaluation of applications.

The Doctoral Admission and Retention Committee will review the credentials of each candidate, focusing on the following requirements:

- Possess a master’s degree from an accredited institution
- Have a cumulative post-baccalaureate grade point average of at least 3.3 on a 4.0 scale.

The Admission portfolio for each candidate consists of seven items:

- Documentation/description of a record of successful administrative experience in education and/or documented evidence of educational leadership activities. Examples of leadership competencies include:
  - peer leadership roles/positions
  - leadership in writing curriculum
  - leadership in supervising instruction
  - specific administrative assignments/positions/committees/chair role
- Scores from the General Test of the Graduate Record Examination (GRE) taken within the past five years;
- Four letters of reference, two from persons familiar with the applicant’s academic ability and two which describe professional performance citing specific examples of leadership ability;
- An approximately two page personal statement describing career goals and reasons for wishing to undertake a doctoral program of study;
- A complete resume which includes work experience, educational background, professional experience, professional activities, honors, professional publications or presentations, and other relevant information relating to the applicant’s leadership background;
- A sample of professional writing ability, approximately five pages in length.
- Official transcripts from all undergraduate and graduate study.

Finalists will be invited for an interview with members of the Admission and Retention Committee.

The deadline for receipt of the application portfolio is March 1 each year. Applicants are encouraged to begin to prepare materials four to six months prior to the March 1 deadline. We recommend that applicants register for the GRE as early as possible.
NOTE: In any given semester, students who wish to register for more than 3 semester hours beyond the required course work, must first obtain approval of their adviser.

TUITION AND FEES
Students must pay applicable tuition and fee charges for doctoral courses at the time of registration at least one week prior to the first day of class each semester, including the summer semester. If students desire other arrangements, they must work out an approved program of payments with the Business Office before registering. If not actually on campus at the time of registration, students should send tuition, and related fees, with the proper form, to the Business Office, 201 Founders Hall, Ashland University, Ashland, OH 44805.

ADD/DROP
Students may add courses in the cognate area provided the additions are made by the second class session of the semester. The accelerated nature of the summer-term courses requires the permission of the instructor before the addition can be made. During the summer semester, additions must be completed before the third class meeting.

A student may withdraw from any course up to the fifth class session of the semester with no mark entered on the student’s official permanent record. Between the sixth and tenth class sessions of the semester a student may withdraw and a "W" is entered on the student’s record.

After the tenth class session of the semester the student must file a petition with the Doctoral Studies Office. Reasons such as the following are not acceptable for withdrawal: poor performance, lack of preparation, or dissatisfaction with the subject matter offered. If a petition is accepted, however, a "W" is marked on the permanent record of the student. If the petition is denied, the student continues to be enrolled in the course and the final grade is reported by the instructor.

A student who merely stops attending, while failing to withdraw officially from the course, will have the final grade as reported by the instructor entered on the official record.

FEE REIMBURSEMENT
Fees in general are non-refundable. Tuition is non-refundable in the instance of an unofficial withdrawal. Students who make official withdrawals or reduce their course loads should consult the Business Office for schedule of refunds.

RESIDENCY
Residency is essential for doctoral students to become as thoroughly integrated in the process of scholarly endeavor as possible. Residency provides students the opportunity to work closely with faculty mentors in scholarly research and building “community.” Furthermore, residency enhances the development of mutual support among the members of the student cohort.

Ashland University’s Ed.D. Program requires that the student maintain his/her employment in a school setting. Residency is accomplished in several ways. Each student is required to attend 12-week summer semesters during which 9 semester hours are earned the first summer of the program, and 6 semester hours each of the next two summers. During the first summer, students will live on campus for approximately one week for an intensive foundations course in creative leadership. Over the first 15 months of the program, students will work in a partnership with a doctoral faculty mentor and their own employer as the student utilises research gained from the program to propose and implement an actual design or redesign of a facet of the student’s organization which is suboptimizing. Throughout the program, students attend classes and related activities during consecutive semesters with other members of the cohort. Ashland’s approach to residency builds relationships among members of the cohort, faculty, and other professionals while, at the same time offering options to accommodate the work schedules of students.

ADMINISTRATION AND FACULTY
The following administrators and faculty serve the Doctor of Education Program. Names of those dedicated full time to the doctoral program are preceded by an asterisk (*).

ADMINISTRATION
Dean of the Graduate School
Wm. Gregory Gerrick, Ph.D., Professor of Education
(The University of Toledo)
Research Area of Interest: Organizational Behavior; Organizational Redesign and Renewal

Dean, College of Education
Ann Converse Shelly, Ph.D., Professor of Education
(Michigan State University)
Research Area of Interest: Professional Development; Change Processes

Director of Doctoral Studies
*Harold E. Wilson, Ph.D., Professor of Education
(The Ohio State University)
Research Area of Interest: Educational Finance; Leadership

FACULTY
*Judy A. Alston, Ph.D., Associate Professor, Education
(The Pennsylvania State University)
Research area of Interest: Leadership Theory; Urban Education; Diversity and Social Justice Issues

*Carla Edlefson, Ph.D., Professor of Education
(Stanford University)
Research Area of Interest: Policy, Organizational Change; Economics of Education

Carla Edlefson, Ph.D., Professor of Education
(Stanford University)
Research Area of Interest: Policy, Organizational Change; Economics of Education
Louise E. Fleming, Ph.D., Professor of Education
(The University of Akron)
Research Area of Interest: Ethics of Leadership;
Philosophy of Education

John W. Fraas, Ph.D., Professor of Business Administration;
Trustees’ Professor
(The University of Akron)
Research Area of Interest: Quantitative ResearchDesign;
Q Statistics

Alinde Moore, Ph.D., Professor of Psychology
(University of Illinois)
Research Area of Interest: Adult Development

Jane Piirto, Ph.D., Professor of Education; Trustees’
Professor
(Bowling Green State University)
Research Area of Interest: Qualitative Research
Design; Postmodernism

Constance Savage, Ph.D., Assistant Professor of Business
Administration
(Case Western Reserve University)
Research Area of Interest: Organization Development;
Leadership

*Howard Walters, Ed.D., Associate Professor of Education
(University of Southern Mississippi)
Research Area of Interest: Quantitative Research Design
and Methodology

PROGRAM OF STUDY
The formal course work supporting the tenets and goals of
the Ed.D. program is organized around the components of an
interdisciplinary foundations core, research, organizational
leadership, and a cognate area of study selected by the stu-
dent designed to complement the major area of organization-
al leadership and, at the same time, satisfy the individual
needs of the student.

Following is a brief description of each area and a listing
of course requirements.

INTEGRATIVE FOUNDATIONS CORE
Students in the Doctor of Education program begin their
program of studies as a cohort group during the summer
semester following their admission into the program. During
this time, students will complete the six (6) semester hours
of initial foundations core requirements.

Course work
Integrative Leadership Seminar (3 hours)
Ethics of Leadership (3 hours)

RESEARCH
The research component encompasses both qualitative and
quantitative research methods and design in order to estab-
lish the central importance of research and measurement as
underlying threads connecting each facet of the doctoral
experience. The interpretation and evaluation of literature in
the field of educational leadership are inherent in all course
work as well as essential to the completion of the dissertation
requirement. Students will ultimately structure/design a
study representative of a particular problem in actual practice
and evaluate information collected from the study.

Course work
Quantitative Research Design (4 hours)
Qualitative Research Design (4 hours)
Seminars in Educational Research (3 hours)

ORGANIZATIONAL LEADERSHIP
The organizational leadership component focuses on the
role of the leader as professional educator in the human
organization. The leadership core requirement consists of
four courses in Organizational Dynamics, two courses in
Policy Analysis, and the Mentorship Component. Emphasis is
placed on the importance of organizational culture and the
development of support for a shared institutional vision
among professionals.

Course work
“Organizational Dynamics:”
Leadership Theory (3 hours)
Organizational Behavior (3 hours)
Professional Development & Renewal (3 hours)
Organization Development (3 hours)

“Policy Analysis:”
Institutional Law and Policy (3 hours)
The Economy of Education (3 hours)

“Mentorship Component” (4 hours)

COGNATE AREA
All students are required to complete a cognate area of study
consisting of 15 semester hours in such areas as, but not lim-
ited to, educational administration (the superintendency),
business management, curriculum, theology, leadership tech-
nology and professional development. Selection of this indi-
vidualized specialty area is reviewed with the student’s advis-
er and program committee.

Often, courses applied to licensure in educational admin-
istration may be taken as part of the cognate. The educational
administration licensure programs are described in this cata-
log within the section “Master of Education (M.Ed.).”

Doctoral students must meet with their adviser and the
Director of Doctoral Studies to formulate the cognate por-
tion of their program.

Ashland University has designed a plan for the ongoing
development of graduate level courses and seminars in the
rapidly changing area of instructional technology. Students in
the doctoral program may devote all or part of the 15 hours
in the cognate area to this discipline. Students are encour-
gaged to elect course work focusing on the uses of technology
in organizational management beyond the required courses in
Quantitative and Qualitative Research (in which computer
technology will be utilized on a regular basis).
OVERVIEW AND TRANSFER OF CREDIT

Basic competence in the areas of educational research and concepts of leadership is developed during the initial summer of coursework which comprises the integrative foundations core described above. Understandings achieved through these courses subsequently are applied to further coursework in qualitative and quantitative analysis as well as in the leadership core. Upon admittance to the doctoral program, a student’s transcripts are evaluated on an individual basis. Up to nine (9) semester credits from a recognized accredited institution may be accepted for post-master’s level courses not used toward another degree, but only in the cognate area and only for courses taken within five (5) years of admission to the program.

Seventy-five (75) semester hours of course offerings are newly developed courses or experiences; none of the courses in the program is open to upper level undergraduate students.

A total of 64 semester hours beyond the master’s degree are required for the doctoral degree. The areas in which coursework must be completed and the minimum number of hours by area are as follow:

<table>
<thead>
<tr>
<th>Area</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>A. Integrative Foundations Core</td>
<td>6</td>
</tr>
<tr>
<td>B. Research</td>
<td>11</td>
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<tr>
<td>C. Organizational Leadership</td>
<td></td>
</tr>
<tr>
<td>1. Organizational Dynamics</td>
<td>12</td>
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<td>2. Policy analysis</td>
<td>6</td>
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<tr>
<td>3. Mentorship</td>
<td>4</td>
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<tr>
<td>Cognate Area</td>
<td>15</td>
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<tr>
<td>Dissertation</td>
<td>10</td>
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<tr>
<td>Total</td>
<td>64</td>
</tr>
</tbody>
</table>

GRADING SYSTEM

The following system of grading and point values applies to all doctoral education courses:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
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<tr>
<td>B-</td>
<td>2.67</td>
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<tr>
<td>C+</td>
<td>2.33</td>
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<td>C</td>
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<td>C-</td>
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<td>F</td>
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I—Incomplete—May be given when students are not able to complete the course work due to illness, accidents, or other emergencies. This grade applies to work of acceptable quality when the full amount is not completed. It is never applied to unsatisfactory work. The required work must be completed during the next academic semester. The professor has the option of extending the time period for completing the required work an additional semester. The “I” grade becomes “F” if not removed by the date specified.

IP—In-Progress—Given for dissertation studies, and group studies that are in progress. There are no time limits for completing the requirements for such courses except those imposed in the program. The IP applies only to the Doctoral Mentorship (EDLS 9830) and the Dissertation (EDLS 9899).

W—Withdrawn—Assigned for official withdrawals during the first three weeks of a semester. Not used in grade point average computation.

WP—Withdrawn Passing—Not used in grade point average computation and cannot be given after the twelfth week of the semester.

WF—Withdrawn Failing—This grade is weighed as an “F” in the computation of grade point average.

GPA REQUIREMENT

In order to remain in good standing and to graduate, a student must demonstrate satisfactory progress toward completion of the degree. Students must maintain a 3.5 GPA in the Leadership Core courses and an overall 3.2 GPA in all coursework completed. Students who fail to improve their GPA will be placed on academic probation for up to two semesters. After two semesters if there has been no improvement, the Adviser and Director of Doctoral Studies will meet with the student. At this point, the Adviser and Director, in consultation with the Doctoral Admission and Retention Committee, may determine that the student should not be allowed to continue in the Program.

AUDITING COURSES

Persons who do not wish to receive university credit or who do not meet minimal admissions requirements may register as auditors upon payment of the audit fee (equal to one-half of the tuition rate, per semester credit hour). In either instance, official records are not maintained and audit grades cannot be changed to credit status.

Application for the Degree

Students completing program requirements and expecting to graduate must make formal application for the Doctor of Education degree prior to the deadline published by the Registrar’s office during each semester. All applications and/or inquiries should be directed to the Doctoral Studies office.

DATE OF GRADUATION

The graduation date is the last day of the final semester of registration provided all requirements for the Doctor of Education degree are completed. Students will not be graduated earlier than the last day of any semester for which they are registered. If degree requirements are not met by the end of the last semester of registration, the date of graduation is the day the requirements are completed.

STUDENT APPEAL PROCESS

Students who have complaints or questions about instructional faculty performance or conduct should follow the procedure listed below:

- The student should consult the faculty member in question; it is only after this approach has been attempted that further recourse is appropriate. No appeal will be
MENTORSHIP

The doctoral mentorship experience is a logical step in Ashland University’s commitment to enhance the relevance of leadership preparation programs by orienting the curriculum more explicitly toward problems of practice. Ashland’s philosophy at all levels of the study of leadership and administration emphasizes organizing subject matter around problems rather than presenting information in unconnected course segments. Learning is focused on an actual problem the student faces as an organizational leader. The various facets and dimensions involved in coming to understand the problem, identifying appropriate alternatives, and discovering solutions, require students to draw upon the knowledge bases included in courses that form the leadership core of the doctoral curriculum. Thus, theory, research, and practice are united in an experience generated from the point of view of the professional practitioner. Collective problem solving is emphasized rather than competition for grades. Part of the uniqueness of Ashland’s doctoral mentorship is that through this approach, the program provides a viable mechanism for linking full-time clinical experiences with academic work.

University faculty assume responsibility for assisting, advising, and guiding students as field-based problems are addressed. Coaching and observing at the work site are central to this concept. The mentoring relationship is designed to extend beyond graduation in both formal and informal ways.

EMPLOYER/STUDENT COMMITMENT

The doctoral program calls for the formation of a collaborative partnership among the doctoral student, a mentor from the University’s doctoral faculty, and the employer of the doctoral student. The purpose of this partnership is to utilize the resources of the doctoral student and the University in addressing a specific dimension of the school building or district organization, and to redesign that piece of the organization to enhance the overall system function of the building/district. Throughout the mentorship process, regular, ongoing communication among the three members of the partnership will assure continuity in the various stages of program development. This process should take between 12 and 15 months.

ACTION RESEARCH DESIGN

The research component of the mentorship experience takes the form of a typical program evaluation model. Essentially, the doctoral student focuses on one specific dimension of the organizational structure at his/her work site. This organizational dimension represents a particular process within the system functioning below peak-performance level or will involve elements of the system working at cross purposes. In this instance, the entire system is said to be suboptimized.

The action research practicum serves to reveal the nature of the particular organizational system, what it is capable of doing, and the reasons and ways suboptimization is taking place.

Throughout this time frame, the student, the student’s employer and the University doctoral mentor work together to integrate problem-based learning with site specific research and organizational redesign and renewal on behalf of the school building, district or organization under study.

THE LEADERSHIP EXAMINATION

As the mentorship experience draws to a close and following completion of the leadership core courses, doctoral students will prepare for the Leadership Examination. This examination seeks to link the leadership core courses from the program with the actual on-site research and experience from the mentorship component. The Leadership Examination includes an assessment of the doctoral student’s knowledge of leadership and organizational skills; the ability to integrate theory, research and practice; and the ability to respond to case studies involving the application of organizational and leadership principles. Finally, a mentor’s report accompanies the Leadership Examination. This serves more fully to assess the student’s progress toward overall program goals.

THE COMPREHENSIVE EXAMINATION

Students are required to successfully complete a comprehensive written examination covering all course work. The examination is taken at the conclusion of the student’s individualized course of study. The examination is constructed, administered, and assessed by the student’s program committee. The student discusses the components of the Comprehensive Examination in greater detail with the pro-
program committee. This oral portion of the examination concentrates on areas of perceived weaknesses and strengths. A student who satisfactorily completes the examination is perceived to be ready to move on to the dissertation project. Student strengths are detailed both orally and in a written report from the committee specifying areas of leadership excellence.

**THE DISSERTATION**
The purpose of the dissertation is to assure that the student will be capable of engaging in scholarly research and inquiry for the purpose of improving the practice of leadership. The dissertation:

- is a comprehensive study incorporating several components of the doctoral program;
- demonstrates the utilization of skills and knowledge from the candidate’s individualized program to address a specific educational problem;
- demonstrates the candidate’s knowledge of research design and the ability to interpret findings orally, in writing, and in application.

The dissertation is a project that demonstrates the application of knowledge in an educational setting in such a way that other educators can benefit from the project. It involves a written document demonstrating doctoral level composition and format, inquiry methods and analysis, state of the art knowledge, and the application of leadership strategies in an educational setting.

Candidates are expected to demonstrate knowledge of the project, educational setting and research design. They are expected to be able to interpret those findings orally as well as in writing. When a candidate’s dissertation committee judges that a dissertation is acceptable, a final oral presentation is arranged.

**FINANCIAL AID**
Information concerning financial aid may be obtained by consulting the Ashland University financial aid director at (419) 289-5002.

Federal regulations require that an institution develop and enforce a policy for standards of satisfactory academic progress for students who receive financial aid. These standards must be the same or stricter than the standards the institution has for students not receiving aid. This policy is applied to graduate students receiving federal assistance at Ashland University. It should be noted that this policy is separate from the academic policy administered by the Academic Standards and Graduation Committee. Students may be allowed to enroll at Ashland University but may not be eligible to receive financial aid due to academic deficiencies. The Director of Financial Aid will have primary responsibility for the interpretation and enforcement of this policy. Unusual issues related to this policy may be directed to the Financial Aid Committee for consultation.

**DOCTOR OF EDUCATION COURSES AND DESCRIPTIONS**

**EDLS 9800 INTEGRATIVE LEADERSHIP SEMINAR 3**
The Integrative Leadership Seminar is designed to introduce students to multiple facets of leadership from an interdisciplinary perspective. The seminar provides a framework for the doctoral student to develop knowledge, skills, and values of leadership for 21st century organizations. This course is designed to encourage students to investigate their leadership behaviors, to be reflective in their response and make plans to improve their effectiveness. This seminar is an integral part of the residency experience.

**EDLS 9802 ETHICS OF LEADERSHIP 3**
Ethics of Leadership provides doctoral level students the opportunity to study the foundations of ethics as a discipline, the relationship between ethics and character formation, and historical perspectives on ethical decision making. The course also explores the pressing moral, social, political, and ethical issues of contemporary American society, particularly as these issues impact the policies, programs, and practices of schools and related organizations in the United States. The course is designed to expose organizational leaders to the breadth and complexity of ethical issues and their impact on educational and organizational decision making. In addition, this course encourages the moral, social, and spiritual development of the students.

**EDLS 9820 QUANTITATIVE RESEARCH DESIGN 4**
This course is designed to provide students with the concepts and tools needed to read, understand, interpret, analyze, and evaluate quantitative literature in the field of educational leadership. In addition, students learn to apply various quantitative techniques to problems and research questions encountered in the field of education and educational leadership.

This course is taught from an application framework. Students will identify the appropriate quantitative techniques and research design for a given educational problem or research question; organize data in the appropriate form for use by the SPSS/Windows computer software; design and execute the appropriate statistical analysis; and interpret the findings.

**EDLS 9821 QUALITATIVE RESEARCH DESIGN 4**
This is a course designed to acquaint students with qualitative research methodology and qualitative research design. Students are introduced to the philosophical underpinnings of qualitative research, with a focus on anthropological and sociological antecedents of such inquiry. The assumptions of qualitative research, as well as ethical concerns are discussed. Document analysis, content analysis, interviewing, observation, unobtrusive data collection, site selection, building report, collecting field notes, data management, and techniques of writing narrative case studies are themes of the course. A pilot study is conducted utilizing data collection, preparing a case study narrative, receiving feedback, and doing subsequent revision.
EDLS 9822; 9824 - 9829 SEMINARS IN EDUCATIONAL RESEARCH 2
In this seminar students learn how to determine which research techniques are appropriate to use with the research questions posed in their initial dissertation topics. Students undertake an intensive study of the quantitative and/or qualitative tools required to conduct their study as they prepare their dissertation proposal.

EDLS 9823 DISSERTATION RESEARCH DESIGN 3
In this course, doctoral students will learn the appropriate methods and techniques to use with the research questions presented in their proposed dissertation topics. They will learn how to conduct an advanced database search and undertake an intensive review of the literature. Students will gain knowledge in the quantitative and mixed method approaches to conducting educational research. The course will discuss and review qualitative methods that may be used in applied research. They will also acquire skills in the dissertation style of writing.

EDLS 9830 DOCTORAL MENTORSHIP 4
The doctoral program calls for the formation of a collaborative partnership among the doctoral student, a mentor from the University’s doctoral faculty, and the employer of the doctoral student. The purpose of this partnership is to utilize the resources of the doctoral student and the University in addressing a specific dimension of the school building or district organization, and to redesign that piece of the organization to enhance the overall systemic function of the building/district. Throughout the mentorship process, regular, ongoing communication among the three members of the partnership will assure continuity in the various stages of program development. This process should take between 12 and 15 months.

EDLS 9841 ISSUES AND TRENDS IN COMPUTER MEDIATED LEARNING AND TEACHING 3
This course represents an overview of the influence of computer and other instructional technology on formal learning and teaching. Attention will be given to historical, social, and psychological perspectives on media and technology, followed by current research affecting learning and instruction. Students will identify a specific area of interest related to instructional technology and pursue an independent project. The projects will relate to continuous improvement planning as addressed in EDUC 9843 of this cognate core.

EDLS 9842 EVALUATING THE EFFECTIVENESS OF INSTRUCTIONAL TECHNOLOGY 3
This course will provide an understanding of the processes and activities essential for designing, implementing, and appraising the utility of educational programs mediated by instructional technology. The graduate student will research systemic reform and other change theory. The student will apply that understanding through case study to the development of a needs assessment and an evaluation plan. The work in this course establishes the tools to begin EDUC 9843.

EDLS 9843 CONTINUOUS IMPROVEMENT FOR INSTRUCTIONAL TECHNOLOGY 3
This course will enable students to use a continuous improvement planning model to conduct a research and evaluation project in the graduate student’s school district. The students will build on the needs assessment and evaluation plan completed in Educ 9842. They will develop an appropriate plan, with pilot study, to evaluate the effectiveness of instructional technology on student learning in their district. The course will also serve as starting point for those interested in pursuing dissertation topics in the continuous improvement process and instructional technology.

EDLS 9846 ADVANCED STUDIES IN PROFESSIONAL DEVELOPMENT 3
This course is designed to assist professional development practitioners in gaining knowledge and tools necessary to design, implement and evaluate programs for professional growth in an educational context. The course will center on major themes, each to be examined in relationship to implications for professional development practice. The themes currently include school culture, school reform, schools as learning organizations, and the design of professional growth experiences.

EDLS 9847 CHANGE PROCESSES AND PROFESSIONAL DEVELOPMENT 3
A course designed to provide an understanding of the theories and practices related to change as it impacts decisions about professional development in formal organizations such as educational settings. The student will use his/her professional assignment to develop case studies of change as it has impacted on professional development decisions for him/her and as change has impacted the organization and its professional development needs.

EDLS 9848 ADULT DEVELOPMENT: CONTINUITY AND CHANGE 3
A course designed to provide leaders of professional enterprises with a foundation of knowledge and experience that will enable them to develop programs of development and renewal based on the principles and theories of human lifespan development and learning.

EDLS 9849 DIRECTED RESEARCH AND EVALUATION IN PROFESSIONAL DEVELOPMENT 3
This course is intended to provide leaders of professional development the opportunity to design an action research project or program evaluation, to carry out the actual research/evaluation project in an appropriate professional education setting, to analyze data, and to prepare the results of the research/evaluation for presentation or publication.

EDLS 660/9860 INSTITUTIONAL EFFECTIVENESS 3
Institutional effectiveness represents the second generation of organizational development theories and considers multiple aspects of organizational health. High performance organiza-
tions are concerned about improving all facets of their work. Topics such as continuous quality improvement, assessment outcomes, data gathering and analysis, program evaluation, and strategic planning are covered. The course also examines organizational culture and transformational leadership as underlying themes in implementing planned change.

EDLS 9880 LEADERSHIP THEORY 3

This course examines the concept of organizational leadership as it relates to the ongoing redesign and renewal of educational and related institutions. The history of the development of leadership is discussed as well as traditional views of leadership. The changing image of leadership forms the focus for a consideration of communication, networking, mentoring, the information environment, decision making, conflict, gender differences, cognitive complexity, mission and vision, institutional culture and institutional values/norms. An ongoing theme of the course is “leadership as service.” Problem solving, both in theory and in the work setting, is integrated with the mentorship experience (taken concurrently with this course).

EDLS 9881 ORGANIZATIONAL BEHAVIOR 3

This course examines the interaction of people and the institutional environment. Organizational structure, management models, the history of administration, climate, organizational culture, motivation theory, power and authority, systems theory, contingency theory, conflict, organizational change and renewal, and organizational leadership are considered in detail. These notions are discussed in relation to the restructuring of American education in the 2000s and beyond. In addition, the course focuses on how leaders can link theory and research with actual practice; this course is taken concurrently with the student’s mentorship experience.

EDLS 9882 PROFESSIONAL DEVELOPMENT AND RENEWAL 3

Professional Development and Renewal is intended to provide leaders of professional enterprises with experience and understanding which will enable them to encourage and facilitate career-long growth. Dimensions of professional development to be examined include historical perspectives, social contexts, psychological factors, learning and development theories, established models, and effective practices. Individual and organizational development are viewed as inseparable parts of a whole. The completion of a personal, long-range professional development plan is used as a vehicle to frame planning for the professional development of others.

EDLS 9887 INSTITUTIONAL LAW AND POLICY 3

This course blends the study of law and policy. Policy is manifested in the statutes, regulations, guidelines and codifications that define the purposes and parameters of specific actions, establish individual and institutional responsibilities, outline rules to be followed, and identify resources to be allocated. Policies are formulated and enacted at many levels, but policy decisions made at an organizational level are circumscribed by those made at higher levels (state and federal policies). Therefore, the course includes a study of federal and state constitutional provisions, statutory standards and regulatory applications as they apply to the management and control of educational settings, and specific content that is used to study and develop organization-wide policies. The impact of local policies on the organization’s constituents is studied.

EDLS 9888 THE ECONOMY OF EDUCATION 3

This course is designed to develop an understanding of current school funding theory and practices, and how these practices have fallen short of providing an equitable education for all students. Local, state, national and international economic trends that impact on educational practices are examined. Alternative education funding and support theories are considered. The concept of using resources to realize educational goals is the unifying theme for this course.

EDLS 9889 ORGANIZATION DEVELOPMENT 3

Organization Development is designed to ensure understanding of the quality imperative. For organizational viability, now and in the future, quality of product, process and service is not an option. With an emphasis on quality assurance systems, organizational design, staffing, productivity, total planning integration, leadership and employee involvement, the student is exposed to quality organizational concepts. Quality Function Deployment (QFD) demonstrates the necessity of integrating both internal and external customer voices with process requirements and competitive benchmarking.

EDLS 9898 SEMINAR/TOPICS IN ORGANIZATIONAL LEADERSHIP 1-6

Individual and group study of specific aspects of leadership and organizational dynamics.

EDLS 9899 DISSERTATION 1-10
Master of Education (M.Ed.)

THE DWIGHT SCHAR COLLEGE OF EDUCATION
Departments of Curriculum/Instruction, Early Childhood, Education Foundation, Educational Administration and Sport Sciences

Interim Dean, Dwight Schar College of Education
Ann Converse Shelly, Professor of Education

Associate Dean, Dwight Schar College of Education
Linda K. Billman, Associate Professor of Education

Director of Ashland M.Ed. Program
Fred Slater

Director of Columbus M.Ed. Program
Mary Lavin Crerand

Director of Elyria M.Ed. Program
John Branham

Director of Stark M.Ed. Program
John Haschak

Director of Cleveland M.Ed. Program
Mac Driver

Director of Bachelor's Plus Program
Linda K. Billman, Associate Professor of Education

Director of Testing and Licensure
Doug Staggs

Director of Field/Clinical Experiences
Joe Hendershott

FACULTY BY DEPARTMENT

CURRICULUM/INSTRUCTION
Chair: James Van Keuren, Professor
Joan Knickerbocker, Professor
David Kommer, Professor
Jane Piirto, Trustees Professor
James Rycik, Professor
Bonnie Adams, Associate Professor
Cynthia Bowman, Associate Professor
Herbert Broda, Associate Professor
Patricia Edwards, Associate Professor
Tachelle Banks, Assistant Professor
Allison Dickey, Assistant Professor
Carla Abrew-Ellis, Assistant Professor
Deborah Arrowsmith, Assistant Professor
Stephen Denney, Assistant Professor
Jason Ellis, Assistant Professor
Deanna Romano, Assistant Professor
David Silverberg, Assistant Professor
Joann Campanelli, Professional Instructor
James Chapple, Professional Instructor
Connie Ericson, Professional Instructor
David Kowalka, Professional Instructor
Barbara Coon, Instructor
Loretta Eibel, Instructor
Tanzeah Sharpe, Instructor

EDUCATION FOUNDATIONS
Chair: Kathleen Flanagan Hudson, Professor
Louise Fleming, Professor
James Lifer, Professor
Ann Shelly, Professor
Carl Walley, Professor
Penny Arnold, Associate Professor
Linda Billman, Associate Professor
Howard Walters, Associate Professor
Cathryn Ann Chappell, Assistant Professor
Douglas Kammerer, Assistant Professor
Jill Lynch, Assistant Professor
Nathan Myers, Assistant Professor
Kathleen Scott, Assistant Professor
Jeffry White, Assistant Professor
Rachel Wlodarsky, Assistant Professor
Tom Eibel, Instructor

EDUCATIONAL ADMINISTRATION
Chair: Larry Cook, Associate Professor
Joe Bailey, Professor
Carla Edlefson, Professor
Greg Gerrick, Dean of Graduate School
Jim Van Keuren, Professor
Harold Wilson, Professor
Judy Alston, Associate Professor
Carol Engler, Associate Professor
Norm Sommers, Associate Professor
Janet Kearney, Assistant Professor
Tucker Self, Assistant Professor
Bob Thiede, Assistant Professor
Jerry Klenke, Professional Instructor
Tom Eibel, Professional Instructor

SPORT SCIENCES
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Donna Messerly, Professor
Randall Gearheart, Associate Professor
Jennifer Gorecki, Associate Professor
Simon Attle, Assistant Professor
Dennis Gruber, Assistant Professor
Paul Milton, Assistant Professor
Brenda Reeves, Wellness Coordinator
Nicolas Berger, Athletic Trainer
Jeremy Hancock, Athletic Trainer
Amy Jones, Athletic Trainer

EARLY CHILDHOOD
Chair: James Schnug, Associate Professor
Jaclyn Wood-Morton, Professor
Maria Sargent, Professor
Mary Rycik, Associate Professor
Deborah Cockran, Assistant Professor
Brenda Rosler, Assistant Professor
Jan Rinehart, Professional Instructor
Faith Wesolik, Professional Instructor

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ASSESSMENT
Assessment in teacher education programs begins with admission to teacher education and continues throughout the program. Exit assessment includes a professional portfolio and completion of all appropriate interim assessments. See the Education section of the catalog for the detailed description of the entire process.

THE BACHELOR'S PLUS PROGRAM IN GRADUATE EDUCATION FOR TEACHER LICENSURE

The Bachelor’s Plus Program is a graduate program designed to provide initial teacher licensure to people who hold bachelor’s degrees from accredited colleges or universities in fields other than education.

Ashland University has 17 different programs that lead to licensure to teach in Ohio Schools. Each program contains both graduate and undergraduate courses. Licensure may be at the following levels:

- **Early Childhood Vocational (4-12)**
  - Pre K-3
  - Integrated Business Education
  - Family & Consumer Science
  - (3 Programs)

- **Middle Grades**
  - 4-9: Two Concentration Areas are required.
  - Select two concentrations from Language Arts, Mathematics, Science or Social Studies.

- **Grades 7-12**
  - Integrated Language Arts/English
  - Integrated Mathematics
  - Integrated Science
  - Integrated Social Studies
  - Chemistry
  - Earth Science
  - Life Science
  - Physical Science:
    - Chemistry & Physics
    - Art
    - Foreign Languages:
      - French & Spanish
    - Intervention Specialist
    - Mild/Moderate
    - Music
    - Physical Education

The Bachelor’s Plus Program is fully state approved. It leads to teacher licensure by the Ohio Department of Education.

Ashland University is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation includes the basic and advanced levels of professional education programs offered at the institution.

Graduate courses are generally taught in late afternoon, early evenings or at night so that candidates may hold full- or part-time jobs while doing the course work. Courses are taught by qualified faculty from the various colleges/departments and are designed to provide the candidate with the necessary background in the college of education tenets, planning, teaching styles, classroom management and area content. Classroom field experiences are included and scheduled early in the program to provide actual classroom experience.

Student teaching is taken near the end of the program. The length of time needed to complete the program is dependent upon the number of courses to be taken by individuals based on their pre-admittance evaluations.

NATIONAL REPORT CARD

Pursuant to Federal Law, the AU education departments are required to report their pass rates for the Praxis II, Principles of Teaching and Learning, state exam. Ninety-seven percent (97%) of those completing the AU Teacher Education program passed this exam. Praxis III assessment, completed after employment, had a pass rate of ninety-eight percent (98%).

STATE LICENSURE REQUIREMENTS

The Ohio Department of Education has approved all of the Ashland University Bachelor’s Plus licensure programs. Applications are submitted to and reviewed by the licensure officer of Ashland University who, upon approval, forwards them to the State. The Ohio Department of Education is ultimately responsible for issuing the earned license.

An initial, two-year, provisional teaching license is issued by the Division of Licensure, Ohio Department of Education, to persons completing the Bachelor’s Plus program. The candidate must have completed the courses in their content field, education methods courses, classroom field experiences, student teaching, required PRAXIS tests, an exit assessment and A Bureau of Criminal background check/FBI check to be eligible for licensure.

This initial teaching license is the same license that is issued to the four-year teacher education undergraduate candidate.

NOTE:
- Course credits obtained elsewhere may apply to this program, if they match Ashland University course content.
- Some experience may apply to field experience requirements if appropriate. No requested field experience credit will be granted until the person has been admitted to the Bachelor’s Plus Program and has passed the PRAXIS I tests and any required conditional admittance tests.
- Students MUST be accepted into the Bachelor’s Plus Program before enrolling in course work and before any financial aid can be started. Contact the Bachelor’s Plus Program office at the appropriate Ashland University center.

REQUIREMENTS FOR ADMISSION TO THE BACHELOR’S PLUS PROGRAM

1. Bachelor’s degree or higher from an accredited college or university.
2. Grade point average (GPA) of 2.5 or higher on a 4 point grading scale. Applicant with less than a 2.5 may apply for admittance with conditions.
3. Completion of all pre-admittance program application forms (may apply online).
4. An acceptable, completed Good Moral Character Form.
5. Transcripts must be submitted to the Office of Teacher Testing & Licensure for review (Ashland, Ohio).
6. Two letters of recommendation. Each recommendation should be on the writer’s stationery and addressed to the identified person at the appropriate Ashland University Center.
7. Personal interview with the Director, Assistant Director, or Coordinator of the Bachelor’s Plus Program at the appropriate Ashland University Center.
8. Attendance at the required Bachelor’s Plus Orientation meeting for all new students. After student has been admitted to the program with or without conditions, the student must meet with his/her adviser one or more times as needed/required, during the fall and spring semesters and summer terms. The student should make the appointments.
9. Demonstrated proficiency of oral, interpersonal and written communication skills on a continuing basis.
10. Demonstrated keyboarding skills by all applicants for the Vocational Integrated Business Education program.
11. Take and receive a passing score of 172 or higher on all three PRAXIS I tests (Reading, Writing & Math) during the first semester in the program and before doing the first field experience. The PRAXIS I requirements may be met by having a high enough score on the ACT, GRE or SAT, based on documentation.
12. Bachelor’s Plus students must receive a minimum rating of Advanced Low on the Oral Proficiency Interview (OPI) before a student can be placed for field experiences or student teaching in the French or Spanish licensure programs. Contact your advisor for details.
13. Formal admission into the Graduate Teacher Education Program at an appropriate Ashland University center and payment of admission fee is required.
14. Bachelor’s Plus students admitted with or without conditional status, must maintain a GPA of 3.0 in all coursework recorded on their official Ashland University transcript in order to continue in the program. This includes Field Experiences and Student Teaching. Refer to the Academic Probation/Dismissal requirements listed for M.Ed. Graduate Education Programs in this catalog.
15. No course (UG or Grad) taken from other accredited colleges and universities used as an equivalent course for credit, is used in the calculation of the GPA for students in the Bachelor’s Plus program.
16. Courses taken from other accredited colleges and universities used to complete the checksheet requirements, must record a grade of C- or higher to be accepted for credit. No courses taken Pass/Fail will be accepted for credit.

ADMISSION TO THE MASTER OF EDUCATION DEGREE PROGRAM FROM BACHELOR’S PLUS PROGRAM

Bachelor’s Plus students interested in the Master of Education Degree Program should contact the Center Director for an appointment during the latter part of their licensure program. A student cannot be formally admitted to the Masters Program until he/she has completed his/her licensure program. Nor can any courses count as masters credit until student is officially admitted into masters program. Some graduate courses may count as credit toward a Master of Education Degree.

BACHELOR’S PLUS PROGRAM EARLY CHILDHOOD EDUCATION (PRE K-3)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 262 Foundations In Literacy*</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 504 Instruct. Technology Lab</td>
<td>0</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 563 Advanced Studies in Language Arts*</td>
<td>3</td>
<td>EDCI 546, EDFN 586</td>
</tr>
<tr>
<td>EDEP 513 (3) Art Education: Methods For Early Childhood Teachers</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 587 Multicultural Field Experience</td>
<td>3</td>
<td>PRAXIS I Tests</td>
</tr>
<tr>
<td>EDFN 588 Assess., Inst., Eval. &amp; Interv. Field Exp.</td>
<td>3</td>
<td>EDFN 587</td>
</tr>
<tr>
<td>EDFN 589 Teaching Skills Field Experience</td>
<td>3</td>
<td>EDFN 587 &amp; 588</td>
</tr>
<tr>
<td>EDFN 600 Student Teaching In Licensure Area</td>
<td>5 or 10</td>
<td>EDFN 587, 588 &amp; 589</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 603 Early Interv. &amp; Integ. for at Risk &amp; Hand,Young Children</td>
<td>3</td>
<td>EDEC 594 &amp; 669</td>
</tr>
<tr>
<td>EDEC 631 Foundations of Early Childhood Education for New Educators</td>
<td>3</td>
<td>EDFN 500 &amp; EDFN 594</td>
</tr>
<tr>
<td>EDEC 635 Advanced Classroom &amp; Individual Mgt.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 669 Assessment of At-Risk</td>
<td>3</td>
<td>EDFN 584</td>
</tr>
<tr>
<td>EDFN 587 Multicultural Field Experience</td>
<td>3</td>
<td>PRAXIS I Tests</td>
</tr>
<tr>
<td>EDFN 588 Assess., Inst., Eval. &amp; Interv. Field Exp.</td>
<td>3</td>
<td>EDFN 587</td>
</tr>
<tr>
<td>EDFN 589 Teaching Skills Field Experience</td>
<td>3</td>
<td>EDFN 587 &amp; 588</td>
</tr>
<tr>
<td>EDFN 600 Student Teaching In Licensure Area</td>
<td>5 or 10</td>
<td>EDFN 587, 588 &amp; 589</td>
</tr>
</tbody>
</table>

COURSE REQUIREMENTS: UNDERGRADUATE

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 211 Math. for Early Childhood Teachers</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>HED 324 Health, Safety &amp; Nutrition During Child.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 262 Foundations In Literacy*</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>METHODS COURSE REQUIREMENT</td>
<td>3 or 5</td>
<td></td>
</tr>
</tbody>
</table>

Student selects one of the following:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 222 (3) Art Education: Methods For Early Childhood Teachers</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUSIC 150 (3) Principles Of Music Making (Prerequisite For Music 232)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>and MUSIC 232 (2) Teaching Music In Early Childhood</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>EDPE 513 (3) Or 213 (3) Movement Education And Creative Rhythms</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL HOURS: 68-75

*Meets Reading requirements for Ohio Standards.
### Bachelor's Plus Program

#### Middle Grades Education (4-9)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Requirements: Graduate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 500 Contemporary Educ.: Issues &amp; Topics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 504 Instruct. Technology Lab</td>
<td>0</td>
<td>None</td>
</tr>
<tr>
<td>(Concurrent with EDFN 586)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 505 Intro. to the Princ. of Instruct. Tech.</td>
<td>3</td>
<td>EDCI 504</td>
</tr>
<tr>
<td>EDFN 521 Princ. of Proc. of Curr. Development</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 546 Intro. to Education Intervention</td>
<td>3</td>
<td>EDFN 586</td>
</tr>
<tr>
<td>EDEC 540 Phonics and the English Language*</td>
<td>3</td>
<td>EDCI 546, EDFN 586</td>
</tr>
<tr>
<td>EDCI 561 Content Area Literacy and Learning*</td>
<td>3</td>
<td>EDCI 546, EDFN 586</td>
</tr>
<tr>
<td>EDCI 562 Lit. for Children Through Young Adults</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 563 Advanced Studies in the Language Arts*</td>
<td>3</td>
<td>EDCI 546, EDFN 586</td>
</tr>
<tr>
<td>EDFN 586 Effect. Inst. (Concurrent with EDCI 504)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 596 Middle Grades Methods</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 597 Middle Grades Philosophy, Org. &amp; Climate</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 587 Multicultural Field Experiences</td>
<td>3</td>
<td>PRAXIS I Tests</td>
</tr>
<tr>
<td>EDFN 588 Assess., Inst., Eval., &amp; Inter. Field Exp.</td>
<td>3</td>
<td>EDFN 587</td>
</tr>
<tr>
<td>EDFN 589 Teaching Skills Field Experience</td>
<td>3</td>
<td>EDFN 587 &amp; 588</td>
</tr>
<tr>
<td>EDCI 601 Student Teaching</td>
<td>5 or 10</td>
<td>EDFN 587, 588 &amp; 589</td>
</tr>
</tbody>
</table>

| **Course Requirements: Undergraduate** | | |
| PSYC 218 Adolescent Psychology | 3 | None |
| EDCI 306 Middle/Secondary School Reading Inst.* | 3 | None |

**Total Hours:** 53-58

*Refers to the State of Ohio required reading courses (12 sem. hrs).

#### Bachelor's Plus Program

#### Adolescent to Young Adult (7-12)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Requirements: Graduate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 500 Contemporary Educ.: Issues &amp; Topics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 504 Instructional Technology Lab</td>
<td>0</td>
<td>None</td>
</tr>
<tr>
<td>(Concurrent with EDFN 586)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 505 Intro to Principles Of Instruct. Tech.</td>
<td>3</td>
<td>EDCI 504</td>
</tr>
<tr>
<td>EDFN 521 Princ. Procedures of Curr. Dev.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 546 Intro. to Education Intervention</td>
<td>3</td>
<td>EDFN 586</td>
</tr>
<tr>
<td>EDCI 561 Content Area Literacy &amp; Reading</td>
<td>3</td>
<td>EDFN 546, EDFN 586</td>
</tr>
<tr>
<td>EDFN 586 Effect. Inst. (Concurrent with EDCI 504)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 587 Multicultural Field Experience</td>
<td>3</td>
<td>PRAXIS I Tests</td>
</tr>
<tr>
<td>EDFN 588 Assess., Inst., Eval. &amp; Interv. Field Exp.</td>
<td>3</td>
<td>EDFN 587</td>
</tr>
<tr>
<td>EDFN 589 Teaching Skills Field Experience</td>
<td>3</td>
<td>EDFN 587 &amp; 588</td>
</tr>
<tr>
<td>EDCI 602 Student Teaching</td>
<td>5 or 10</td>
<td>EDFN 587, 588 &amp; 589</td>
</tr>
</tbody>
</table>

| **Course Requirements: Undergraduate** | | |
| Select one of the following courses: | | |
| PSYC 209 (3) Psychology Of Growth & Dev. | 3 | None |
| PSYC 218 (3) Psychology Of Adolescence | None |
| FCS 270 (3) Lifespan Human Development | None |

**Total Hours:** 37-49

*Refers to the State of Ohio required reading courses (12 sem. hrs).

### Bachelor's Plus Program

#### Special Field (Pre K-12)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Requirements: Graduate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 500 Contemporary Educ.: Issues &amp; Topics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 504 Instructional Technology Lab</td>
<td>0</td>
<td>None</td>
</tr>
<tr>
<td>(Concurrent with EDFN 586)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 505 Intro to Principles of Instructional Tech.</td>
<td>3</td>
<td>EDCI 504</td>
</tr>
<tr>
<td>EDCI 546 Intro. to Educational Intervention</td>
<td>3</td>
<td>EDFN 586</td>
</tr>
<tr>
<td>EDCI 561 Content Area Literacy &amp; Reading**</td>
<td>3</td>
<td>EDCI 546, EDFN 586</td>
</tr>
<tr>
<td>EDFN 586 Effect. Inst. (Concurrent with EDCI 504)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 587 Multicultural Field Experience</td>
<td>3</td>
<td>PRAXIS I Tests</td>
</tr>
<tr>
<td>EDFN 588 Assess., Inst., Eval. &amp; Interv. Field Exp.</td>
<td>3</td>
<td>EDFN 587</td>
</tr>
<tr>
<td>EDFN 589 Teaching Skills Field Experience</td>
<td>3</td>
<td>EDFN 587 &amp; 588</td>
</tr>
<tr>
<td>EDCI 607 Student Teaching</td>
<td>5 or 10</td>
<td>EDFN 587, 588 &amp; 589</td>
</tr>
</tbody>
</table>

| **Course Requirements: Undergraduate** | | |
| Select one of the following courses: | | |
| PSYC 209 (3) Psychology of Growth & Development | 3 | None |
| PSYC 218 (3) Psychology of Adolescence | None |
| FCS 270 (3) Lifespan Human Development | None |

**Total Hours:** 38-43

**Refers to the State of Ohio required reading courses (12 sem. hrs).**

**Foreign language licensure programs do not require EDCI 561 (3). The content of the programs is covered in their course work.**
BACHELOR’S PLUS PROGRAM FOR INTERVENTION
SPECIALIST MILD/MODERATE (ISMM) PROGRAM, K-12

Course Number and Title                              Hrs.  Prerequisites

PREREQUISITE REQUIREMENTS
MATH – Must emphasize statistics, Probability, or Assessment
HUMAN DEVELOPMENT – Must Include Full Lifespan
EDUC PSYCHOLOGY – Must Emphasize Teaching and Learning Processes

COURSE REQUIREMENTS: GRADUATE
EDCI 504 Instructional Technology Lab                 0  None
          (concurrent w/EDFN 586)                  
EDCI 505 Intro to the Principles of Instructional Technology  3  EDCI 504  
EDCI 507 Communication Disorders in Children       3  EDCI 546
EDCI 535 Meth for Career & Daily Living Skills     3  EDCI 589
          (concurrent w/EDFN 589)                  
EDEC 540 Phonics and the English Language          3  None
EDCI 541 Creat Effect Learn Environ                3  EDCI 546
          (concurrent w/EDCI 588)                  
EDCI 542 Communication, Consultation & Teaming Skills 3  None
EDCI 546 Intro to Educational Intervention         3  None
EDCI 548 Assess & Teach Child w/Mild/Mod Ed Needs  3  EDCI 546
          (concurrent w/EDCI 587)                  
EDCI 560 Literacy Theory & Practice                3  None
EDCI 561 Content Area Literacy & Reading           3  None
EDCI 563 Advanced Studies in the Language Arts     3  None
EDFN 586.Effect Instruction (concurrent w/EDCI 504) 3  None
EDCI 587 Teaching Skills Elem Field Exp.            3  Praxis 1 test
          (Prereq PRAXIS I and ISMM Program prereqs requirements, and concurrent w/EDCI 548)  
EDCI 588 Multicultural Middle School Field Exp.     3  EDCI 587
          (concurrent w/EDCI 541 and EDCI 587)     
EDCI 589 Assess., Instruct., Evaluate & Interv. High School Field Exp. (concurrent w/EDCI 535)  3  EDCI 587 & 588
EDCI 596 Middle Grades Methods & Assessment         3  EDCI 546, EDCI 586
EDCI 606 Student Teaching Intervention Specialist Mild Moderate  10  None

TOTAL HOURS:                                           58

THE MASTER OF EDUCATION PROGRAM (M.ED.)

Ashland University offers the Master of Education degree at centers in Ashland, Columbus, Stark County, Elyria and Cleveland.

All courses are taught within the parameters of master syllabi which have been developed, reviewed and approved by the faculty and Graduate Council prior to adoption.

Program quality and continuity are also assured by having full-time resident directors of graduate studies at each center. The resident directors are available for consultation and support to students as they progress through the program. Convenience, personalized attention and quality programs contribute to the attractiveness of Ashland University programs at all five centers.

Graduate Education at Ashland University was reaccredited in 2003 by the National Council for Accreditation of Teacher Education (NCATE). This accreditation includes the advanced level of professional education programs offered at Ashland University.

Admission to the graduate program may be sought at the center where most of the course work will be completed. Course registration must be at the center where the course is to be taught, or in some cases, the site where the course is to be taught. Please correspond with the director of the center nearest you if you have admission or registration questions.

LOCATIONS

ASHLAND UNIVERSITY M.ED. PROGRAM IN ASHLAND

Instructional facilities for the Ashland M.Ed. Program are located in the Dwight Schar College of Education. The Schar College of Education houses the offices for education, with well-equipped classrooms, tutoring rooms, conference rooms and the Becker Memorial Reading Enrichment Center. The nine-story campus library is located in the center of campus and contains an instructional media center with special listening and viewing areas, microcomputers and curriculum materials. Recent figures indicate the current library holdings exceed 280,000 items. Online database search services are available. The library is also a depository for federal and state documents.

Mr. Fred Slater is the resident director of Graduate Studies in Education at the Ashland Center, 117 Dwight Schar College of Education, located at 340 Samaritan Avenue, Ashland. The address and telephone numbers for the Ashland M.Ed. Program are: Ashland University, 401 College Avenue, Ashland, Ohio 44805, (419) 289-5386 (Graduate Studies).

ASHLAND UNIVERSITY M.ED. PROGRAM IN COLUMBUS

A modern facility is leased by Ashland University to house the Master of Education and the Master of Business Administration programs in the central Ohio area. Recently remodeled, this facility accommodates 26 education and meeting rooms, 3 computer labs and office spaces.
The Educational Resources Information Center (ERIC) database and many modern libraries, including the State Library in Columbus, are available to the students. Students may also use a toll free number to request library materials from the main campus of Ashland University.

Dr. Mary Lavin Crerand is the resident director of Graduate Studies in Education at the Ashland University Center in Columbus. It is located five blocks east of Interstate 71 on State Route 161. The address and telephone numbers are: Ashland University Center, 1900 East Dublin-Granville Road, Columbus, Ohio 43229,  (614) 794-0803.

ASHLAND UNIVERSITY M.ED. PROGRAM IN ELYRIA
The Ashland University Program in Elyria is located at the Lorain County Community College. This location is convenient for many persons in northern Ohio. Along with classrooms, LCCC provides library, media space and bookstore facilities for the Ashland University programs.

The Educational Resources Information Center (ERIC) database and many modern libraries are available to students in this area. Students may use a toll free number to request library materials from the main campus of Ashland University.

Dr. John Branham is the resident director of Graduate Studies in Education at the Ashland University Center in Elyria. The address and telephone number are: Ashland University Program in Elyria, Suite 105G University Center, 1005 Abbe Road, Elyria, Ohio 44035; (440) 366-4080, ext. 7505.

ASHLAND UNIVERSITY M.ED. PROGRAM IN MASSILLON/STARK COUNTY
The Ashland University Program in Massillon/Stark County is located in a new modern facility at 2550 University Dr., S.E., Massillon, Ohio 44646. The building is located near U.S. 30. This center provides programs for students in the east central Ohio area.

Dr. John Haschak is the resident director of Graduate Studies in Education at the Center in Massillon/Stark County. The address and telephone number are: Ashland University Center in Massillon/Stark County, 2550 University Dr., S.E., Massillon, Ohio 44646; (330) 837-5244, (800) 723-7655.

ASHLAND UNIVERSITY M.ED. PROGRAM IN CLEVELAND
Ashland University Cleveland offers courses leading to a master’s degree (M.Ed.) in school administration and/or licensure in school administration. A master’s degree in curriculum and instruction is also available. The Cleveland Center’s offices are located at: 4645 Richmond Road, Suite #103, Warrensville Heights, OH 44128, (216) 292-1100. This location is convenient for those living or working in the Greater Cleveland Area.

Mr. Mac Driver is the resident director of Graduate Studies at the Cleveland Center.

MASTER OF EDUCATION PROGRAM OBJECTIVES
The graduate program offered by the Dwight Schar College of Education is designed to provide functionally integrated academic, experimental and field-based study necessary to the personal and professional growth of educators. Toward this end the program includes three distinct components: (1) a common core of studies focusing on the foundations of education; (2) professional studies emphasizing the integration and application of functional knowledge, and (3) a field practicum or alternate options designed to deepen the student’s understanding of self through problem-solving and decision-making techniques.

Graduate education programs are developed on the premise that improvement requires change and that effective programs must be responsive to the needs of the educational community.

The program is based on foundations of education, current research, effective practice, and dynamic collaborative relationships among educators at all levels. The program is implemented through diverse classroom, field, and clinical experience. The faculty believe that a professional educator is a reflective practitioner who merges theory and practice.

A major objective of the graduate program is to develop individual skills for solving particular educational problems, whether in teaching, supervision, or administration, while keeping such solutions in balance with institutional, community, or school system needs and expectations. A second objective is the acquisition of sound principles and techniques essential to working effectively in a wide range of instructional or organizational settings.

A basic assumption of all graduate programs is that educational policies and procedures are constantly changing, and that the practices of tomorrow may have little similarity to current modes. Thus, Ashland University’s programs emphasize the development of the individual’s professional capacity as a self-perpetuating facet of present and future personal development.

HISTORY
Ashland University’s Graduate Studies in Education was established in response to needs expressed by teachers and administrators of the area. Feasibility studies conducted by the Ashland University College of Education, as well as other institutions, provided quantitative data supporting the need to develop a master’s degree program which could reasonably be facilitated within existing institutional guidelines.

In August 1975, the Master of Education degree (M.Ed.) with major program areas in curriculum and instruction, supervision and reading supervision were approved by the Ashland University Board of Trustees. Initial approval by the Board of Regents was given on October 17, 1975. The Ohio Board of Education provided their initial approval on January 12, 1976.

Subsequent visitations and approvals have occurred by both the Ohio Board of Regents and the North Central Association of Colleges and Schools. The breadth of the
program now includes 13 major program areas with licensure or endorsements to certificates available in 12 areas.

Program support and planning assistance is also received from non-institutional personnel and agencies through advisory committee memberships.

ACCREDITATION
Ashland University holds accreditation by the North Central Association of Colleges and Schools at the baccalaureate and graduate degree levels through 2007. Approval to offer the Master of Education degree was granted by the Ohio Board of Regents in 1975. Approval for offering certification for the Master of Education degree was granted by the Ohio Department of Education in 1976. The College of Education is accredited by the National Council for Accreditation of Teacher Education at the basic and advanced levels.

INTERNATIONAL STUDENTS IN THE MASTER OF EDUCATION PROGRAM
Ashland University makes a special commitment to serving the needs of international students. The International Student Services Office has been established to provide personal and academic counseling and to assist in immigration concerns. Also, the Ashland University Center for English Studies (ACCESS) provides an intensive English program for foreign students. With its low student-teacher ratio, the Graduate Studies in Education Program can ensure personal attention to the individual needs of all students.

The Master of Education degree is a professional degree building on the educational and experience backgrounds of teachers and administrators. It is essential that all candidates for a degree meet the academic requirements for admission to the M.Ed. program and have at least a two-year educational work experience as a teacher, administrator or school employee providing direct services to students. Such a work experience requirement ensures that all candidates for a degree have a common understanding of the needs of students and educational institutions. The two-year educational work experience requirement will be enforced for admission to the M.Ed. program.

International students must apply for admission to the Master of Education program well in advance of their proposed entry date. All appropriate correspondence should be addressed to: Office of International Student Services; Ashland University; 401 College Avenue; Ashland, Ohio 44805; U.S.A. Admission materials, including requirements for entrance to the program, will be provided by the Office. Materials may also be requested at iss@ashland.edu or are available online at www.ashland.edu/iss.

FINANCIAL INFORMATION
TUITION AND FEES
All tuition, fees and other charges are set by the school and subject to change without prior notice. Applicable tuition and fee charges for graduate courses must be paid at the time of registration in the office of the center where course is sched-uled prior to the first day of class each semester or summer session. Charges not paid by these dates may result in cancellation of registration.

Fees in general are non-refundable. Tuition is non-refundable in the instance of unofficial withdrawal. Students who make official withdrawals or reduce their course loads should consult the business office for schedule of refunds. It is the responsibility of the student to obtain and complete withdrawal forms and procedures from the education center where they are enrolled.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS
Federal regulations require that this institution develop and enforce a policy for standards of satisfactory academic progress for students who receive financial aid. These standards must be the same or stricter than the standards the institution has for students not receiving aid. This policy is applied to graduate students receiving federal assistance at Ashland University. It should be noted that this policy is separate for the academic policy administered by the Academic Standards and Graduation Committee. Students may be allowed to enroll at AU but may not be eligible to receive financial aid due to academic deficiencies.

The criteria for Satisfactory Academic Progress for graduate students are as follows:

Interpretation and Enforcement
The Director of Financial Aid will have primary responsibility for the interpretation and enforcement of this policy. Unusual issues related to this policy may be directed to the Financial Aid Committee for consultation.

Definition of Terms
1. Academic Year: the fall and spring terms of a given year
2. The status of a graduate student according to the credit hours taken in a regular term is as follows:
   Credit Hours Status
   6 or more full-time
   3-5 half-time
   1-2 less than half-time
3. Satisfactory Course Completion is a final grade of "C" or higher, "S" (Satisfactory) or "CR" (Credit).
4. A Repeated Course is one taken again which could affect a student’s cumulative grade point average. Repeated courses will count toward the minimum number of credit hours per term, but will not affect the cumulative credit hours completed.
5. A student on Financial Aid Probation is eligible to receive financial aid.
6. Transfer Hours which are creditable to an Ashland University degree will be rounded down to the nearest multiple of six to determine the corresponding terms the student has already used in financial aid eligibility.

QUALITATIVE REQUIREMENTS
Graduate students must achieve a GPA of 2.5 as of the end of their second term of attendance at AU. The graduate
student who does not meet this requirement will immediately lose eligibility for federal financial aid. Reinstatement of financial aid eligibility will occur after the student attains the required cumulative GPA at AU at his/her own expense. Also, students who receive a grade of "F," "WF," or "WP" in all courses during any term will immediately lose eligibility for financial aid.

QUANTITATIVE REQUIREMENTS
M.Ed. students who attend full time must complete their graduate degree within seven terms. Students must satisfactorily complete six hours each term if enrolled full time. The student who fails to achieve this standard once during the academic program shall be placed on Financial Aid Probation. The student who fails to meet this standard twice shall be ineligible for financial aid until the student makes up, at his/her own expense, the total number of hours for which she/he is deficient.

APPEALS OF FINANCIAL AID DECISION
A student who is ineligible for financial aid due to not meeting the requirements of this policy may submit a written letter of appeal to the Financial Aid Committee via the Director of Financial Aid. The committee will review the student’s appeal and make a final determination as to whether the student will be offered financial aid for another term considering any unusual or extenuating circumstances which may include, but are not limited to, the following:
   A. Illness
   B. Injury
   C. Severe mental or emotional stress
   D. Physical or mental hardship

   In the event of unusual and/or extenuating circumstances, the Financial Aid Committee may approve another term of financial aid for the student. If another term of aid is approved, the student’s academic progress will be reevaluated at the end of the term to determine if the student is eligible for additional term(s) of financial aid.

   Financial aid policies and programs are subject to change under the direction of the Board of Trustees.

REGISTERING
All students registering for a course must be officially admitted into a graduate program before the registration can be processed. Make sure this is accomplished at the center you wish to register through. Payment must accompany the registration for class(es). Registration that is submitted without acceptable payment will be returned to the student. Acceptable payment includes check, credit balance on the student’s account or credit card. A student may apply for a Federal Stafford Loan to obtain reimbursement for their up-front payment. A student may request, through the Business Office, that a refund be issued on the first day of the term provided that all processes have been completed and the loan has been disbursed to the account.

CREDIT HOUR LIMITATIONS
Six semester hours is considered full time. A graduate student with full time employment should normally register for no more than seven semester hours per semester. A student wishing to deviate from the normal credit limitation must have the approval of his/her faculty adviser and the Director of Master of Education Programs. Petition for overload may be made through the Director of Master of Education Programs.

COURSE CHANGES
Changes in the student’s schedule will be made with the consent of the faculty adviser within the time specifications set forth in the school calendar. Each change of class schedule involves the filing of an add/drop form in the Graduate Education Office and could reflect on any financial aid the student receives.

COURSES FOR DUAL UNDERGRADUATE AND GRADUATE CREDIT
Courses offered for undergraduate and graduate credit must require graduate students to complete additional work which is reflective of their status as practitioners.

GRADING SYSTEM
The following system of grading and point values applies to all graduate education courses:
   A . . . . . 4.00 quality points
   A- . . . . . 3.67 quality points
   B+ . . . . . 3.33 quality points
   B . . . . . . 3.00 quality points
   B- . . . . . 2.67 quality points
   C+ . . . . . 2.33 quality points
   C . . . . . . 2.00 quality points
   C- . . . . . 1.67 quality points
   F . . . . . . 0.00 quality points

   AU-Audit – No grade or credit assigned.
   I - Incomplete - May be given when a student is not able to complete the coursework due to illness, accidents, or other emergencies. This grade applies to work of acceptable quality when the full amount is not completed. It is never applied to unsatisfactory work. The required work must be completed during the next academic semester. The professor has the option of extending the time period for completing the required work an additional semester. The "I" grade becomes "F" if not removed by the date specified.
   IP - In-Progress - Given for capstones that are in progress. There are no time limits for completing the requirements for such courses except those imposed in the program.
   K - Transfer - Credits accepted in transfer. Courses are recorded on the student’s permanent academic record but not included in the grade point average computation.
W - Withdrawn - Assigned for official withdrawals during the first three weeks of a semester. Not used in grade point average computation. (For MAHG students assigned for official Withdrawals within 24 hours of the beginning of the course).

WP - Withdrawn Passing - Not used in grade point average computation and cannot be given after the twelfth week of the semester. (For MBA students given in weeks five through ten, inclusive.) (For MAGH students given after the third day of the course.)

WF - Withdrawn, Failing - This grade is weighed as an “F” in the computation of grade point average. (For MBA students given in weeks five through ten, inclusive and/or MBA students withdrawing after the tenth week.) (For MAHG students given after the third day of the course.)

**RESIDENCE REQUIREMENTS**
A student is considered to be in residence when he or she is registered on campus as a graduate student. Two semesters of full-time or part-time graduate study toward the Master of Education degree must be completed with or through Ashland University, and at least 50% of credits earned must be taken at one of the five academic centers.

**REPEAT POLICY**
Any student receiving a "B-" or lower grade in a course may choose to retake that course in an attempt to raise his/her grade point average. Both grades appear on the transcript, but only the second grade will be used in calculating the GPA.

**AUDITING COURSES**
Official records are not maintained and audit grades cannot be changed to credit status. Student is required to attend class and complete all assignments directed by faculty for audit status.

**ACADEMIC PROBATION/DISMISSAL**
Any time a student’s cumulative grade point average falls below 3.0, the student may be placed on academic probation and is subject to dismissal. Academic probation is recorded as a permanent entry on the student’s official record. The student has one semester in which to raise the grade point average to at least 3.0. Failure to meet this requirement may result in academic dismissal. If probation occurs or continues during the last semester, a committee of the student’s instructors, the Associate Dean of the College of Education and the Director of Master of Education Programs will determine what additional work, if any, the student must accomplish to continue, graduate or be involuntarily withdrawn. The College of Education and Ashland University reserve the right to dismiss any student at any time for good cause. Notification of dismissal originates in writing with the Dean of the College of Education. Appeals should be in writing and follow the procedure listed below under due process.

**STUDENT APPEAL PROCESS**
Students who have complaints or questions about instructional faculty performance or conduct should follow the procedure listed below:

1. The student should consult the faculty member in question; it is only after this approach has been attempted that further recourse is appropriate. No appeal will be heard until this initial step has been taken. However, if the complaint involves conduct which the student does not feel comfortable raising with the faculty member, the student may file the complaint in writing with the chair of appropriate department. The written complaint must specify the details and circumstances which justify the complaint and the action or decision sought by the student.

2. If consultation with the faculty member in question and chair of appropriate department does not produce satisfactory results, the student should submit his or her appeal in writing to the Associate Dean of the Dwight Schar College of Education Programs specifying the details and circumstances which justify the appeal and the action or decision sought by the student.

3. If the Associate Dean of Dwight Schar College of Education Programs, after having consulted with the individual who is the subject of the complaint, denies the student’s appeal or complaint, the student may submit a copy of the appeal to the Dean of the Dwight Schar College of Education.

4. The Dean will review the information presented, make such inquiries as necessary and render judgment. If the student is dissatisfied, the final appeal is to the Provost.

5. A Review Committee hearing will be scheduled by the Provost involving the student, the Associate Dean of Dwight Schar College of Education Programs, the chair of appropriate department, and the faculty member in question, and the Dean. The committee will issue a ruling that disposes of the question or complaint including what action, if any, is required by the student, faculty member, or University.

**TRANSIENT/NON-DEGREE STUDENT ADMISSIONS**
A student in a graduate degree program at another accredited college or university may be admitted as a transient student upon submitting a transient student form signed by a representative of the graduate school to which credits are to be transferred. Transient forms may be obtained from the Registrar’s Office. The non-degree student is not planning to pursue a master degree program but wishes to enroll for selected graduate courses. A non-degree student must submit a copy of the bachelor degree transcript, a copy of his/her teaching certificate; and the admission form with the $30.00 admission fee. Subsequent election to become a graduate degree-seeking student at this institution by transient or non-degree-seeking students requires meeting all regular admission criteria. Again, students having more than 12 hours before gaining admission to graduate degree status jeopardize full use of their credits.
SENIOR STUDENT ADMISSION TO GRADUATE COURSES
Education students who are seniors at Ashland University who have completed a minimum of 112 semester credits toward the baccalaureate degree and have a cumulative grade point average of 3.0 or above may apply for permission to elect specified graduate courses for graduate credit. Students must have approval of their undergraduate adviser, Associate Dean of the Education Department and Center Director of Master of Education Programs. Credits and grades earned in such graduate courses are not applicable to fulfilling requirements for the baccalaureate degree.

SECOND MASTER’S DEGREE
Second M.Ed. Degrees are awarded to students who complete all requirements for the second degree. Core courses completed for the first master’s degree may be counted if that degree was completed within five years prior to the student’s beginning the second degree. The second degree will be granted only in an area of concentration different from that pursued for the first degree. (For example, a student can receive degrees with concentration in intervention specialist and in talent development education or educational administration.) Students pursuing a second M.Ed. Degree must complete a current admission form.

ASHLAND UNIVERSITY PROFESSIONAL DEVELOPMENT SERVICES IN EDUCATION

GRADUATE WORKSHOP CREDIT FOR STAFF DEVELOPMENT
Ashland University recognizes its responsibility to contribute to the professional growth of educators throughout their careers. To that end, the University places its efforts in two main areas. They are:
1. to join with Ohio schools to bring the finest in educational thought and research to all educators served; and
2. to define with schools site-specific concerns for staff development, and to design programs with them to meet the needs of teachers and other school personnel.

If a school district desires to offer graduate credit workshops through Ashland University for staff development programs, it is requested that the school district contact the Office of Professional Development Services in Education at (419) 289-5350.

ADMISSION INFORMATION
All students seeking licensure or Bachelor’s Plus enrollment and/or Master’s Degrees must be admitted to the Graduate Program. Admission is open to all qualified persons of good character regardless of disabilities, religion, race, creed, gender, or national origin. Students must be admitted into the graduate program before taking courses.

TEACHER LICENSURE REQUIREMENTS
The Office of Teacher Testing and Licensure is dedicated to assisting teacher candidates in reaching the goal of receiving an Ohio Teacher’s License. A candidate for teacher licensure can achieve a license through Ashland University by completing the following requirements.

1. A teacher candidate must contact a center director or the office of Teacher Testing and Licensure to request an official evaluation of his/her transcripts to be completed on the Ashland University program check sheets. After receiving the official evaluation, the appropriate center director must be contacted by the student for admission purposes. Official transcript and (if applicable) copies of any certificates held must be on file at AU.

2. A prospective student must enroll in Ashland University as a graduate student, who is then eligible to take graduate or undergraduate course work.

3. The student must complete all UNIVERSITY AND STATE REQUIREMENTS for the state issued teacher license. The requirements may include but are not limited to course work, teaching experience, field experiences, state testing, a Bureau of Criminal Investigation and Identification background check, and other university and state requirements that may be legislated. It is the student’s responsibility to contact the Office of Teacher Testing and Licensure to keep knowledgeable about the requirements.

4. The student shall than apply for new and/or endorsements of the Ohio teacher license through the Office of Teacher Testing and Licensure and pay all of the required fees. (Renewing and upgrading existing certificates are the responsibility of employed teachers with their superintendents, or if not employed, by the teacher and the state division of teacher certification directly.

ADMISSION PROCEDURE FOR LICENSURE PROGRAM
1. completed Application for Admissions form submitted to the center office. (Licensure areas of interest should be indicated on form and should be signed by interviewer);
2. $30.00 application fee;
3. photocopy of transcript showing bachelor’s degree;
4. photocopy of State of Ohio provisional certification or its equivalent; official copy(s) must be provided later.

Contact Mr. Doug Staggs, Director, at 419-289-5373.

Reading Endorsement Program
The Reading Endorsement Program is a five-course, fifteen-hour sequence which can be attached to any existing Ohio teaching certificate or licensure. The courses will help students better meet the literacy needs of their pupils. The content for the courses emphasizes developmental and corrective reading procedures for classroom instruction as well as remedial instruction which can be implemented in classroom, small group, or clinical situations.

This endorsement program is offered at both the graduate and undergraduate levels. This program is available to graduate students majoring in other areas of education. There is a 5-year limit on literacy course work that can be transferred into this
program. The courses in the graduate program are:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 560 Literacy Theory and Practice</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 561 Content Area Literacy</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 562 Literacy for Children/Young Adults</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 563 Adv. Studies Lang. Arts</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 663 Intervention in Literacy Learning</td>
<td>3</td>
<td>EDCI 560</td>
</tr>
</tbody>
</table>

**EARLY CHILDHOOD INTERVENTION SPECIALIST**

A program for students seeking to qualify for State of Ohio Licensure to teach young children ages 3 through 8 (PreK through grade 3) with mild/moderate/intensive education needs. Students must fulfill prerequisites and concurrent coursework. Praxis and Specialty exams will be required.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 580 Early Childhood Intervention Foundations</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 593 Biomedical Aspects</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 603 Early Int. &amp; Integ.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 638 Advanced Classroom and Individual Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 669 Assess &amp; Eval Young Child</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 507 Language/Communication Disorders</td>
<td>3</td>
<td>EDEC 580</td>
</tr>
<tr>
<td>EDCI 592 Student Teaching</td>
<td>5-10</td>
<td>None</td>
</tr>
</tbody>
</table>

**INTERVENTION SPECIALIST - MILD/MODERATE LICENSURE**

A program for students seeking to qualify for State of Ohio Licensure to teach students in grades K-12 with mild/moderate educational needs in a variety of settings. Specialty area test required.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 564 Math Methods</td>
<td>3</td>
<td>EDCI 546, 535</td>
</tr>
<tr>
<td>EDCI 535 Curr/Meth for Career/Daily Living Students</td>
<td>3</td>
<td>EDCI 546, 569</td>
</tr>
<tr>
<td>EDCI 546 Intro to Education Intervention</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 541 Creating Effective Learning Environment</td>
<td>3</td>
<td>EDCI 546</td>
</tr>
<tr>
<td>EDCI 542 Comm/Consult/Teaming Skills</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 547 Admin Pol &amp; Proc for IS</td>
<td>3</td>
<td>EDCI 546, 535, 541</td>
</tr>
<tr>
<td>EDCI 579 Special Educ Law, Policies, and Procedures</td>
<td>3</td>
<td>EDCI 546</td>
</tr>
<tr>
<td>EDCI 584 Comm:Interv. Spec. Mod./Inten.</td>
<td>3</td>
<td>EDCI 546, 507, 585</td>
</tr>
<tr>
<td>EDCI 585 Field Exp. Conn. Interven. Spec. Mod./Inten.</td>
<td>1</td>
<td>concurrent with EDCI 584</td>
</tr>
<tr>
<td>EDCI 582 Adv. Sensory Motor Interventions</td>
<td>3</td>
<td>EDCI 546, 583</td>
</tr>
<tr>
<td>EDCI 583 Field Exp. Adv. Sensory Motor Interven.</td>
<td>1</td>
<td>concurrent with EDCI 582</td>
</tr>
<tr>
<td>EDCI 592 Student Teaching</td>
<td>5-10</td>
<td>None</td>
</tr>
</tbody>
</table>

A current certificate in first aid and CPR is required at the time of program completion.

**INTERVENTION SPECIALIST MODERATE/INTENSIVE LICENSURE**

A program for students seeking to qualify for State of Ohio Licensure to teach students in grades K-12 with moderate/intensive education needs in a variety of settings. Specialty area test required.

**PREREQUISITES: BEFORE BEGINNING PROGRAM**

Required for persons holding license in other than Early or Middle Childhood, Spec. Educ. or Elem. Educ.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 564 Math Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

**PREREQUISITE COURSES FOR M.ED. & LICENSURE STUDENTS**

(Students with appropriate previous course work may substitute these courses)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 560 Literacy Theory and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES:**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 541 Creating Effective Learning Environment</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 542 Comm/Consult/Teaming Skills</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 547 Admin Pol &amp; Proc for IS</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 579 Special Educ Law, Policies, and Procedures</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 584 Comm:Interv. Spec. Mod./Inten.</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 585 Field Exp. Conn. Interven. Spec. Mod./Inten.</td>
<td>1</td>
</tr>
<tr>
<td>EDCI 582 Adv. Sensory Motor Interventions</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 583 Field Exp. Adv. Sensory Motor Interven.</td>
<td>1</td>
</tr>
<tr>
<td>EDCI 592 Student Teaching</td>
<td>5-10</td>
</tr>
</tbody>
</table>

A current certificate in first aid and CPR is required at the time of program completion.

**PREVIOUS UNDERGRADUATE OR GRADUATE COURSE WORK MAY BE ACCEPTED FOR LICENSURE.**

**TALENT DEVELOPMENT EDUCATION LICENSURE INTERVENTION SPECIALIST - GIFTED**

The Ashland University Talent Development Education program includes an endorsement in Talent Development Education. For the endorsement as a stand alone, 20 semester hours are required. These are EDCI 650, 651, 652, 653, 654, and 796. The endorsement can also be obtained through the Master’s of education in Talent Development, with modifications in EDCI 728 or 738. This program prepares teachers to teach gifted and talented students K-12 in Ohio.

**PREREQUISITES: 12 HRS. READING W/3 HRS. PHONICS**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 650 Nature/Needs Talented</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 651 Curr. Dev.-Talented</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 652 Dev./Super./Talented</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 653 Guidance/Counseling for the Talented</td>
<td>3</td>
</tr>
</tbody>
</table>
PREREQUISITES: 12 HRS. READING W/3 HRS. PHONICS

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 654 Creativity for teaching the Talented</td>
<td>3</td>
<td>EDCI 650, 651, 652, 653</td>
</tr>
<tr>
<td>EDCI 591 Student Teaching for Talented Programs</td>
<td>5</td>
<td>*Approval of Director of Talent Development Educ.</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 796 Internship in Talent Development Educ.</td>
<td>5</td>
<td>*Approval of Director of Talent Development Educ.</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>hrs.</td>
</tr>
</tbody>
</table>

PREKINDERGARTEN SPECIAL NEEDS ENDORSEMENT

The following program will provide the student with an endorsement in Prekindergarten Special Needs. The program meets the state approved course requirements and has a minimum total of 21 semester hours as required by state standards.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 507 Language &amp; Communication Disorders</td>
<td>3</td>
<td>EDEC 580</td>
</tr>
<tr>
<td>EDEC 603 Early Intervention &amp; Integration for Young Children with Special Needs</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 580 Early Childhood Intervention Foundations</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 638 Advanced Classroom &amp; Individual Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 593 Bio-Medical Issues for Childhood Professionals</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 669 Assessment &amp; Evaluation of Young Children with Special Needs</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 793 Advanced Clinical Teaching Early Education of Children with Special Needs</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDEC 794 Education of Young Children with Diverse Abilities</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

21 hours

**NOTE – The validation must be attached to one of the following:**

Pre Kindergarten, Pre K-3
Education of the Handicapped: DH, SLD, MH

Students must fulfill prerequisites and concurrent coursework

LITERACY SPECIALIST ENDORSEMENT

The Literacy Specialist is intended as part of a “career Ladder” in literacy, and the knowledge base for the endorsement is built on the reading foundation established by the reading endorsement. Literacy Specialists provide assistance and coaching directly to teachers rather than to students.

STAGE ONE: REQUIRED PREREQUISITES:

Ohio Reading Endorsement
Nine hours in Graduate Level Literacy Coursework
Three years of successful teaching
A commitment to completing the Literacy Specialist Program

STAGE TWO: STARTING IN THE SUMMER TERM:

Choice of 3 credit hours within the professional development cluster

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 682 Educational Politics, Policies and School/Community Relations</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 683 Educational Leadership</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 684 Professional Development</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 555 Human Behavior in Educational Administration</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDLS 9882 Professional Development and Renewal</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

Choice of 3 credit hours within the student learning cluster

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 507 Language Communication Disabilities in Children</td>
<td>3</td>
<td>EDCI 546</td>
</tr>
<tr>
<td>EDCI 546 Introduction to Education Intervention</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 542 Communication/Consultation/Teaming</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 548 Assessing and Teaching Children w/Special Needs</td>
<td>3</td>
<td>EDCI 546</td>
</tr>
<tr>
<td>EDCI 651 Curriculum Development and Education of the Talented</td>
<td>3</td>
<td>suggested EDCI 650</td>
</tr>
<tr>
<td>EDCI 652 Programs for the Talented</td>
<td>3</td>
<td>EDCI 650 and 651</td>
</tr>
<tr>
<td>EDCI 653 guidance and Counseling for the Talented</td>
<td>3</td>
<td>EDCI 650 and 651</td>
</tr>
</tbody>
</table>

Stage Three: During the fall term – enroll in both building level internships

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 666 Literacy Leadership I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDCI 667 Literacy Practicum I</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Stage Four: During the spring term – enroll in both district level internships

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 668 Literacy Leadership II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDCI 689 Literacy Practicum II</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL 18 semester hours

*Students must fulfill prerequisites and concurrent coursework*
BUILDING PRINCIPAL
A program of preparation for building and district administrators. Three years of satisfactory teaching experience is required of which at least two years shall be at the level of licensure sought. The principal license covers ages 3-14 and 8-21.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 550 Intro. to School Admin.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 555 Human Behavior in Admin.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 683 Educational Leadership</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 686 Admin of Prog for Students w/Disabilities</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Choose 15 s.h. of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 552 School Law &amp; Ethics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 632 Improving Classroom Instruction</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 681 Res. Mgt. in Admin.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 682 Educational Politics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 684 Professional Develop.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 688 Technology in Admin.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 735 Education Admin. *</td>
<td>3</td>
<td>EDAD 735</td>
</tr>
<tr>
<td>EDAD 736 Building Princ. Internship*</td>
<td></td>
<td>45 hrs.</td>
</tr>
</tbody>
</table>

NOTE:
1. *EDUC 735 and 736 must be scheduled together as a year-long experience.
2. Master Degree and successful completion of the Praxis II Specialty area test in Education Leadership.
3. Candidates must have 2 years of successful teaching experience under a professional license.

ADMINISTRATIVE SPECIALIST IN CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT PREPARATION PROGRAM
A program for persons seeking licensure as a central office administrator supervising or administering educational programs dealing with curriculum, instruction, and/or staff professional development. In addition, the program is appropriate for teachers desiring a graduate level program specializing in school and classroom improvement experiences with the opportunity to gain an additional license.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 550 Introduction to School Administration</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 555 Human Behavior in Administration</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 683 Leadership Skills in Supv./Admin.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 686 Admin of Prog for Students w/Disabilities</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Choose 15 s.h. of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 551 Admin. of Pupil Pers. Serv.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDAD 552 School Law</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDFN 645 Issues in Educ. Psychology: Focus on Development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDAD 681 Resource Mgt. in Admin.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDAD 684 Professional Dev. for Admin.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>or EDAD 688 Technology in Administration</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDAD 735 Educational Administration Internship I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDAD 739 Pupil Services Administration Internship</td>
<td>3</td>
<td>EDAD 735</td>
</tr>
<tr>
<td></td>
<td></td>
<td>45 hrs.</td>
</tr>
</tbody>
</table>

NOTE:
1. EDAD 735 and EDAD 739 must be scheduled as a year-long experience.
2. Students must have experience under two (2) years of a pupil services license.
3. Successful completion of the Praxis I Specialty area test in Education Leadership.
4. Successful completion of the Praxis I Specialty area test

SCHOOL SUPERINTENDENT
Candidates must have a teaching licensure. To be eligible to receive the superintendent’s license, the applicant must have worked for three (3) years as a school administrator under a principal or administrative specialist license. Student must successfully complete 60 semester hours to qualify for superintendent’s license.

ADDITIONAL POST MASTERS DEGREE COURSES FOR LICENSURE AS A SCHOOL SUPERINTENDENT:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 559 Bldg., Grounds, Facilities</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 690 Staff Personnel Serv.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 691 The Superintendency</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>
### CURRICULA

The Master of Education degree makes extensive use of integrated theoretical and field-related experiences in the major program areas of curriculum and instruction (with areas of concentration in classroom instruction, intervention specialist - mild/moderate, intervention specialist - moderate/intensive, early childhood intervention specialist, middle childhood education, talent development education, early childhood education, educational technology, teacher leader, literacy) educational administration, school treasurer/business manager, sport education adapted physical education pre K-12 and sport sciences (with areas of concentration in applied exercise science and sport management).

This approach helps the classroom teacher incorporate the works of knowledgeable practitioners and theoreticians into already existing classroom structures and instructional practices.

All programs require successful completion of 12 semester hour credits of basic core subjects, and an APA seminar.

Graduate classes are scheduled for evening hours during the fall and spring semesters. Summer classes normally meet during morning and/or early afternoon hours. Separate course and time schedules are published for distribution each semester and summer term.

### TIME LIMIT

The student must complete all requirements for the Master of Education degree within five years. The time limit normally is from the beginning date of the formal admission to the M.Ed. program to the last hours applied toward the degree. Special consideration will be given for leaves of absence for adequate cause. The student who fails to take courses or otherwise continue to pursue the degree for a period of two years will be terminated from the program’s active file and will be required to re-apply for reactivation of his or her records. There is no loss of credit, though the five-year time limit will be observed. The center director will re-evaluate the student’s courses and recommend any course work for audit. PLEASE NOTE - all academic student files are shredded after 10 years of inactivity and all official records (class lists, grade sheets, course outlines) are shredded after 6 years.

### TRANSFER OF CREDIT

The policy of the Dwight Schar College of Education specifies that graduate students may take courses for personal or professional development offered or sponsored by another institution. Course credit may be transferred providing:

- The course (s) is given or offered by an accredited college or university. **Documentation is required for all courses if acceptance of them for degree credit is requested.** Minimally, the course must be listed and described in the catalog or other official publication of the institution. The content of the course must satisfy a requirement in a degree program at the offering institution and be able to satisfy a degree requirement at Ashland University.
- For prior approval of credit to be transferred, the student
must have the transfer approved by either a program center director or the Associate Dean of the Dwight Schar College of Education. Prior assurances given verbally by faculty members or staff at Ashland University must be regarded as estimates or opinions. They do not commit the University to a course of action. Transfer credits which have not been approved in advance, will be considered at the discretion of the program center director and or Associate Dean of the Dwight Schar College of Education using the guidelines used to accept any previously completed and acceptable graduate credits.

- Written requests for acceptance of special courses, i.e., "tour" or "travel" type courses, must be fully documented so that their academic integrity can be judged. Promotional literature from a tour or travel agency or institutional sponsor is not considered appropriate documentation. Many accredited colleges or universities offer such courses for personal and professional development that can carry graduate credit but are not applicable to their degree programs.
- Twelve (12) semester credits may be transferred from other institutions under the following conditions:
  - the student is in good standing at the other institution;
  - the grades in courses to be transferred are "B" or better or a "S".
  - course work accepted must have been taken no less than five years prior to acceptance into the M.Ed.
  - Program (fulfillment of elective credit may be excepted from this requirement) courses must be current at the time of admission;
  - the student has been admitted to a Master of Education degree program;
  - exceptions to the above must be approved by the Associate Dean of the Dwight Schar College of Education or by the Graduate Education Review Committee.
  - quarter hours transferred into the University will be converted into semester hours. All conversions will be rounded down to the nearest semester hour.

**Workshop Credit**

In order to merit one semester hour of credit, the workshop must have required the equivalent of 15 class hours of participation, the content must have been of appropriate magnitude, the student must have met successfully all workshop requirements, and it must be recorded as graduate credit on a transcript from a regionally accredited program. The four majors which allow workshops to count toward elective credits are Curriculum and Instruction: Classroom Instruction 6 s.h.; Curriculum and Instruction: Literacy 6 s.h.; Curriculum and Instruction: Talent Development (3); The Program Center Director must approve workshop credits.

**Options for Capstone Experience**

Students in certain degree programs may elect one of the five options in which to complete their degree.

**Option A:** Requires a practicum project with a written report and a minimum of 35 semester hours of credit. These include:
- EDUC 738, Practicum in Curriculum & Instruction,
- EDCI 768 Practicum in Literacy
- EDSS 778 Practicum in Sport Science
- EDAD 758 Practicum in School Treasurer/Business Manager

Prereq: Students should have completed the CORE requirements and approximately 21 semester hours in order to begin the capstone

The practicum is a fully documented and procedurally defensible report of a specially formulated field practicum experience. The topic of this practicum paper should arise through personal exploration and application of major and elective course work and field experiences. The topic must be approved by the practicum adviser prior to the initiation or the practicum project.

The original and appropriate copies of practicum reports or thesis, with grades, must be submitted prior to the time the degree is granted. The original will be retained for the archives and one copy will be bound for general reference purposes. A bindery fee is paid by the graduate student for the Ashland University Library’s circulation copy and any bound copies wanted by the student.

**Option B:** Requires additional coursework or fieldwork for a capstone experience. The choices for this option are as follows:
- EDUC 728 Inquiry Seminar
- EDCI 727 Inquiry Seminar in Literacy

Prereq: Students should have completed the CORE requirements and approximately 21 semester hours in order to begin the capstone

The inquiry seminar is a 5-hour capstone experience, conducted by full-time faculty. The class is limited to 15 students and may exceed one semester. The course has a broad theme (for like-minded students to enroll); the students will normally research more specific topics within the theme. Themes might include such topics as finance, curriculum, school improvement, etc. Requirements for the seminar include readings, focused discussions, a major paper following APA style, and a public presentation. Students must apply in advance to the professor in charge. The professor determines who is included in the seminar.

**Option C:** An internship fulfills the specific needs of Education Administration and School Treasurer (those seeking licensure or degree). Other major areas may elect this option.

EDUC 747 Master’s of Educatin Internship Capstone
EDUC 748 Master’s of Education Internship Capstone I
EDUC 749 Master’s of Education Internship Capstone II
EDAD 733 Internship – School Treasurer/Business Manager
EDAD 735 Educational Administration Internship I
EDAD 736 Building Principal Internship
EDAD 737 Curriculum, Instruction, and Professional Development Internship
EDAD 739 Pupil Services Administration Internship

Prereq: Students should have completed the CORE requirements and approximately 21 semester hours in order to begin the capstone.

This a 5-hour culminating field experience, taught and supervised by full-time faculty. Its focus is in two parts: (1) A seminar in preparation for experience with the outcome a written proposal stating professional development needs, goals set, review of related literature, techniques and procedures to be used; and (2) the internship, which involves the implementation of the proposal in a field experience setting. The students are placed with practicing educators, and are supervised by fulltime faculty. The internship students will also document their experience through the preparation of a portfolio which includes a written paper and evaluations from practicing educators and university faculty. The portfolio may also include field notes, journals, video tapes, audio tapes, etc. The Educational Administration Internship is a year long, two semester, six (6) semester hour field-based experience. The two three (3) semester hour courses must be taken consecutively. This internship is a field-based experience and will allow students to work with a cooperating administrator to observe the functions of the position, assume leadership in planning, implementing, and evaluating selected internship experiences based on theoretical knowledge and gain practical experience.

Because matching needs of school treasurer majors with specific, technical courses is required, they may choose to fulfill the capstone experience by taking six elective credit hours plus a comprehensive exam (which meets NCATE standards). The 6 hours elected for partial fulfillment of this option must be approved by the Chair of the Educational Administration Department.

Option D: Requires a thesis with a minimum of 35 semester hours of credit. The EDUC 791, Thesis is only available in limited situations in the major program areas of:

- Curriculum and Instruction with area of concentration in Classroom Instruction
- Sport Education

The thesis is a scholarly paper prepared on a topic which embodies results from original research of a specific nature. The student must submit and defend a proposal acceptable to a committee. Upon proposal acceptance, the student develops and defends the thesis around extensive and thorough research. The thesis option is only available in limited situations in the three major program areas listed.

Option E: The Mentorship capstone is a 5 hour supervised research project that divides the total hours into segments allowing the candidate and mentor (professor) to work collaboratively for an extended period of time.

EDUC 757 Master's of Education Mentorship Capstone I
EDUC 758 Master's of Education Mentorship Capstone II
EDUC 759 Master's of Education Mentorship Capstone III

Prereq: Students should have completed the CORE requirements and approximately 21 semester hours in order to begin the capstone.

Candidates will begin work initially with mentor to determine a long term project that can be a focus of study during the candidate’s progress through the program coursework. During the coursework, the candidate will take another portion of the credit hours to complete the majority of the research for the project. At the culmination of coursework the candidate will work with the mentor to complete the project.

ADMISSION PROCEDURES TO THE M.ED. PROGRAM

Admission to graduate education program is open to candidates who give evidence of intellectual ability, appropriate academic and/or teaching experiences and personal suitability for pursuing graduate study.

Regular admissions procedures are based on evidence of the following:
1. complete on line admission information form or submit application for admissions form to the (Program Center) Graduate Studies in Education Office;
2. $30.00 application fee;
3. an official transcript showing a bachelor's degree from an accredited college or university;
4. cumulative grade point average of 2.75 or above (4.0 system), or a cumulative grade point average of 2.5 with a 2.75 or above in education or major subject field;
5. a photocopy of State of Ohio provisional certification or its equivalent;
6. a letter stating teaching experience from superintendent or principal of school. For a non-certified and/or non-teaching experienced student having a GPA of 2.75; two letters of recommendation are required;
7. a personal interview with the Program Center Director

Provisional admissions procedures are based on evidence of the following:
1. completed Application for Admissions form submitted to (Center) Graduate Studies in Education Office;
2. $30.00 application fee;
3. an official transcript showing a bachelor's degree from an accredited college or university;
4. cumulative grade point average of 2.25 to 2.50;
5. scores on aptitude tests, i.e. GRE and / or Miller Analogies (raw score of 25 must be attained);
6. two letters of recommendation;
7. a personal interview with the Program Center Director.

Final determination of admissibility of degree candidates rests with the Associate Dean in consultation with the appropriate center director. Candidates denied admission may appeal the decision to an ad hoc Graduate Studies in Education Review Committee.

It is advised that each candidate for admission collect all above data and submit same to the director of the center at the time of the interview.

A student may enter the master's degree program at the beginning of the fall, spring or the summer term. Applications may be submitted at any time during the year. Minimal course enrollments (six) may be required for all courses and some courses may not be available each semester. Inquiries regarding such matters, as well as program development and requirements, should be directed to the Program Center Director.

CAREER DEVELOPMENT CENTER
Provides consultation, planning, programs and resources to students and alumni. The Center assists students in planning for their careers; developing resumes; researching career fields, internships, graduate schools and employers; and job search preparation. A computer lab for career-related usage is also a part of the center. www.ashland.edu/cardev.

GRADUATION
The University has three graduation dates: December, May and August, with two ceremonies, one in May and one in December. In order to have the graduation status listed on your transcript, you must apply (December, May or August) by the appropriate deadline. Graduation applications are available in the Graduate Education Offices at Ashland, Columbus, Elyria, Stark or Cleveland or on line. All Applications are to be returned to the Registrar Office, 200 Founders Hall. If this is received by Registrar Office in a timely fashion, they will then send a list to the Centers. The Centers will audit the student and when everything is completed, release for graduation.

COMMENCEMENT
In order to attend May or December commencement, you must complete the robe/hood section of the Graduation and Commencement Application and submit it, with fee, no later than February 1 or September 15. You must submit the robe/hood portion of the application form with fee by the deadline or you will not be permitted to participate in the commencement ceremony.

DEGREE APPLICATION DEADLINES

December graduates: October 1
Graduation application fee is $50
Diplomas are ordered and the list of December graduates is sent to Academic Standards & Graduation Committee for approval by the end of October. Commencement Program is printed the last week of November. Late applications are accepted up to November 15 and charged a $25 late fee.

May graduates: February 1
This deadline allows for verification of degree requirements in time for students to adjust spring schedules if additional courses are needed. Diplomas are ordered and the list of May graduates is sent to the Academic Standards & Graduation Committee for approval by the end of March. The Commencement Program is printed the second week of April. Late applications are accepted up to March 1 and charged a late fee.

August graduates attending commencement: February 1
Late applications are accepted up to March 15 and charged a late fee. Students not attending commencement have until February 1 to apply for graduation and are charged a late fee.

Completion of Coursework
If you plan to complete your coursework by the end of fall semester, you should apply for the December date. That deadline is October 1.

If you plan to complete your coursework by the end of spring semester, you should apply for the May date. That deadline is February 1.

If you plan to complete your coursework by the end of the summer, you should apply for the August date. That deadline is February 1. (IF YOU WANT TO ATTEND THE MAY COMMENCEMENT, THEN YOUR APPLICATION IS DUE FEBRUARY 1 SO THAT REGALIA CAN BE ORDERED IN TIME.)

In all cases there are two commencement ceremonies for the academic year (fall through summer). Those dates are May and December. You are required to complete all course work before you can walk in either ceremony. The deadline for May commencement application is February 1 and the deadline for December commencement application is September 15. If you have questions about the graduation process, contact the Registrar's Office at 419-289-5029.

M.ED. DEGREE REQUIREMENTS

CORE COURSES
It is the belief that a common core of knowledge is needed by all who seek the Master of Education degree. To fulfill this objective the following courses are required regardless of major program area or concentration.
NOTE: No “CORE” course (EDFN 500, 501, 506, 508, 521) may be taken by conference.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 500 Contemporary Educ.: Issues &amp; Topics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 501 APA Seminar</td>
<td>0</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 506 Qualitative Research</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 508* Educational Statistics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 521 Princ./ Proc. Curr. Develop.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Hrs.</td>
</tr>
</tbody>
</table>

*When the major program area is that of school treasurer or business manager, MBA 504 may be substituted.

MAJOR PROGRAM AREAS
PREPARING TEACHING PROFESSIONALS

The Ashland University Dwight Schar College of Education programs are based on foundations of education, current research, effective practice and collaborative relationships with various members of the learning community. The programs are implemented in diverse classroom, field and clinical settings through a blending of theoretical and practical experiences with an accent on the individual. The Ashland University Education faculty believe that teachers are reflective decision makers who merge theory and practice; possess ethical character; value the individual and unity; embrace tradition and change; and acknowledge the service nature of educating in the following ways:

1. Promotes collegiality and works cooperatively and collaboratively with all stakeholders of our learning community (faculty members, students, school personnel, human service professionals, and members of the global community) to improve the condition of the local and larger community.
2. Listens, interprets and communicates effectively.
3. Demonstrates global understandings of how individual development, cultural diversity, socio-economic conditions and individual differences influence the opportunities of all individuals to learn and contribute to their full potential.
4. Uses and participates ethically in research and leadership studies.
5. Uses a variety of appropriate and ethical assessment techniques to enhance learning and teaching.
6. Masters appropriate disciplines so as to engage students in meaningful learning experiences.
7. Integrates educational technology in teaching and learning processes.
8. Demonstrates reflection on professional strengths and needs and plans for professional development to improve future performance.
9. Assumes the responsibility to be active in the profession.
10. Understands the relationship between schools and the larger culture and school as culture.
11. Identifies and justifies standards of professional behavior.

CURRICULUM AND INSTRUCTION: CLASSROOM INSTRUCTION

A program for educators who desire theoretical and philosophical understandings to inform their curricular decisions. Educators are exposed to a variety of knowledge bases, instructional practices, and curricular paradigms. The Classroom Instruction program challenges educators to become reflective, enthusiastic, and socially committed in their work.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 632 Improv. Classroom Instr.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 645 Educ Psychology &amp; Human Dev</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 646 Educational Assessment</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Capstone Experience</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student must select an appropriate capstone experience from options, unless otherwise stated on checklist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CURRICULUM AND INSTRUCTION: INTERVENTION SPECIALIST MODERATE/INTENSIVE

A program for students seeking to qualify for State of Ohio Licensure to teach students in grades K-12 with moderate/intensive educational needs in a variety of settings.

<table>
<thead>
<tr>
<th>Course number and Title</th>
<th>Hrs</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program prerequisite courses for M.Ed. and Licensure (students with appropriate previous coursework may substitute these courses):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 581 Assist &amp; Inst Tech Inter. Spec.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 507 Lang/Communication Disorders in Children and Intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDEC 564 Curr. &amp; Meth of Early Childhood Math</td>
<td>12 addl. hrs. of reading incl. 3 hrs. phonics</td>
<td></td>
</tr>
</tbody>
</table>

REQUIRED COURSES:

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>12</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 535 Curr/Meth for Career/Daily Living</td>
<td>3</td>
<td>EDCI 546</td>
</tr>
<tr>
<td>EDCI 579 Special Educ Law, Policies, and Procedures</td>
<td>3</td>
<td>EDCI 546</td>
</tr>
<tr>
<td>EDCI 541 Creating Effective Learning Environ.</td>
<td>3</td>
<td>EDCI 546</td>
</tr>
<tr>
<td>EDCI 542 Comm/Consult/Teaming</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 546 Intro to Education Intervention</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 547 Admin Pol &amp; Prac for IS</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 584 Comm: Interv Spec Mod/Inten</td>
<td>3</td>
<td>EDCI 507</td>
</tr>
<tr>
<td></td>
<td></td>
<td>concurrent w/585</td>
</tr>
<tr>
<td>EDCI 585 Field Exp. Comm: Interv Spec Mod/Inten</td>
<td>1</td>
<td>EDCI 507</td>
</tr>
<tr>
<td></td>
<td></td>
<td>concurrent w/584</td>
</tr>
<tr>
<td>EDCI 582 Adv Sensory Motor Interventions</td>
<td>3</td>
<td>EDCI 546</td>
</tr>
<tr>
<td></td>
<td></td>
<td>concurrent w/583</td>
</tr>
<tr>
<td>EDCI 583 Field Exp Adv Sensory Motor Interv.</td>
<td>1</td>
<td>EDCI 546</td>
</tr>
<tr>
<td></td>
<td></td>
<td>concurrent w/582</td>
</tr>
<tr>
<td>Capstone Experience</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student must select an appropriate capstone experience from options, unless otherwise stated on checklist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A current certificate in first aid and CPR is required at time of program completion.
CURRICULUM AND INSTRUCTION: INTERVENTION SPECIALIST - MILD/MODERATE
A program for students seeking to qualify for State of Ohio Licensure to teach students in grades K-12 with mild/moderate educational needs in a variety of settings.

Course Number and Title Hrs. Prerequisites
Program prerequisite courses for M.Ed. and Licensure (students with appropriate previous coursework may waive these courses)
EDEC 564 Math Methods 12 addl. hrs. reading incl. 3 hrs. phonics

REQUIRED COURSES:
Core Courses 12 None
EDCI 546 Intro to Educational Intervention 3 None
EDCI 535 Curr/Meth for Career/Daily Living 3 EDCI 546
EDCI 541 Creating Effective Learning Environ. 3 EDCI 546
EDCI 542 Comm/Consultation/Teaming Skills 3 None
EDCI 548 Assess & Teaching Children with Mild 3 EDCI 546; concurrent w/570
EDCI 507 Lang/Comm Disorders in Children 3 EDCI 546
EDCI 579 special Educ Law, Policies, and Procedures 3 EDCI 546
Capstone Experience 5
Student must select an appropriate capstone experience from options, unless otherwise stated on checksheet

38 s.h.

A current certificate in first aid and CPR is required at time of program completion.

CURRICULUM AND INSTRUCTION: EARLY CHILDHOOD INTERVENTION SPECIALIST
A non-licensure program designed for educators teaching in elementary and preschool settings who desire to learn additional skills and knowledge related to children with special needs who are enrolled in preschool through grade three.

Course Number and Title Hrs. Prerequisites
Core Courses 12 None
EDCI 580 Early Childhood Intervention Found. 3 None
EDCI 593 Biomed Aspects 3 None
EDCI 603 Early Int. & Integ. 3 None
EDCI 638 Adv. Classroom Mgt. 3 None
EDEC 669 Assessment and Evaluation of Young Children w/Special Needs 3 None
Electives 3
Capstone Experience 5
Student must select an appropriate capstone experience from options, unless otherwise stated on checksheet

35 s.h.

NOTE: While the topic of the capstone experience is flexible, it needs to focus on early childhood intervention.

CURRICULUM AND INSTRUCTION: MIDDLE CHILDHOOD EDUCATION
This program does not lead to licensure. This is an additional concentration for the M.Ed. in Curriculum and Instruction. The new emphasis on middle level education implicit in the new licensure standards has led to an increase in queries about graduate preparation (not licensure) for teachers currently in the field. This is a response to that need which utilizes current offerings and reflects the addition of three middle childhood education courses designed to better prepare teachers to work in middle level settings.

Course Number and Title Hrs. Prerequisites
Core Courses 12 None
EDCI 641 Transforming the Middle School 3 None
EDCI 642 Meeting the Needs of Adolescents 3 None
EDCI 643 Middle Childhood Interdisciplinary Methods 3 None
Emphasis Areas 9
Each C & M Middle Childhood Education graduate candidate must select 3 courses from the lists below. At least one course MUST be from the Literacy Emphasis Area and each candidate must have electives from at least two emphasis areas.

Literacy Emphasis:
EDCI 561 Reading in the Content Area (3) None
EDCI 562 Literature for Children Through Young Adults (3) None
EDCI 563 Adv Studies in the Language Arts (3) None

Special Needs Emphasis:
EDCI 541 Creating Effective Learning Environments (3) EDCI 540
EDCI 542 Communication, Consultation, and Teaming Skills (3) None
EDCI 546 Introduction to Education Intervention (3) None

Technology Emphasis:
EDCI 505 Intro Principals of Instruc Tech (3) None
EDCI 536 Instructional Design (3) EDCI 505

Curriculum Emphasis:
EDFN 632 Improving Classroom Instruction (3) None
EDFN 645 Educational Psychology & Human Dev (3) None
EDFN 635 Instruc Org & Mgt (3) None

Sports Science Emphasis:
EDSS 676 Psychology of Coaching (3) None
EDSS 673 Analysis of Sport Instruction (3) None
EDSS 674 Ethical & Social Issues in Sport (3) None
EDSS 672 Sports Management (3) None
Capstone Experience 5
Student must select an appropriate capstone experience from options, unless otherwise stated on checksheet

35 s.h.
**CURRICULUM AND INSTRUCTION:**

**TALENT DEVELOPMENT EDUCATION**

The Ashland University Talent Development Education program includes an endorsement and/or the Master’s of Education in Curriculum and Instruction with emphasis in Talent Development Education. For the endorsement as a stand alone, 20 semester hours are required. These are EDCI 650, 651, 652, 653, 654, 796. The Master’s of Education in Curriculum and Instruction with Emphasis in Talent Development Education requires the CORE master degree courses and EDCI 650, 651, 652, 653, 654, and either EDCI 728 or 738 as a capstone. The endorsement can also be obtained through the Master’s of Education in Talent Development, with modifications in EDIC 728 or 738. This program prepares teachers to teach gifted and talented students K-12 in Ohio.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 650 Nature/Needs Talented</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 651 Curr. Dev. Talented</td>
<td>3</td>
<td>EDCI 650 or permission</td>
</tr>
<tr>
<td>EDCI 652 Dev./Super./Talented</td>
<td>3</td>
<td>EDCI 650 or 651 or permission</td>
</tr>
<tr>
<td>EDCI 653 Guidance/Counseling for the Talented</td>
<td>3</td>
<td>EDCI 650, 651, 652</td>
</tr>
<tr>
<td>EDCI 654 Creativity for Teaching the Talented</td>
<td>3</td>
<td>EDCI 650, 651, 652, 653</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDUC 640 Problems in Talent Development</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>OR any appropriate grad ed course</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>Capstone Experience</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student must select an appropriate capstone experience from options, unless otherwise stated on checksheet</td>
<td>35 s.h.</td>
<td></td>
</tr>
</tbody>
</table>
MIDDLE LEVEL EDUCATION  
(This program does not lead to licensure)  
Many teachers are well-prepared to work with middle childhood-aged learners in the unique setting of the middle grades. As teachers pursue advanced work in this field, it is the intent of the Institute for Middle Level Studies to work with the Middle Grades program team to provide the expertise and depth of graduate programming in middle level education. This is a unique program designed for the practicing educator, and provides in-depth study of middle level education and learners. Electives and a cognate make up the remainder of the program. Of special value is the mentorship capstone process which is unique to this program with guided research throughout the program.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required CORE courses are:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 501 APA Seminar</td>
<td>0</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 506 Qualitative Research</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 508 Educational Statistics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Program CORE courses are:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 646 Issues in Adolescence</td>
<td>6</td>
<td>Admission to the Institute for Middle Level Education</td>
</tr>
<tr>
<td>EDCI 647 Process of Curriculum in Middle Grades Ed</td>
<td>3</td>
<td>Admission to the Institute for the Middle Level Education</td>
</tr>
<tr>
<td>EDCI 641 Transforming the Middle School</td>
<td>3</td>
<td>Admission to the Institute for Middle Level Education</td>
</tr>
<tr>
<td>EDCI 644 Seminar in Professional Growth and Instructional Leadership</td>
<td>3</td>
<td>Admission to the Institute for Middle Level Education</td>
</tr>
<tr>
<td>Capstone Experience</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Elective Courses (9 sh required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each candidate will select any graduate level courses. It is the intention of this part of the program that candidates go outside of the College of Education to complete this requirement. However, Literacy Leadership Cognate candidates will be advised to use at least one elective to take an additional literacy course.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cognate Areas:  
Each candidate will select from on the Cognates listed below.

LITERACY LEADERSHIP:  
| EDCI 564 Adv Studies in Literature for Young Adults | 3    | None        |
| EDCI 565 Adv. Studies of Adolescent Literacy | 3    | None        |
| Elective | (3) |            |

CONTENT LEADERSHIP (9 sh required):  
Candidates can take courses outside of COE in Content Areas as they come online in the Graduate College, and are approved by adviser.

Capstone Experience  
Student must select an appropriate capstone experience from options, unless otherwise stated on checksheet  
35 s.h.

EDUCATIONAL ADMINISTRATION  
Preparing Educational Leadership Professionals  
Ashland University Dwight Schar College of Education programs are based on the foundations of education, current research, effective practice and collaborative relationships with various members of the learning community. Programs are implemented in diverse classroom, field and clinical settings, blending theoretical and practical experiences with an accent on the individual. The Ashland University Education faculty believe that education and human service professionals are reflective decision makers who merge theory and practice; model ethical behavior; value the individual and unity; embrace tradition and change; and implement the service nature of educating in the following ways:

1. Promotes collegiality and works cooperatively and collaboratively with all stakeholders of the learning community (faculty members, students, school personnel, human services professionals, and members of the global community) to improve the condition of the local and larger community.
2. Listens, interprets and communicates effectively.
3. Understands how human development, cultural diversity, socio-economic conditions and individual differences affect the opportunities of all individuals to learn and contribute to their full potential.
4. Uses and participates ethically in research and leadership studies.
5. Employs a variety of appropriate and ethical assessment-techniques to enhance learning and teaching.
6. Exhibits leadership in the integration of technology in teaching, the learning process and assessment.
7. Commits to the lifelong responsibility of academic, ethical, professional, spiritual growth and reflection, and to be engaged in and contribute to the professional and global community.
8. Demonstrates a commitment to service which articulates the school’s mission and builds community support for school programs and student welfare.
9. Understands the relationship between schools and community which facilitates effective communications.
10. Provides professional and ethical leadership to ensure compliance with legal, statutory and regulatory standards.
11. Values and promotes individual character and ethical development.
12. Understands the principles of organizational and fiscal management and resource allocation.
13. Understands the concepts organization dynamics, redesign and renewal, and their linkage with transformational leadership.

The program prepares students to become elementary, middle grades, and secondary principals, administrative specialist or superintendents. Three years of satisfactory teaching experience is required of which at least two years shall be at the level or licensure sought. M.Ed. Degree will be in Educational Administration. Electives and internships will determine area of licensure. Refer to page 27 for options.

### Core Courses 12 Hrs. None

- EDAD 550 Intro. to School Admin.
- EDAD 555 Human Behavior in Admin.
- EDAD 683 Educational Leadership
- EDAD 686 Admin Prog for Students w/Disabilities

### Electives (from list below) 6

- EDAD 552 School Law & Ethics
- EDFN 632 Imp. Class. Instr.
- EDAD 681 Res. Mgt. in Admin.
- EDAD 682 Educational Politics
- EDAD 684 Professional Develop.
- EDAD 688 Technology in Admin
- EDFN 645 Iss. in Educ. Psy.
- EDAD 551 Admin of Pupil Pers. Serv
- EDAD 735 Education Admin. I* 3
- EDAD 736 Building Princ. Internship* 3 EDAD 735
- EDAD 737 Cum. Inst. & Prog. Dev. Intern* (3) EDAD 735
- EDAD 739 Pupil Serv. Admin Intern* (3) EDAD 735

*All Educational Administration internships are year-long experience.

## COURSE NUMBER AND TITLE

### Core Courses 12 Hrs. None

- EDAD 550 Intro. to School Admin.
- EDAD 555 Human Behavior in Admin.
- EDAD 683 Educational Leadership
- EDAD 686 Admin Prog for Students w/Disabilities

### Electives (from list below) 6

- EDAD 552 School Law & Ethics
- EDFN 632 Imp. Class. Instr.
- EDAD 681 Res. Mgt. in Admin.
- EDAD 682 Educational Politics
- EDAD 684 Professional Develop.
- EDAD 688 Technology in Admin
- EDFN 645 Iss. in Educ. Psy.
- EDAD 551 Admin of Pupil Pers. Serv
- EDAD 735 Education Admin. I* 3
- EDAD 736 Building Princ. Internship* 3 EDAD 735
- EDAD 737 Cum. Inst. & Prog. Dev. Intern* (3) EDAD 735
- EDAD 739 Pupil Serv. Admin Intern* (3) EDAD 735

*All Educational Administration internships are year-long experience.

### SCHOOL TREASURER OR BUSINESS MANAGER

A program for persons seeking advanced training for licensing as a school treasurer or school business manager.

### Course Number and Title Hrs. Prerequisites

- Core Courses 12 Hrs. None
  - EDAD 550 Intro. to School Admin.
  - EDAD 555 Human Behavior in Admin.
  - EDAD 683 Educational Leadership
  - EDAD 686 Admin Prog for Students w/Disabilities

### Electives (from list below) 6

- MBA 506 Business & Society
- EDAD 571 Special Topics
- EDAD 574 Inventory Management
- EDAD 575 School Food Service
- EDAD 578 Student Activity Accts.
- ECON EDUC 583 Corporate Business
- EDAD 684 Professional Develop.
- EDAD 733* Internship 5 EDFN 501, 506, MBA 504, w/majority of course work completed & faculty approval

### Comprehensive exam plus 5 s.h.

- EDAD 758 Practicum 5 EDFN 501, 506, MBA 504, w/majority of course work completed & faculty approval

OR

- Comprehensive exam plus 5 s.h. and additional electives

### ADAPTED PHYSICAL EDUCATION PRE K-12

A program preparing personnel to work with students with special physical needs. The Adapted Physical Education endorsement is applicable only to a Physical Education P-12 license or certificate.

### Course Number and Title Hrs. Prerequisites

- Core Courses 12 Hrs. None
  - Intervention Specialist Requirements: (19 hrs)
    - EDAD 550 Intro. to Educational Intervention
    - EDAD 557 Language/Comm Disorders
    - EDAD 682 Educational Politics
    - EDAD 684 Professional Develop.
    - EDAD 688 Technology in Admin
    - EDAD 551 Admin of Pupil Pers. Serv
    - EDAD 735 Education Admin. I* 3
    - EDAD 736 Building Princ. Internship* 3 EDAD 735
    - EDAD 737 Cum. Inst. & Prog. Dev. Intern* (3) EDAD 735
    - EDAD 739 Pupil Serv. Admin Intern* (3) EDAD 735
    - EDAD 758 Practicum 5 EDFN 501, 506, MBA 504, w/majority of course work completed & faculty approval

### Electives (from list below) 12 Hrs. Approval

- EDEP 506 Adapted Physical Educ for Special Populations
- EDPE 594 Field Study for Adapted Physical Educ for Special Populations 2 EDPE 506
- Capstone (Choose ONE, must be in Adapted PE) (5 hrs.)
  - Capstone Experience 5
  - Student must select an appropriate capstone experience from options, unless otherwise stated on checksheet

### Comprehensive exam plus 5 s.h.

- EDAD 758 Practicum 5 EDFN 501, 506, MBA 504, w/majority of course work completed & faculty approval

OR

- Comprehensive exam plus 5 s.h. and additional electives

### SPORT SCIENCES

The graduate programs in the Department of Sport Sciences at Ashland University provide quality educational experiences, advance knowledge, and promote professional development. Through instruction, scholarly activity, and University and professional service, the interrelated academic disciplines of Sport Education, Adapted Physical Education, Sport Management, and Applied Exercise Science contribute to the physical, cognitive, social, and affective development of individuals across the lifespan. The Sport Sciences Department generates new knowledge, nurtures attitudes, and presents information related to pedagogy, human movement, coaching, leisure, management, and human performance related activities. The graduate programs in the Department of Sport Sciences are for both educators and non-educators who desire
advanced training in the domains of sport education, physical education, sport management, or applied exercise science.

**SPORT EDUCATION**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. CORE courses</strong></td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>(substitute EDSS 674 (3) for EDFN 500*)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(substitute EDSS 672 (3) for EDFN 521*)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Professional Courses</strong></td>
<td>9</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 671  Educational Leadership</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 676  Psychology of Coaching</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 672  Sport Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EEDSS 676  Psychology of Coaching</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>Elective</td>
<td>9</td>
<td>hrs.</td>
</tr>
<tr>
<td>Choose from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 550  Introduction to School Administration</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 552  School Law and Ethics*</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 555  Human Behavior in Administration</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 683  Educational Leadership</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 670  Sport Medicine Principles for Sport Professionals</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 673  Analysis of Sport Instruction</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 674  Ethical and Social Issues in Sport</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 675  Scientific Foundation of Nutrition in Sport</td>
<td>(3)</td>
<td>None</td>
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<td>EDSS 677  The Physiological Basis for Exercise and Sport</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 678  Fitness Assessment and Exercise Prescription</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 679  Principles of Strength Training and Conditioning</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 680  Sport Marketing Promotions</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 681  Legal Aspects in Sport</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 682  Sport Industry</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>Capstone Experience</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student must select an appropriate capstone experience from options, unless otherwise stated on checksheet</td>
<td></td>
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</tr>
</tbody>
</table>

**CONCENTRATION IN APPLIED EXERCISE SCIENCE**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisite</th>
</tr>
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<tbody>
<tr>
<td><strong>A. CORE courses</strong></td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>(substitute EDSS 674 (3) for EDFN 500*)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(substitute EDSS 672 (3) for EDFN 521*)</td>
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<tr>
<td><strong>B. Professional Courses</strong></td>
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<td>hrs.</td>
</tr>
<tr>
<td>Elective</td>
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<td></td>
</tr>
<tr>
<td>Choose from the following:</td>
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<td></td>
</tr>
<tr>
<td>EDAD 550  Introduction to School Administration</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 552  School Law and Ethics*</td>
<td>(3)</td>
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<tr>
<td>EDAD 555  Human Behavior in Administration</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 683  Educational Leadership</td>
<td>(3)</td>
<td>None</td>
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<tr>
<td>EDSS 670  Sport Medicine Principles for Sport Professionals</td>
<td>(3)</td>
<td>None</td>
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<tr>
<td>EDSS 673  Analysis of Sport Instruction</td>
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<tr>
<td>EDSS 674  Ethical and Social Issues in Sport</td>
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<td>EDSS 675  Scientific Foundation of Nutrition in Sport</td>
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<td>EDSS 671  The Scientific Basis of Sport</td>
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<td>EDSS 677  The Physiological Basis for Exercise and Sport</td>
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<td>EDSS 678  Fitness Assessment and Exercise Prescription</td>
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<td>EDSS 679  Principles of Strength Training and Conditioning</td>
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<tr>
<td>EDSS 680  Sport Marketing Promotions</td>
<td>(3)</td>
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</tr>
<tr>
<td>EDSS 681  Legal Aspects in Sport</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 682  Sport Industry</td>
<td>(3)</td>
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<tr>
<td>Capstone Experience</td>
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<tr>
<td>Student must select an appropriate capstone experience from options, unless otherwise stated on checksheet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Denotes course option appropriate for educators with interest in a given degree concentration.

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**CONCENTRATION IN SPORT MANAGEMENT**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td><strong>A. CORE courses</strong></td>
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</tr>
<tr>
<td>(substitute EDSS 674 (3) for EDFN 500*)</td>
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<tr>
<td>(substitute EDSS 672 (3) for EDFN 521*)</td>
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<td><strong>B. Professional Courses</strong></td>
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<td>or</td>
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<td></td>
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<tr>
<td>EDSS 676  Psychology of Coaching</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 680  Sport Marketing Promotions</td>
<td>(3)</td>
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</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 552  School Law and Ethics*</td>
<td>(3)</td>
<td>None</td>
</tr>
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<td>EDSS 682  Sport Industry</td>
<td>(3)</td>
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<td>Capstone Experience</td>
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</tr>
<tr>
<td>Elective (must be selected from list below)</td>
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<td>hrs.</td>
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<td>EDAD 550  Introduction to School Administration</td>
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<tr>
<td>EDAD 552  School Law and Ethics</td>
<td>3</td>
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<td>EDAD 555  Human Behavior in Administration</td>
<td>(3)</td>
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<tr>
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<tr>
<td>EDSS 670  Sport Medicine Principles for Sport Professionals</td>
<td>(3)</td>
<td>None</td>
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<td>EDSS 673  Analysis of Sport Instruction</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
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<td>(3)</td>
<td>None</td>
</tr>
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<td>EDSS 675  Scientific Foundation of Nutrition in Sport</td>
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<tr>
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<td>None</td>
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<tr>
<td>EDSS 681  Legal Aspects in Sport</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>Capstone Experience</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student must select an appropriate capstone experience from options, unless otherwise stated on checksheet</td>
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*Denotes course option appropriate for educators with interest in a given degree concentration.
MASTER OF EDUCATION COURSES
AND DESCRIPTIONS

ASSOCIATE DEAN DEPARTMENT

EDUC 565/566 READING RECOVERY I & II:
RECOVERY TEACHER TRAINING 3/3
The purpose of these courses is to prepare and assist the
teacher in implementing a Reading Recovery intervention
program for first-grade children who are at-risk of failing to
learn to read. Participants will learn to 1) systematically
observe, record and reflect on students’ reading and writing
behavior over time; 2) apply Reading Recovery theory and
procedures for effective one-to-one intervention; 3) assist
first-grade teachers in creating supportive learning-to-read
environments for Reading Recovery children; and 4) develop,
in conjunction with teacher leaders and classmates, a theory
of how at-risk children learn to read. (Enrollment is opened
to teachers selected by their school districts to implement a
Reading Recovery program.)

EDUC 567 TOPICS IN READING RECOVERY
LEARNING TO LOOK AT PRINT FOR THE
LOW PROGRESS READER 2
The purpose of this course is to support trained teachers who
are implementing the full Reading Recovery Program with
firstgrader students. Course sessions will meet over the aca-
demic year. Topics will be selected each academic year.
Teachers will also be updated on the progress and revision of
program policy. School and university site teaching demon-
strations will be utilized to generate discussions and review of
Reading Recovery procedures. Teacher leader supervision of
school site programs will be conducted along with individual
teacher research into aspects of at-risk readers’ progress.
(Participants will be limited to six hours of credit. Enrollment
opened to trained Reading Recovery teachers.)

EDUC 568 INDEPENDENT STUDY 1-5
A planned study designed to extend student knowledge in
any field related to major graduate areas through independ-
dently developed project work. Enrollment limited to students
with graduate standing and permission of professor and direc-
tor of graduate studies.

EDUC 569 GROUP STUDIES 1-5
A planned study designed to extend group knowledge in any
field related to major graduate areas through cooperatively
developed project work. Graduate standing.

EDUC 640 SEMINAR: PROBLEMS IN CURRICULUM
AND INSTRUCTION 1-5
Specific subtitles added based on seminar content. Individual
and group study of problems related to teaching areas in
elementary, middle or high school instructional programs.

EDUC 728 INQUIRY SEMINAR 5
Prerequisites: EDUC 501, 506, 508, faculty approval, comple-
tion of majority of coursework, signed intent form
The inquiry seminar is organized around broad themes relat-
ing to school improvement, integrating instructor and student
interest. Students will participate in extensive readings and
indepth discussions. Students will conduct, write, and present
their own research on a specific topic connected to the over-
all theme. The seminar may occur over 1-2 semesters. Fee
required to cover cost of APA seminar adviser, misc. expenses.

EDUC 738 PRACTICUM IN CURRICULUM AND
INSTRUCTION 5
Prerequisites: EDUC 501, 506, 508, faculty approval, comple-
tion of majority of coursework, signed intent form
A coordinated field-based experience in which the student
will design, develop, implement, document and write an
acceptable report pertaining to a school improvement
project. Fee required to cover cost of technical reader, APA
seminar adviser, misc. expenses.

EDUC 747 MASTER’S OF EDUCATION INTERNSHIP
CAPSTONE 5
Prerequisites: CORE requirements and approximately 24
semester hours of coursework, signed intent form.
The capstone internship is a planned, supervised and evaluat-
ed field-based experience lasting one semester. It is designed
as the culminating field experience for the Master of
Education program. The internship requires students to work
in a setting appropriate to their field and with a cooperating
educator appropriate for the program or the licensure sought.
The internship allows students to engage in a major project
which involves problem identification, analysis of related
research, development of a process or procedure to address
the problem, development of an evaluation process and
preparation of a project product. The internship will allow
students to observe the functions of like professionals, assume
leadership in planning, implementing, and evaluating selected
internship experiences, put theoretical knowledge to work,
and acquire new knowledge and skills in their field of study.

EDUC 748 MASTER’S OF EDUCATION INTERNSHIP
CAPSTONE 1 3
Prerequisites: CORE requirements and approximately 24 semes-
ter hours of coursework, signed intent form. Concurrently with
EDUC 749
The capstone internship is a planned, supervised and evaluated
field-based experience lasting two semesters. It is designed as
the culminating field experience for the Master of Education
program. The internship requires students to work in a setting
appropriate to their field and with a cooperating educator
appropriate for the program or the licensure sought. The
internship allows students to engage in a major project which
involves problem identification, analysis of related research,
development of a process or procedure to address the problem,
development of an evaluation process and preparation of a
project product. The internship will allow students to observe
the functions of like professionals, assume leadership in plan-
ing, implementing, and evaluating selected internship experi-
ences, put theoretical knowledge to work, and acquire new
knowledge and skills in their field of study. Education 748
must be taken in conjunction with Education 749 unless
special permission is granted due to unique circumstances.
EDUC 749 MASTER'S OF EDUCATION INTERNSHIP
CAPSTONE II 3
Prerequisites: CORE requirements and approximately 24 semester hours of coursework, signed intent form. Concurrently with EDUC 748
The capstone internship is a planned, supervised and evaluated field-based experience lasting two semesters. It is designed as the culminating field experience for the Master of Education program. The internship requires students to work in a setting appropriate to their field and with a cooperating educator appropriate for the program or the licensure sought. The internship allows students to engage in a major project which involves problem identification, analysis of related research, development of a process or procedure to address the problem, development of an evaluation process and preparation of a project product. The internship will allow students to observe the functions of like professionals, assume leadership in planning, implementing, and evaluating selected internship experiences, put theoretical knowledge to work, and acquire new knowledge and skills in their field of study. Education 749 must be taken in conjunction with Education 748 unless special permission is granted due to unique circumstances.

EDUC 757 MASTER'S OF EDUCATION MENTORSHIP
CAPSTONE I 1
Prerequisites: CORE requirements and approximately 24 semester hours of coursework, signed intent form. Concurrently with 758, 759
The mentorship capstone is designed to provide an ongoing research and mentorship experience during the Masters of Education graduate program. Candidates will take their initial mentorship when they begin their program. During this one hour experience, candidates will work with a mentor/professor to determine an ongoing research agenda which will be developed during the entire program. A Basic research proposal will result from this class. The Mentorship capstone will be taken in three stages by each candidate during their progress through the program (1 sh – 3 sh – 1 sh for a total of 5 semester hours).

EDUC 758 MASTER'S OF EDUCATION MENTORSHIP
CAPSTONE II 3
Prerequisites: CORE requirements and approximately 24 semester hours of coursework, signed intent form. Concurrently with 757, 759
The mentorship capstone is designed to provide an ongoing research and mentorship experience during the Masters of Education graduate program. Candidates will take the second mentorship component during their work with the Graduate Program. These hours will represent the bulk of the research continued under the supervision of the mentor. The Mentorship Capstone will be taken in three stages by each candidate during their progress through the program. (1 sh – 3 sh – 1 sh for a total of 5 semester hours).

EDUC 759 MASTER'S OF EDUCATION MENTORSHIP
CAPSTONE III 1
Prerequisites: CORE requirements and approximately 24 semester hours of coursework, signed intent form. Successful completion of 757, 758
The mentorship capstone is designed to provide an ongoing research and mentorship experience during the Masters of Education graduate program. Candidates will take the final mentorship component at the end of their work with the Graduate Program. These hours will represent the culmination of the research done under the supervision of the mentor. The Mentorship Capstone will be taken in three stages by each candidate during their progress through the program. (1 sh – 3 sh – 1 sh for a total of 5 semester hours).

EDUC 791 THESIS 5
Prerequisites: EDUC 501, 506, 508, faculty approval, completion of majority of coursework, signed intent form
An independent research thesis with in-depth findings related to the student’s field. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to student.

EDUC 795 INTERNSHIP/ LICENSURE 5-10
A supervised teaching experience for the practicing professional in which the student will design, develop and report on an acceptable instructional program for the on-site classroom. The experience must be in the licensure field. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to students.

EDUCATIONAL ADMINISTRATION DEPARTMENT
The Educational Administration departmental mission statement was presented and unanimously approved at the October 10, 2003, department meeting. The Mission Statement reads:

The mission of Faculty and Staff in the Department of Educational Administration is to provide a high quality education for aspiring administrators. Our goal is to prepare ethical and competent educational leaders who are able to work with diverse groups; to integrate critical thinking skills, communication skills and technical skills; and to exercise reflection, judgment and wisdom in decision-making. Throughout the program, our students will be expected to examine and utilize theories and practices which will equip them to interpret change in meaningful contexts and to subsequently lead effectively.

EDAD 550 INTRODUCTION TO SCHOOL ADMINISTRATION 3
This course focuses on the entry level building administrator in the elementary, middle and secondary school as well as the central office. Emphasis will be placed on problem-based learning. The prospective administrator will acquire a knowledge base which links theory and research to practice. The course deals with the role of the contemporary school leader as it relates to the change process, instructional improvement,
empowerment, and respecting diversity in the decision making process.

EDAD 551  ADMINISTRATION OF PUPIL PERSONNEL SERVICES  3
Prerequisite: EDAD 550; 555; 683
This course provides school administrators with information and skills to effectively organize, manage, supervise and provide leadership for the programs, departments, and agencies that are associated with pupil personnel services in schools.

EDAD 552  SCHOOL LAW AND ETHICS  3
A course in basic school law related to teaching and school administration. Legal and ethical principles originating in constitutional statutory, judicial and common law relevant to curriculum, contracts, personnel administration, liability, pupil and employee rights and finance are included.

EDAD 554  COLLECTIVE BARGAINING  3
A course providing a foundation in State and Federal law, negotiating processes and strategies, and fiscal and administrative concerns dealing with collective bargaining.

EDAD 555  HUMAN BEHAVIOR IN EDUCATIONAL ADMINISTRATION  3
This course is designed to acquaint the prospective entry level school leader with the interpersonal skills needed to function successfully in today's educational setting. The course addresses the various public which the successive school leader must interact and the various skills needed. Case studies will be used to demonstrate real-life situations and promote discussion to determine issues and probable solutions.

EDAD 559  BUILDING, GROUNDS & FACILITIES  3
The course explores present and future facility planning and equipment needs of schools. This program examines the efficiency of present facilities, operations, housekeeping, and maintenance programs. It also reviews the planning process for school construction and maintenance programs. Plans for financing construction are discussed. The role of educational facilities in the teaching/learning process is a central theme throughout the course.

EDAD 571  SPECIAL TOPICS FOR SCHOOL TREASURERS/BUSINESS MANAGERS  1-6
The purpose of these seminars is to provide school treasurers, school business officials and school administrators the opportunity to broaden their skills and knowledge of current issues related to school management. These courses will be presented in seminar format, such as Wednesday-Thursday or Friday-Saturday, etc., and will be taught by specialists in the area of expertise being reviewed. One to three semesters of credit may be earned for such seminars depending upon the time commitment required for each course. The prerequisites required for a specific course would depend upon the detail and rigor of the course. May be taken up to a total of 6 s.h. with approval.

EDAD 574  INVENTORY MANAGEMENT  3
A general course in inventory management dealing with compliance regulations and accounting of equipment and supply inventories.

EDAD 575  MANAGEMENT OF SCHOOL FOOD SERVICES  2
A basic course to familiarize the treasurer and/or business manager with the concepts of school food service management.

EDAD 576  SCHOOL PURCHASING PROCEDURES  2
A basic course in school purchasing procedures dealing with legal requirements and the flow of information and paper work necessary to initiate, process, and complete a purchase by the encumbrance method.

EDAD 578  MANAGEMENT OF STUDENT ACTIVITY ACCOUNTS  3
A course planned to help the student understand how the student activity funds function within the framework of the educational and organizational policies of the school district’s Board of Education.

EDAD 579  MANAGEMENT OF PUPIL TRANSPORTATION SERVICES  3
A basic course to familiarize school treasurers and/or business managers with the concepts and intricacies of pupil transportation.

EDAD 670  FIELD EXPERIENCE/SCHOOL TREASURER/BUSINESS MANAGER  5
A course of hands-on experience working with a licensed treasurer/business manager to meet the required 300 hours of field experience with the Ohio Department of Education for an initial Treasurer/Business Manager License. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to student.

EDAD 681  RESOURCE MANAGEMENT IN ADMINISTRATION  3
This course explores school-based decision making in the areas of personnel, facility utilization, budgeting and time. Revenue generation at both the state and local level are examined, but emphasis is on processes for empowering school staff and community members through their involvement in deciding and implementing priorities in the above-mentioned areas. Assessment of needs at the building level regarding personnel, facilities, finances, and time are emphasized.

EDAD 682  EDUCATIONAL POLITICS, POLICIES AND SCHOOL/COMMUNITY RELATIONS  3
Policies, politics and school-community relations are the unifying elements in this course. An understanding of different philosophical and cultural values is developed. Political leadership is explored to ensure that educational goals are realized in the larger community. Model school policies and
EDAD 683 EDUCATIONAL LEADERSHIP 3
Organization and leadership and their interrelationship are examined in this course. Various facets of educational leadership are emphasized, specifically human behavior within the context of the school organization. Leadership theories and findings are applied by considering both the skills and the underlying meaning of one’s leadership agenda. Attention is given to the integration of human resources leadership in educational bureaucracies. The integration of theory and research with actual practice is at the heart of both the curriculum for this course as well as the means of evaluating student performance.

EDAD 684 PROFESSIONAL DEVELOPMENT 3
This course is designed to prepare leaders who have the knowledge and skills to develop, implement and evaluate effective professional development programs. Participants will be expected to demonstrate effective utilization of knowledge-based skills related to adult learning, teachers and their world, and professional development. Permission to take for two hours is granted only by coordinator of Educational Administrative Services.

EDAD 686 ADMINISTRATION OF PROGRAMS FOR STUDENTS WITH DISABILITIES 3
This course provides school administrators with knowledge and skills to apply in the development of legally sound policies and procedures to ensure an appropriate education for students with disabilities.

EDAD 688 TECHNOLOGY IN ADMINISTRATION 3
This course is designed to allow future school leaders to develop the knowledge and skills needed to use technology for personal productivity and in administrative tasks; to provide leadership for the instructional use of technology and in data-driven decision-making.

EDAD 690 ADMINISTRATION OF STAFF PERSONNEL SERVICES 3
This course is designed as an advanced course for the graduate student seeking licensure as a school superintendent. The student obtains an overview of recruitment, selection, assignment, induction, mentorship, staff development, staff evaluation, collective bargaining, contract management, employee/employer relations, employment practices, personnel problems, and standards for school personnel administration. In addition, the role of school administration, board of education members, and other professionals who carry out those managerial functions and personnel services is considered.

EDAD 691 THE SUPERINTENDENCY 3
Prerequisites: Building Administrator or Educational Specialist license
This course is designed to explore executive leadership. Strategies for formulating district policy for external and internal programs with a focus on development of a collective district vision will be examined. School culture shaping will be addressed through discussion of consensus building and conflict mediation. Purpose and direction for individuals and groups will be facilitated through discussion of communications and community relations strategies. The superintendent’s role of building relationships with Board of Education, academic programming, curriculum planning and development, and instructional management will be discussed.

EDAD 693 SCHOOL FINANCE AND ECONOMICS 3
A course in school finance with emphasis on Ohio applications. The course is designed to provide the practicing administrator and school treasurer/business manager with the background necessary to predict revenues, construct budgets, monitor spending plans, and conduct school levy campaigns. Students will construct a broad theoretical knowledge base pertaining to finance issues.

EDAD 694 ORGANIZATIONAL MANAGEMENT SEMINAR AND INTERNSHIP FOR SUPERINTENDENTS 3
Prerequisite: Building Administrator or Educational Specialist License
The seminar is designed to provide superintendent candidates with an understanding of the school district as a system by defining processes for gathering, analyzing, and using data for decision making. Opportunities will be made available for students to frame and solve problems, and make quality decisions to meet internal and external expectations. The superintendent-board, superintendent-administrative team, and superintendent community relationships will be studied. Seminar input will help determine the problems considered by the seminar group. The Organizational Management Seminar provides an internship experience for superintendent candidates. Under the supervision of a university instructor and an on-site superintendent mentor, the candidate participates in district level leadership activities and decision making responsibilities. Visitation with other superintendents is part of the internship experience.

EDAD 733 INTERNSHIP - SCHOOL TREASURER/BUSINESS MANAGER 5
Prerequisites: EDFN 501, 506, 508, faculty approval, completion of majority of coursework, signed intent form
The School Treasurer/Business Manager Internship is a planned, supervised and evaluated field-based experience designed as the culminating field experience for the Master of Education in School Treasurer/Business Manager. The internship will allow students to observe the functions of a school treasurer or business manager, and assumes leadership in planning, implementing, and evaluating selected internship experiences, put theoretical knowledge to work, and acquire new knowledge and skills in school finance and business management. This is a year-long experience. Fee required to cover cost of APA seminar adviser, misc. expenses.
EDAD 735 EDUCATIONAL ADMINISTRATION INTERNSHIP I 3
Prerequisite: Students should have completed the CORE requirements and approximately 21 to 24 semester hours in order to begin the internship.
Faculty approval and a signed intent form are also required. The Educational Administration Internship I is a planned, supervised and evaluated field-based experience. It is designed as the culminating field experience for the Master of Education in Administration. The internship requires students seeking licensure as an administrator to work in a school setting and with cooperating administrators appropriate for the licensure sought. The internship allows students to engage in a major administrative project which involves problem identification, analysis of related research, development of a process or procedure to address the problem, development of an evaluation process and preparation of a project product. The internship will allow students to observe the functions of administrators, assume leadership in planning, implementing, and evaluating selected internship experiences, put theoretical knowledge to work, and acquire new knowledge and skills in school administration. Education 735 must be taken in conjunction with Education 736, 737, or 739. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to students, misc. expenses.

EDAD 736 BUILDING PRINCIPAL INTERNSHIP 3
Prerequisite: Students should have completed the CORE requirements and approximately 21 to 24 semester hours in order to begin the internship.
Faculty approval and a signed intent form are also required. The Internship is the second course in a year-long planned, supervised and evaluated field based experience. It is designed as the culminating field experience for the Master of Education in Administration. The internship requires students seeking licensure as a building administrator (principal) in early childhood, middle childhood or adolescence to young adult to work in a school setting and with cooperating administrators appropriate for the licensure sought. Candidates will engage in administrative activities in a least two different buildings representing diverse student age populations. The internship will allow students to observe the functions of a principal, assume leadership in planning, implementing, and evaluating selected internship experiences, put theoretical knowledge to work, and acquire new knowledge and skills in school administration. Education 736 must be taken in conjunction with Education 735, Educational Administration Internship I. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to students, misc. expenses.

EDAD 737 CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT INTERNSHIP 3
Prerequisite: Students should have completed the CORE requirements and approximately 21 to 24 semester hours in order to begin the internship.
Faculty approval and a signed intent form are also required. The Internship is the second half of a year-long planned, supervised and evaluated field-based experience. It is designed as the culminating field experience for the Master of Education in Administration. The internship requires students seeking licensure as an Administrative Specialist in Curriculum, Instruction, and Professional Development to work in school settings appropriate for the licensure sought. The internship will allow students to observe the functions of central office leaders and supervisors. The student will be involved in instructional supervision, planning, implementing and evaluating in service activities, professional development, teacher-centered activities and other alternative approaches to staff development. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to students, misc. expenses.

EDAD 739 PUPIL SERVICES ADMINISTRATION INTERNSHIP 3
Prerequisite: Students should have completed the CORE requirements and approximately 21 to 24 semester hours in order to begin the internship.
Faculty approval and a signed intent form are also required. The Internship is the second half of a year-long planned, supervised and evaluated field-based experience. It is designed as the culminating field experience for the Master of Education in Administration. The internship requires students seeking licensure as an Administrative Specialist in Pupil Service Administration to work in school settings appropriate for the licensure sought. The internship will allow students to observe the functions of central office leaders and supervisors. The student will engage in functions related to attendance, guidance and psychological services, school health activities, social work, special education, student appraisal, programs for at-risk students, discipline, talented and gifted, state and federal programs, speech and hearing. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to students, misc. expenses.

EDAD 758 PRACTICUM FOR SCHOOL TREASURER/BUSINESS MANAGER 5
Prerequisite: Students should have completed the CORE requirements and approximately 21 to 24 semester hours in order to begin the internship.
Site specific learning experiences will encompass opportunities for student growth and improvement in the functioning of the school treasurer and/or school business manager. These experiences will be augmented and supervised by the school treasurer/business manager at the school site. Evaluation of the student’s advancement will be a joint responsibility of the site and university advisers. The written report will provide evidence of student planning, research, evaluation and analysis. It is anticipated that this field experience will be of value to the learning site and the professional development of the student. Fee required to cover cost of technical reader, APA seminar adviser, misc. expenses.
CURRICULUM & INSTRUCTION DEPARTMENT

Mission Statement of the Curriculum & Instruction Department
The mission of the Department of Curriculum and Instruction at Ashland University is to create a learning community in which faculty, preservice and practicing teachers, and other school personnel collaborate in an ongoing effort to critically examine and develop a curriculum and to seek effective instructional practice. The undergraduate and graduate programs offered by the Department help each individual develop the personal and professional qualities needed to become an agent of change who positively influences all students, their schools, and our society. The instruction provided by the Department challenges and supports the members of the learning community as they explore current practice, raise questions, and learn to solve problems through the use of technological and professional resources, the application of theory and research, continuous assessment, and reflective self-evaluation.

EDCI 504  INSTRUCTIONAL TECHNOLOGY LAB 0
Concurrent with EDCI 505, or EDFN 586 (Bachelor's Plus students only)
This self-instructional lab provides students with the opportunity to gain hands-on experience with the basic operation of various instructional media. Students are required to satisfactorily demonstrate their skills with these operations. The basis skills included in this lab will provide the foundation for the integration on instructional technologies in field and methods courses (Bachelor's Plus) or in the computer/technology sequence (graduate students seeking the endorsement). Concurrent registration with EDUC 586 (Bachelor's Plus) is required.

EDCI 505  INTRODUCTION TO THE PRINCIPLES OF INSTRUCTIONAL TECHNOLOGY 3
Prerequisite: EDCI 504
This course offers students an introduction to the theories and principles of instructional technology. There are five main areas of focus in this course: 1. Research, theory and history of instructional technology; 2. Visual literacy; 3. Evaluation of instructional technology (including information on design criteria); 4. The relationship of instructional technology to learning styles; and 5. Instructional computing experiences. To assist in developing a link between theory and practice, students will also have some hands-on experience with various forms of instructional technology and with problem-solving techniques appropriate to the media.

EDCI 507  LANGUAGE/COMMUNICATION DISORDERS IN CHILDREN & INTERVENTION 3
Prerequisite: EDCI 546; Student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited 4-year institution of higher education.
An overview of language, both normal and disordered, with emphasis on terminology, acquisition, development, physiological and psychological systems, impact upon learning, assessment, and intervention strategies available to teachers.

EDCI 512  TELECOMMUNICATIONS & NETWORKING FOR EDUCATORS 3
Prerequisite: EDCI 504, 505, 633
This course focuses on two main areas; Incorporating telecommunications and networking to support classroom instruction & classroom management.

EDCI 520  ORIENTATION TO DEAFNESS AND INTRODUCTION TO AMERICAN SIGN LANGUAGE 3
This course is an introduction to deaf culture, etiology, advocacy groups related to persons who are deaf and/or nonverbal, and nonverbal communication methods. Historical, sociological and literary aspects will also be studied. Students will develop elementary conversational skills in the use of sign language and with communication with individuals who are deaf and/or nonverbal.

EDCI 530  INSTRUCTIONAL DESIGN USING HYPERMEDIA 2
Prerequisite: EDCI 505, 536
Beginning with a review of instructional design principles, students will design instruction for implementation in the classroom using multimedia. Class discussions will include design considerations related to research on learning and teaching with interactive programs, including (1) screen design related to research on visual literacy, and (2) behavioral and constructivist learning theories and their impact on the design. The students will learn different skills in processing elements in the multimedia project, such as digitizing audio, video, and still images.

EDCI 531  WRITING AND SECURING GRANTS RELATED TO TECHNOLOGY 1
Prerequisite: EDCI 505
Students will not only learn important principles of grantwriting related to securing software and hardware, but they will also create a grant appropriate for their unique school situation. A variety of grant resources will be surveyed.

EDCI 533  SEMINAR: USING COMPUTERS WITH SPECIAL POPULATIONS 2
This seminar will change periodically to examine special topics of current interest in the field of educational technology. “Using Computers with Special Populations” will explore a variety of programs which may be suitable for use with mentally and/or physically handicapped, learning disabled and gifted students. Class discussions will include: 1. Motivation and self esteem related to using computers, 2. Software considerations with special populations, and 3. Individualized instruction. A variety of computers will be used in the class.

EDCI 535  CURRICULUM/METHODS FOR CAREER DAILY LIVING AND SKILLS FOR STUDENTS WITH NEEDS FOR MILD/MODERATE/INTENSIVE EDUCATIONAL INTERVENTION 3
Prerequisite: EDCI 546 concurrently with EDCI 569; Students in B+ ISMM must take the EDFN 588 instead of the EDCI...
This course introduces the process and foundations of instructional design. Students will apply the instructional design process to the creation of effective instructions and instructional products. The students will also identify appropriate assessment techniques as well as the proper technology to be utilized in this process.

EDCI 537 ISSUES AND CONCERNS RELATING TO TECHNOLOGY IN EDUCATION 3
Prerequisite: EDCI 504, 505
This course focuses on three main areas: The social and ethical issues related to the use of technology in education, the various issues relating to computing and technology in the schools, and the future roles of technology in society.

EDCI 538 METHODS FOR INTEGRATING TECHNOLOGY INTO THE CLASSROOM 3
Prerequisites: EDCI 504, 505, 536
This course provides students with ideas for and examples of integrating technology into classroom settings. Students will have the opportunity to integrate instructional technology-based activities into their classrooms and to assume leadership in their school settings. With specific class assignments, this course emphasizes three aspects: incorporating instructional technology, teaching instructional technology, and developing criteria for evaluating specific instructional technology.

EDCI 539 METHODS FOR INTEGRATING TECHNOLOGY INTO THE CLASSROOM - FIELD EXPERIENCE 3
Prerequisites: EDCI 531, 505 or equivalent, 536
This field activity provides students with school-based experience in the selection and utilization of software and hardware. Students will also be involved in integrating technology into their classroom settings.

EDCI 541 CREATING EFFECTIVE LEARNING ENVIRONMENTS 3
Prerequisite: EDCI 546; Student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited 4-year institution of higher education.
This course is designed to introduce the social and emotional growth and needs of students with emotional and/or learning differences. A positive approach which emphasizes the dignity of the student will be emphasized.

EDCI 542 COMMUNICATION, CONSULTATION, AND TEAMING SKILLS 3
Prerequisite: Student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited 4-year institution of higher education.
A course designed to provide professionals working within the field of exceptionalities an understanding of effective verbal and nonverbal communication skills, listening skills, and personality traits perceived as supportive. The development of sensitivity to the needs of individuals, families and professionals is emphasized. Focus will be on collaboration, consultation, and teaming with emphasis on the skills of problem skills, effective handling of confrontational situations and seeking and utilizing interdisciplinary support from other professionals.

EDCI 546 INTRODUCTION TO EDUCATIONAL INTERVENTION 3
This course is designed to review the history, legislation, legal definitions, characteristics, and educational concerns of students with need for mild/moderate/intensive educational intervention. Issues of assessment, identification, individualized educational programming, educational trends, service alternatives, and professional resources will be emphasized.

EDCI 547 ADMINISTRATIVE POLICIES AND PROCEDURES FOR INTERVENTION SPECIALISTS 3
Administrative/management procedures specific to special education programs for learners with moderate to intensive needs for educational intervention are described and practiced. Relationships between school personnel and parents, training and management of paraprofessional, budgeting, funding sources, scheduling, consultative procedures, interpersonal communication skills, enhancing team performance, and taking advantage of cultural and linguistic diversity are all addressed within the course.

EDCI 548 ASSESSING AND TEACHING CHILDREN WITH MILD/MODERATE EDUCATIONAL NEEDS 3
Prerequisite: EDCI 546 Concurrently with EDCI 570; Students in B+ ISMM must take the EDFN 589 instead of the EDCI 570; Student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited 4-year institution of higher education.
Emphasis is placed on developing the ability to use a variety of curriculum, methods, materials, and technology available for educating students with mild/moderate educational needs. Assessment and evaluation techniques for both academic and non-academic areas are emphasized with a focus on critical analysis of current research and design of action research. The graduate students use these skills to assess and instruct a child or a small group of children.

EDCI 560 LITERACY THEORY AND PRACTICE 3
A course designed to provide advanced study of development and instruction of literacy. Theoretical understandings will be explored and analyzed, especially as influencing practice. The
knowledge necessary to apply appropriate instructional and programmatic decisions including knowledge of the learner, the reading and writing processes, instructional strategies, materials, assessment procedures, and classroom environment will be the focus of the course.

EDCI 561 CONTENT AREA LITERACY AND LEARNING 3
A course designed to provide teachers of all subject areas with knowledge to integrate language processes, especially reading and writing, into their instruction. The course focuses on theoretically supported instructional strategies that enable all students to use reading, writing, speaking, listening, viewing, and visual production as a means to learn content.

EDCI 562 LITERATURE FOR CHILDREN THROUGH YOUNG ADULTS 3
Exploration of issues in literature for children through young adults including: history, criticism, trends, authors, illustrators, genres, instructional strategies, and organization of literature instruction and programs. The course participant will become proficient in selecting quality literature of various genres to match instructional objectives.

EDCI 563 ADVANCED STUDIES IN THE LANGUAGE ARTS 3
This is a course in the language arts with specific emphasis on the relationships that exist among reading, writing, speaking, listening, viewing and visually representing. Students will study current theory regarding language arts instruction and examine its role in relation to all areas of the curriculum. Through discussion and participation, the students will become familiar with organizational structures that encourage language learning in the language arts areas. In addition to organizational considerations, the course will address issues such as story telling and story reading, adaptations for special populations, visual literacy, writing in a variety of forms (poetic, narrative, expository, and persuasive), handwriting, spelling instruction, and assessment.

EDCI 564 ADVANCED STUDIES OF LITERATURE FOR ADOLESCENTS (GRADES 4-12) 3
A course designed to promote advanced study of issues related to literature for middle grades and secondary school students including: history and trends; literary criticism; authors; genre; instructional strategies and censorship and selection. Participants will investigate theories of the development of literacy understanding, appreciate their implications for pedagogy, and apply them to instruction. They will also become proficient in selecting and promoting quality literature that is developmentally appropriate for meeting the personal, social, and cultural needs of adolescents as well as their academic needs.

EDCI 565 ADVANCED STUDIES OF ADOLESCENT LITERACY DEVELOPMENT 3
This course is designed to promote advanced study of literacy development at the middle/secondary school levels. Course participants will investigate adolescent literacy development and effective teaching practices by applying theoretical understandings of literacy and adolescent development. They will develop the ability to gather and use assessment data and to make appropriate instructional and programmatic decisions and to create effective literacy learning environments for adolescents.

EDCI 566 ADVANCED STUDIES OF LITERATURE FOR YOUNG CHILDREN (PRESCHOOL-GRADE 5) 3
This course is designed to promote the exploration of issues in literature for children grades preschool through five. Issues include areas such as history, theory, criticism, trends, authors, illustrators, genres, instructional strategies and organization of literature instruction and programs. The course participants will become proficient in selecting literature of various genres to match instructional objectives and developmental levels.

EDCI 579 SPECIAL EDUC LAW, POLICIES, AND PROCEDURES FOR INTERVENTION SPECIALISTS
Prerequisite: EDCI 546
The class covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion. Students review the laws governing special education at federal and state levels and address these issues from a teaching perspective. Topics to be covered include: American Legal System, Federal Policy and Disability, Safe Schools Act, IDEA 1997 Reauthorization, Zero Reject, Testing, Classification, Placement, Appropriate Education, LRE, Due Process, Parent Participation and Shared Decision Making, Compliance through the Courts, and School Reform. The course also includes procedures specific to programs for learners with need for educational intervention. Relationships between school personnel and parents, funding sources, consultative procedures, interpersonal communication skills, enhancing team performance, and taking advantage of cultural and linguistic diversity are all addressed within the course.

EDCI 581 ASSISTIVE AND INSTRUCTIONAL TECHNOLOGY FOR INTERVENTION SPECIALISTS 3
Prerequisites EDCI 564; Student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited 4-year institution of higher education.
This course is designed to help students in the Intervention Specialist Program to use technology and materials specifically to teach and assist exceptional learners. Adaptations to typically available technology and materials and those specifically designed to assist the learner with challenges will be studied.

EDCI 582 ADV. SENSORY MOTOR INTERVENTION 3
Prerequisite: Student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited 4-year institution of higher education.
This course is designed to provide advanced knowledge of curriculum models, specialized methods, materials and equip-
ment used to teach young children with special needs in the areas of vision, hearing, sensory motor, physical and health. A transdisciplinary approach is emphasized.

EDCI 583 ADV. SENSORY/MOTOR INTERVENTION FIELD 1
30 Field hours, Prerequisites EDCI 546; Student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited 4-year institution of higher education.
A field placement taken concurrently at the graduate level with Educ 582., Sensory/Motor for Intervention Specialist-Moderate/Intensive, to be completed in an inclusive educational setting.

EDCI 584 COMMUNICATION; INTERVENTION SPECIALIST MODERATE/INTENSIVE 3
Prerequisites EDCI 507 concurrent with EDCI 585; Student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited 4-year institution of higher education.
This course is designed to provide curriculum models, specialized methods, materials and equipment to teach students with moderate and intense special needs in the area of communication. A TRANSDISCIPLINARY approach is emphasized.

EDCI 585 COMMUNICATION FIELD - INTERVENTION SPECIALIST MODERATE/INTENSIVE 1
30 Field Hours, Prerequisites EDCI 507 concurrent with 584; Student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited 4-year institution of higher education.
A field placement taken concurrently at the graduate level with Educ 584. Communication for Intervention Specialist Moderate/Intensive, to be completed in an inclusive educational setting.

EDCI 587 ELEMENTARY INTERVENTION SPECIALIST FIELD EXPERIENCE 3
A field experience which emphasizes the development and use of teaching strategies, methods, skills and assessments as they relate to the principles of teaching and learning with students with mild to moderate educational needs, and the decision making process. Time will be spent on the assessment and instruction of students in small groups and whole class. The student will use a variety of teaching strategies, methods skills, and instructional resources. Fee required to cover cost of mileage expense for travel by supervisor, and copies/materials to students.

EDCI 588 MIDDLE SCHOOL INTERVENTION SPECIALIST MULTICULTURAL FIELD EXPERIENCE 3
A field experience which emphasizes knowledge of multiculturalism, cultural differences, role of family in a dynamic changing society, interpersonal communication theories, interpersonal relations, human relation skills, motivational skills, as related to teaching in a culturally, racially, and socioeconomically diverse society; working effectively with students regardless of race, political affiliation, religion, age, sex, and socio-economic status; and knowledge of the influence of teacher expectations on student achievement and the impact of home efforts on student performance are also emphasized. The completion of this experience should help the student to be more effective in the decision making process, and in developing self-assessment knowledge and skills, and in classroom management and behavioral support knowledge and skills. Fee required to cover cost of mileage expense for travel by supervisor, and copies/materials to students.

EDCI 589 HIGH SCHOOL INTERVENTION SPECIALIST FIELD EXPERIENCE 3
A field experience which emphasizes decision making in assessment, instruction, evaluation, and intervention for students with mild to moderate educational needs and appropriate instructional strategies to address the needs of pupils. Emphasis will be placed on helping students with mild to moderate educational needs develop those skills necessary for transitioning to adulthood. Fee required to cover cost of mileage expense for travel by supervisor, and copies/materials to students.

EDCI 591 STUDENT TEACHING FOR TALENTED PROGRAMS 5
Prerequisites: EDFN 586, 589 and PPST
Supervised Field Experience Instruction School-Aged Students Identified as Gifted and Talented. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to students.

EDCI 592 STUDENT TEACHING FOR INTERVENTION SPECIALIST 5-10
Prerequisites: EDFN 586, 589 and PPST
Supervised field experiences in teaching for intervention specialist. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to students.

EDCI 596 MIDDLE GRADES METHODS & ASSESSMENT 3
This course is designed for persons in Bachelor's Plus program who are seeking the middle grades licensure (4-9). Emphases are placed on the development of content specific curriculum and instructional delivery, and assessment procedures which meet the specific needs of all middle grades students.

EDCI 597 MIDDLE GRADES PHILOSOPHY, ORGANIZATION & CLIMATE 3
This course is designed for persons in the Bachelor's Plus Program who are seeking the middle grades license (4-9). Emphasis are placed on the philosophy of middle level school, the psychology of the preadolescent and adolescent student, the role of teacher as counselor, in teaming, curriculum and instruction.
EDCI 601 STUDENT TEACHING FOR MIDDLE CHILDHOOD 5-10
Prerequisites: EDFN 586, 589 and PPST
Supervised Field Experience instruction for Middle Childhood students. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to students.

EDCI 602 STUDENT TEACHING FOR ADOLESCENT/YOUNG ADULT 7-12 5-10
Prerequisites: EDFN 586, 589 and PPST
Supervised Field Experience instruction for Adolescent/Young Adult 7-12 students. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to student.

EDCI 606 STUDENT TEACHING INTERVENTION SPECIALIST MILD MODERATE 5-10
300 Field Hours, prerequisites: Candidates must have completed all methods courses and post-baccalaureate (Bachelor's Plus) program requirements in preparation for initial licensure. Supervised field experience with an Intervention Specialist in a school setting. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to student.

EDCI 607 STUDENT TEACHING FOR MULTI-AGE PREK-12 5-10
Supervised Field Experience instruction for Multi-age Pre-K-12 students. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to student.

EDCI 633 ORGANIZATION AND MANAGEMENT OF EDUCATIONAL TECHNOLOGY 3
Prerequisites; EDCI 504, 505
This course introduces students to three main areas: installation and configuration of a computer system and peripheral devices; maintenance and troubleshooting of such hardware and software; and organizing technology use in schools.

EDCI 636 FOREIGN LANGUAGE EDUCATION CURRICULUM & INSTRUCTION 3
Prerequisite: Successful completion of intermediate foreign language courses or equivalent.
A course designed to examine the theoretical and practical issues relating to the teaching of foreign languages K-12. Instructional practices pertaining to the following are explored through lectures, reading of current literature, class discussion, guest speakers, etc; the role of context in comprehension and learning, listening, reading, oral proficiency, writing, testing, culture, and curriculum. Required for French and Spanish multi-age license.

EDCI 637 THE TEACHING OF FOREIGN LANGUAGES K-12 3
Prerequisite: Successful completion of intermediate foreign language courses or equivalent. Intended for students who are working toward licensure. Permission of instructor required for all others.
A course assigned to provide the student with classroom instructional skills, methods, and strategies in teaching grades K-12. Required for French and Spanish multi-age license.

EDCI 641 TRANSFORMING THE MIDDLE SCHOOL 3
Prerequisites: Admission to the Institute for Middle Level Education
This course is a detailed overview of the middle school and its place in the K-12 district structure. Emphasis will be placed on the development of a middle school philosophy, the components of an effective middle school, development of a middle school program, restructuring issues, and evaluation of middle school effectiveness.

EDCI 642 MEETING THE NEEDS OF YOUNG ADOLESCENTS 3
Prerequisites: Admission to the Institute for Middle Level Education
After a brief overview of the social, emotional, physical, moral, and intellectual needs of young adolescents, this course will explore the implications of those needs for effective middle childhood education. Emphasis is on promoting the development of individual students within a diverse group of adolescent and preadolescent students.

EDCI 643 INSTRUCTIONAL METHODS, MODELS AND ASSESSMENT FOR THE MIDDLE GRADES 3
Prerequisites: Admission to the Institute for Middle Level Education
This course is an overview of instructional methods, models and assessment that are especially effective for students in the middle grades. Emphasis is placed upon the design, development and assessment of interdisciplinary units that incorporate higher order thinking skills, multiple intelligences and a variety of learning styles. In addition, several non-traditional and multi-disciplinary instructional methods and models are surveyed in the course such as: service learning, place-based education, environmental education, authentic assessment and the use of the outdoors as an instructional tool. The course emphasizes linkages to the Ohio Academic Content Standards and explores these standards in an inter-disciplinary context.

EDCI 644 SEMINAR IN PROFESSIONAL GROWTH AND INSTRUCTIONAL LEADERSHIP 3
Prerequisites: Admission to the Institute for Middle Level Education
This course provides middle grades teacher-leaders with opportunities to investigate factors that promote positive school culture, meaningful professional development and an understanding of the dynamics of change. Seminar topics include: change theory, principles of adult learning, career stage theories, needs assessment, organizational culture and climate, instructional leadership theory, mentoring functions and professional development planning models.

EDCI 646 ISSUES IN ADOLESCENCE 6
Prerequisites: Admission to the Institute for Middle Level Education
This course is an introduction to the advanced study of leadership, literacy, and research as they relate to young adolescents. Students will examine adolescence from psychological,
social, and cultural perspectives. They will read and discuss a variety of material including research reports, journal articles, and adolescent literature. They will also collect data about the characteristics, needs, and academic achievement of adolescents and identify a focus for their continued research.

EDCI 647 PROCESS OF CURRICULUM IN MIDDLE GRADES EDUCATION 3
Prerequisites: Admission to the Institute for Middle Level Education
Process of Curriculum in Middle School Education is designed as a course for experienced middle school educators. Students will begin with an overview of the foundations of middle school education such as the nature and needs of adolescents and the historical foundations of middle school education. Based on this foundation, students will explore the development of curriculum in a middle school context. Emphasis will be placed on the role of curriculum standards and the core curriculum in developing a curriculum that is responsive to the needs and interests of adolescents. Various approaches in evaluation of curriculum experiences; professional techniques of curriculum development; and the role of pupils, teachers, administrators, scholars, parents, and other groups in shaping curriculum will also be explored. Current literature and research are emphasized.

EDCI 650 NATURE/NEEDS OF THE TALENTED 3
A background course designed to acquaint the student with the definitions, characteristics, potentialities, abilities, and learning styles of academically talented, creative, visual and performing arts talented, and other talented students. Methods of identification and a survey of assessment instruments shall be explored through a review of related and historical research as well as a critical examination of current practices in education of the talented. This course fulfills state requirements for licensure for Intervention Specialist/Gifted.

EDCI 651 CURRICULUM DEVELOPMENT FOR EDUCATION OF THE TALENTED 3
Prerequisite: EDCI 650 is suggested
This course examines curriculum processes necessary for providing a differentiated education for the talented, including but not limited to academically talented, visual and performing arts talented, and creative students. Utilizing strategies to enhance pace and depth of learning, students will study a variety of theoretical models useful in the development of programs for the academically talented, visual and performing arts talented and creative. Students will analyze processes and methods for organizing learning for the talented, with emphasis on flexibility and continuous progress. Students will develop instructional materials based on useful models and will adapt existing teaching aids to meet the curricular needs of outstandingly talented students individually and in special groups, using techniques of acceleration, enrichment, and special placement. This course fulfills requirements for licensure of Endorsement/Gifted.

EDCI 652 DEVELOPMENT AND SUPERVISION OF PROGRAMS FOR THE TALENTED 3
Prerequisites EDCI 650 and EDCI 651
This course is designed for educators who will be directly involved in the administration of talent development education programs. Job descriptions, program prototypes and evaluation techniques will be discussed, as well as guidelines for the development of grants, proposals and budgets. Participants will explore the steps in developing talent development education programs, including needs assessment, identification, assessment instruments, selection of personnel, staff development, supervision, formative and summative evaluation, philosophy and curriculum. Students will become cognizant of current practices, trends, and pertinent research within the field of gifted education and talent development education.

EDCI 653 GUIDANCE AND COUNSELING FOR THE TALENTED 3
Prerequisites EDCI 650 and EDCI 651
Guidance and counseling theories and practices for dealing with the affective, career, and educational planning needs of the outstandingly talented in the four areas identified - intellectual, specific academic, creative, and arts - by the Ohio Standards will be the main thrust of this course. Needs of special and diverse populations of talented students will also be considered. Among these will be disadvantaged, rural, young, females, minorities, twice-exceptional, very high - IQ, and underachieving students. Techniques and strategies involving the cooperative effort and utilization of parents, community agencies, advocacy groups, and school personnel will be considered. This course fulfills requirements for the Ohio Intervention Specialist/Gifted Licensure.

EDCI 654 CREATIVITY STUDIES FOR TEACHERS OF THE TALENTED 3
Prerequisite: EDCI 650 and EDCI 651
This is a course in creativity studies with a focus on the field of the education of the talented and gifted. Creativity will be discussed with regard to (1) the creative person and what makes him/her creative; (2) the creative process; (3) the creative product. Creativity in outstandingly talented students in the four identified areas of the Ohio Standards will be considered. These are intellectual, specific academic, creative, and arts-identified students. Students will be exposed to readings, assignments, and exercises designed to enhance personal and student creativity, as well as to classic and current psychological and educational theories of creativity and creativity training. This course fulfills requirements for the Ohio Intervention Specialist/Gifted Licensure.

EDCI 663 INTERVENTION IN LITERACY LEARNING 3
Prerequisite: EDCI 560 and one other graduate literacy course
Enrollees will build on their personal theories of effective and responsive literacy instruction in the language arts. This will be accomplished by collaborating and studying with fellow students, professors, children, and family care givers for the
purpose of generating and sustaining an assessment and learning cycle for children experiencing difficulty in the English language arts. Emphasis in the course will be on collaborative, focused assessment and responsive literacy plans for low-progress children enrolled in Ashland University's Becker Reading Center or approved site under the supervision of an Ashland University instructor.

EDCI 666 LITERACY LEADERSHIP I 3
Enrollment in a Master's Program and the Literacy Endorsement - Literacy Leadership I must be taken concurrently with EDCI 667 Literacy Practicum.
This course is designed as part of a program to prepare literacy specialists who are knowledgeable and skilled in literacy pedagogy; committed to excellent literacy curriculum, instruction, and assessment for all children; and prepared to provide professional development services in school settings. Literacy Leadership I will focus primarily on leadership at the building level.

EDCI 667 PRACTICUM I 3
Enrollment in a Master's Program and the Literacy Endorsement - Literacy Leadership I must be taken concurrently with EDCI 667 Literacy Practicum.
This course is designed as part of a program to prepare literacy specialists who are knowledgeable and skilled in literacy pedagogy; committed to excellent literacy curriculum, instruction, and assessment for all children; and prepared to provide professional development services in school settings. Literacy Leadership I will focus primarily on leadership at the building level.

EDCI 668 LEADERSHIP II 3
Enrollment in a Master's Program and the Literacy Endorsement - Successfully completing Literacy Leadership I – must be taken concurrently with EDCI 669 Practicum II
The second in a required series of courses designed to prepare literacy educators to serve as reading specialists/supervisors for grades PreK-12. Leadership II will continue to develop the proficiencies necessary to assume the multiple roles expected of a literacy specialist, particularly: leader; collaborative consultant; mentor; resource for both informal and formal professional development; liaison between school and family and/or community; and literacy advocate. Participants will also be expected to develop competency in understanding and applying research findings to guide effective practice and to engage in collaborative, professional inquiry.

EDCI 669 PRACTICUM II 3
Enrollment in a Master's Program and the A Literacy Endorsement – successfully completing Literacy Leadership I and Literacy Practicum The Literacy Leadership II Practicum provides the course participants with the opportunity to extend the learning from Literacy Leadership II and to implement the knowledge, skills and dispositions in a practical educational setting and in the greater community.

EDCI 727 INQUIRY SEMINAR IN LITERACY 5
Prerequisites: EDFN 501, 506, 508, faculty approval, signed intent form; EDCI 560, 561, 563 must be completed or taken concurrently
This inquiry seminar is intended for students who are completing a degree in curriculum and instruction with a concentration in literacy. Students will review and use concepts from previous coursework as they participate in gathering data through reading or through original research projects. They will analyze and share findings through extensive seminar discussions and appropriate written products or presentations. Intent fee required to cover cost of APA seminar adviser, miscellaneous expenses.

EDCI 768 PRACTICUM IN LITERACY 5
Prerequisites: EDFN 501, 506, 508, faculty approval EDCI 560, 561, 563 must be completed or taken concurrently, signed intent form
A coordinated experience in which the student will review previous coursework and existing research and then design, implement and document an acceptable innovation in literacy curriculum or instruction. Intent fee required to cover cost of technical reader, APA seminar adviser, miscellaneous expenses.

EDCI 796 TALENTED EDUCATION INTERNSHIP 5-10
Prerequisites: EDCI 650, 651, 652, 653, 654 or permission of Director of Talent Education
Completion of this Internship will satisfy the requirement for direct experience with identified gifted and talented students necessary for certificate validation for the Endorsement of Gifted Education in Ohio. This does not satisfy the capstone requirement for the Master’s of Education in Curriculum and Instruction with emphasis in Talent Development Education.

ECE/ECIS DEPARTMENT
MISSION STATEMENT FOR THE DEPARTMENT OF EARLY CHILDHOOD
The mission of the Department of Early Childhood at Ashland University is to provide high quality experiences for both preschool and practicing teachers that lead to the learning of the philosophical, theoretical, and experiential knowledge as outlined in the College of Education tenets, and required by all early childhood teachers. The goal of the Department is to develop early childhood educators who are able to effectively teach, serve, and act on behalf of the diverse needs, rights, and well-being of all young children.

EDEC 523 CURR & METHODS EARLY CHILDHOOD SOCIAL STUDIES 3
This course will provide fundamental knowledge in the areas of curriculum and instructional strategies for early childhood education in social studies. Emphasis will be placed upon the inductive approach by combining process skills and inquiry techniques designed to implement social studies curriculum.
EDEC 540  PHONICS AND THE ENGLISH LANGUAGE 3
NOTE: EDEC 540 MAY NOT BE TAKEN BY CONFERENCE
A study of English as an alphabetic language. Particular attention will be given to the graphophonemic patterns which have emerged through history. Classroom applications will be explored with specific emphasis on the role of phonics in a balanced literacy program. This course is restricted to initial licensure students and graduate students who are required by ODE rules to complete a basic phonics course.

EDEC 543  ADVANCED SENSORY MOTOR INTERVENTIONS FOR ECIS 3
This course is designed to provide advanced knowledge of curriculum models, specialized methods, materials and equipment used to teach young children with special needs in the areas of vision, hearing, sensory motor, physical and health. A transdisciplinary approach is emphasized.

EDEC 544  ADVANCED PROFESSIONAL ISSUES IN ECIS 3
A study of professional trends and issues related to management and administration of Early Intervention Programs. This course provides graduate students with information and skills to apply special education laws and policies to situations what will be encountered in schools and districts. Emphasis is on development of professional/administrative skills to ensure quality EC programs through research, advocacy and community leadership.

EDEC 564  CURRICULUM AND METHODS OF EARLY CHILDHOOD MATHEMATICS 3
A study of the curriculum content recommended for pre-kindergarten through the middle grades, along with the instruction methodology appropriate for teaching that content. Emphasis will be placed upon the scope and sequence of mathematics deemed appropriate for the curriculum of early childhood children, the appropriate use of concrete models, analysis of error patterns, and applications of technology.

EDEC 568  CURRICULUM AND METHODS FOR EARLY CHILDHOOD SCIENCE 3
This course will provide fundamental knowledge in the areas of curriculum and instruction strategies for early childhood education in science. Emphasis will be placed upon the inductive approach by combining process skills and inquiry techniques designated to implement science curriculum.

EDEC 580  EARLY CHILDHOOD INTERVENTION FOUNDATIONS 3
This course is designed to provide a foundation to the field of early childhood intervention specialties. The student will conduct ethnographic case studies of young children, age three through eight (prekindergarten through grade three) with mild/moderate/intensive exceptional educational needs. Emphasis is placed on principles of service coordination to integrate goals from multiple developmental domains within the context of activity-based, inclusive intervention.

EDEC 593  BIO-MEDICAL ISSUES FOR CHILDHOOD PROFESSIONALS 3
A study of biological, physiological and medical issues and conditions as they relate to the developing child from birth to age 8. The importance of understanding these issues in relation to the appropriate education and support of young children and their families is emphasized. Individual considerations that affect typical development or educational environment (e.g., attention problems, allergies, disabilities, etc.) are explored and appropriate techniques and resources for reducing the impact of these conditions on the child and learning potential examined.

EDEC 594  ADVANCED STUDY OF CHILD DEVELOPMENT IN THE CONTEXT OF THE LIFE SPAN 3
Advanced study of various stages of cognitive, language, physical, social, emotional and moral development through the life span with emphasis on child development theory and research for the prenatal period through age eight.

EDEC 595  PARENTAL AND NON-PARENTAL ADULT CHILD RELATIONSHIPS 3
An in-depth examination of family systems theory; understanding how the child affects and is affected by parents, siblings, the extended family and the community. A number of current child rearing practices are explored as well as the non-parental adult’s effectiveness in working with children and their families.

EDEC 600  STUDENT TEACHING FOR EARLY CHILDHOOD 5-10
Prerequisites: EDEC 586, 589 and PPST
Supervised Field Experience instruction for Early Childhood students. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to student.

EDEC 603  EARLY INTERVENTION AND INTEGRATION FOR YOUNG CHILDREN WITH SPECIAL EDUCATIONAL NEEDS 3
A study of early intervention models current trends and service delivery for children birth to age six years and their families. Emphasis will be placed on both developmentally appropriate practice and the role of the family.

EDEC 631  FOUNDATIONS OF EARLY CHILDHOOD EDUCATION FOR NEW EDUCATORS 3
Prerequisites: EDFN 500 and EDEC 594
A cross-disciplinary examination of the major concepts guiding practice in the field of early childhood education. Students have an opportunity to learn basic educational concepts and practices central to developmentally appropriate classrooms for children pre-k through grade three, including children with exceptional needs. Various historical and contemporary models and delivery systems are presented and the newest innovations in instruction discussed. This course is not for Graduate credit.
**EDEC 638  ADVANCED CLASSROOM AND INDIVIDUAL MANAGEMENT**  
Comprehensive studies of positive classroom and individual student management techniques. Emphasis is on developing appropriate strategies for young children with diverse backgrounds and developmental needs.

**EDEC 661  COMMUNICATION INTERVENTIONS AND INSTRUCTIONAL TECHNOLOGY FOR ECIS**  
This course is designed to provide curriculum models, specialized methods, materials and equipment to teach students with moderate and intense special needs in the area of communication. Intervention techniques emphasize the use of technology and other assistive modifications.

**EDEC 669  ASSESSMENT AND EVALUATION OF YOUNG CHILDREN W/SPECIAL EDUC NEEDS**  
A comprehensive course designed to address pertinent issues, as well as procedures, of assessment and evaluation of young at-risk and handicapped young children. Participants will be involved in local programs that service families of and/or at-risk and handicapped young children.

**EDEC 673  ADVANCED PROGRAM DESIGN AND ASSESSMENT**  
A comprehensive study and evaluation of early childhood programs, including areas such as political and professional influences, advanced methodology, management of change and evaluative research in early childhood preschool through grade three.

**EDEC 674  ADVANCED PROFESSIONAL ISSUES IN EARLY CHILDHOOD**  
A study of professional trends and issues related to comprehensive educational programs for children prekindergarten through grade three. Emphasis is on development of professional/administrative skills to ensure quality EC programs through research, advocacy and community leadership.

**EDEC 793  ADVANCED CLINICAL TEACHING: EARLY EDUC. OF CHILDREN WITH SPECIAL NEEDS**  
Field-based participation within both birth-2 (early intervention) and 3-5 programs for children with special needs under the direction of one or more of the following: Special education supervisors, center-based and/or itinerant teachers, case managers, or early intervention nurses. Specific participant goals will be identified, monitored, and evaluated. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to students.

**EDEC 794  EDUCATION OF YOUNG CHILDREN WITH DIVERSE ABILITIES SPECIALIST**  
Field-based program for students currently serving within an early intervention or 3-5 program for children with special needs. Specific goals and extended experiences are determined for appropriate B-2 and 3-5 settings. Fee required to cover cost of mileage expenses for travel by supervisor, copies/materials to students.

**FOUNDATIONS DEPARTMENT**  
NOTE: NO “CORE” COURSE (EDFN 500, 501, 506, 508, 521) MAY BE TAKEN BY CONFERENCE

**MISSION OF THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS**  
The mission of the Department of Educational Foundations at Ashland University is to establish sociocultural, historical, theoretical and philosophical understandings for undergraduate and graduate students to guide their practice, frame curricular decisions, and support meaningful learning. The goal of the Department is to develop a professional community of reflective, informed, and socially committed educators.

**EDFN 500  CONTEMPORARY EDUCATION: ISSUES AND TOPICS**  
A Foundations course designed to study contemporary education through theoretical-philosophical, political, and sociocultural lenses.

**EDFN 501  APA SEMINAR**  
This seminar provides graduate students an understanding of the content of the APA Publication Manual and format, including citations and reference styles. This class, along with the other core courses, is a prerequisite to all capstone experiences for the M.Ed. degree.

**EDFN 506  QUALITATIVE RESEARCH**  
A course designed to acquaint students with school-based inquiry. Focuses on philosophical and historical roots of investigation in education settings, with an emphasis on qualitative research methodology, techniques of exploring data, guided practice, ethical and social issues.

**EDFN 508  EDUCATIONAL STATISTICS, RESEARCH AND EVALUATION PROCEDURES**  
A course to make students literate in reading and evaluating descriptive and inferential statistics. Basic computation and interpretation of statistical procedures, research techniques and reporting methods are emphasized.

**EDFN 509  INTERMEDIATE STATISTICS**  
Prerequisite: EDFN 508 or permission of professor  
The intermediate educational statistics course is divided into three parts. During the first portion of the course, the students conduct an in-depth study of research design. The second portion of the course involves a study of the intermediate level of statistical tools. The final portion of the course requires that each student present his or her proposed research project for clinical evaluation by the class and instructor.

**EDFN 521  PRINCIPLES AND PROCEDURES OF CURRICULUM DEVELOPMENT**  
A survey course in curriculum development which encompasses elementary, middle, and high school. Students examine the impact of past and present curriculum practices, including computer utilization and management, major groups and individuals in society who influence curriculum, trends and...
innovations in curriculum, approaches to evaluation of curriculum experiences, professional techniques of curriculum development, and the role of pupils, teachers, administrators, scholars, parents, and other groups in shaping curriculum. Current literature and research is emphasized.

EDFN 525 HISTORY OF EDUCATION 3
The intent of this course is to explore the ways in which education has developed historically in the United States. EDFN 525 examines the administrative, or structural history of public schooling and other educational institutions and agencies. It also explores how socio-cultural concepts such as race, class and gender have impacted and have been impacted by the historical narrative of education. In this vein, EDFN525 considers the role that schools play in fostering both equality and inequality in American education in order to understand both the history of education in its own right, and how contemporary American education is informed by historical precedents.

EDFN 586 EFFECTIVE INSTRUCTION 3
Taken before or concurrently with EDFN 587, 588, 589 field experiences and other course work
This course will serve as an entry level into the Bachelor's Plus Program. It will provide opportunities for students to explore and/or confirm their entry into a teaching field. Fundamental knowledge essential for a beginning student will be presented through the course knowledge, skills and disposition goals/objectives, and activities and experiences gleaned from the course.

EDFN 587 MULTICULTURAL FIELD EXPERIENCE 3
88 Field Hours. To be taken concurrently with or after EDFN 586
A field experience which emphasizes knowledge of multiculturalism, cultural differences, constantly changing family life, interpersonal communication theories, interpersonal relations, human relation skills, motivational skills, as related to teaching in a culturally, racially, and socioeconomically diverse society; and working effectively with students regardless of race, political affiliation, religion, age, sex, and socio-economic status. Knowledge of the influence of teacher expectations on student achievement and the impact of home efforts on student performance are also emphasized. The completion of this experience should help the student be more effective in the decision making process, and in developing self-assessment knowledge and skills. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to student.

EDFN 588 ASSESSMENT, INSTRUCTION, EVALUATION AND INTERVENTION FIELD EXPERIENCE 3
92 Field Hours. To be taken concurrently with or after EDFN 586
A field experience which emphasizes decision making in assessment, instruction, evaluation and intervention regarding individual pupil learning needs and appropriate instructional strategies to address the needs of pupils, including those with exceptionalities and differing learning styles. This field experience will provide application through individual and/or small group tutoring. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to student.

EDFN 589 TEACHING SKILLS FIELD EXPERIENCE 3
92 Field Hours. To be taken concurrently with or after EDFN 586
A field experience which emphasizes the development and use of teaching strategies, methods, skills and assessments as they relate to the principles of teaching and learning, and the decision making process. Time will be spent on applying planning and management skills to the instruction, discipline, behavioral concerns and decision making in the instruction, discipline, behavioral concerns and decision making in the instruction of small groups and whole classes. The student will use a variety of teaching strategies, methods, skills and instructional resources. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to student.

EDFN 590 STUDENT TEACHING 5-10
Prerequisites: EDFN 586, 589 and PPST
Supervised field experience in licensure area(s) in an elementary, middle, and/or secondary school. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to students.

EDFN 632 IMPROVING CLASSROOM INSTRUCTION 3
The purpose of this course is to prepare the student to be an instructional leader. Through reading, discussion, modeling and lectures, the student will know the latest research in learning theory, models of effective teaching and the cycle of instruct, assess, intervene, and evaluate when teaching in the elementary, middle and high school. Special emphasis will be given to placing a balance between mastery of basic skills and the development of higher-order thinking and problem-solving processes.

EDFN 635 INSTRUCTIONAL ORGANIZATION AND MANAGEMENT 3
This course is designed to develop management skills related to curriculum instruction. These skills include staffing patterns, space and time utilization concepts and media materials for pupils in formulating and implementing learning programs.

EDFN 645 EDUCATIONAL PSYCHOLOGY AND HUMAN DEVELOPMENT 3
The course addresses theories of human development, the scientific worthiness of the theories, and assists in developing an understanding of how the theories may be applied to schooling. Students will apply research related to human development and educational psychology for the improvement of instruction, curriculum and administration.

EDFN 646 EDUCATIONAL ASSESSMENT 3
This course is designed to advance the graduate student's ability to choose and create meaningful assessments appropriate for a given purpose, situation, and group of learners. The goal will be to use assessment to ensure the continuous intellectual, social, and physical development of all learners, as well as a tool for teacher reflection and professional development. Students will create and critique a variety of appropriate and ethical assessment techniques to enhance learning and teaching. Additional focus will be on the critical analysis
of current research and an understanding of the roles uses and limitations of economic roles of assessment in society.

SPORT SCIENCES DEPARTMENT
DEPARTMENT OF SPORT SCIENCES
MISSION STATEMENT
The Department of Sport Sciences strives to prepare liberally educated students to assume professional positions in athletic training, commercial and therapeutic recreation, exercise science, physical education, sport management, wellness, coaching, and sport education by developing physical, social, and spiritual dispositions and skills that are requisite for professional success. Through meaningful instruction, scholarship, and professional service, we challenge and support our students in serving the local, regional and global communities.

EDSS 672 SPORTS MANAGEMENT 3
Analysis of administration, philosophy, standards, policies and procedures for implementing sports programs. Development of an understanding of the administrative analysis and its relationship to decision making.

EDSS 673 ANALYSIS OF SPORT INSTRUCTION 3
An investigation into and the practical experience of using systematic observational tools designed to evaluate coaching/teaching behaviors, and an exposure to technological advance in analyzing psychomotor skills.

EDSS 674 ETHICAL/SOCIAL ISSUES IN SPORT 3
An historical, philosophical, and sociological examination of ethical and social issues related to sport in its dimensions as play, competition, leisure, education, and work.

EDSS 675 SCIENTIFIC FOUNDATIONS OF NUTRITION IN SPORT 3
Study of a scientific framework to assist in understanding nutrition and diet as they relate to physical activity. Nutritional considerations related to overall health and performance will be discussed. Topics to be considered include: digestion and energy metabolism, weight control, disordered eating, role of water, ergogenic aids, and consumerism. The effects of commonly used and abused chemical substances will be discussed in terms of the impact on physical performance.

EDSS 676 PSYCHOLOGY OF COACHING 3
An examination of the psychological factors that affect athletic performance, with particular attention to personality, maturation, social factors, and research finding in specific sports.

EDSS 677 THE PHYSIOLOGICAL BASIS FOR EXERCISE AND SPORT 3
The applied study of the functioning of the systems of the human body during exercise, with an emphasis on training and the improvement of sport performance.

EDSS 678 FITNESS ASSESSMENT AND EXERCISE PRESCRIPTION 3
An introduction to fitness evaluation and exercise prescription. Concepts, principles, and theories from the fields of exercise physiology, kinesiology, nutrition, and tests and measurements will be presented and applied to physical fitness testing and the design of exercise programs for apparently healthy individuals and individuals with known pathology.

EDSS 679 PRINCIPLES OF STRENGTH TRAINING AND CONDITIONING 3
An extensive examination of the physiological basis for muscular strength, power, and conditioning, as well as principles of facility organization and operation. The student will become familiar with various approaches to strength training and conditioning (such as high intensity training, periodization of training, etc.) The student will have the knowledge, skills and abilities to obtain NSCA certification after completion of the course.

EDSS 680 SPORT MARKETING AND PROMOTION 3
This course is an examination of the essentials of effective Sport Marketing. Topics include application of marketing principles in the sports industry, licensing issues, sponsorships and endorsements, stadium and arena marketing, broadcasting
and media considerations, public policy and sports and the unique marketing challenges for sport specific products (football, basketball, baseball, intercollegiate sports, etc.).

EDSS 681 LEGAL ASPECTS IN SPORT 3
A study of the legal system as it relates to sport, physical education, sports medicine, health and recreation. Topics to be considered include liability, negligence, defenses, contracts and immunities. Special attention will be directed toward laws and court cases that are pertinent to the sport and recreation professional, e.g. Title IX, Title VII, etc.

EDSS 682 SPORT INDUSTRY 3
This course is an examination of principles of economics, budgeting, and finance as it applies to the sport industry. Topics to be considered include accounting principles, sources of revenue, budget development, fund raising principles and methodology. Special attention will be directed toward financial management of sport organizations.

EDSS 778 PRACTICUM IN SPORT EDUCATION 5
Prerequisites: EDFN 501, 506, 508, faculty approval, completion of majority of coursework, signed intent form
A coordinated field-based experience in which the student will design, develop, document and write an acceptable management program pertaining to the student’s respective field of interest. Fee required to cover cost of technical reader, APA Seminar adviser, misc. expenses.
Professional Development Services

GILL CENTER
Vice President for Regional Centers and Outreach
John Sikula

Assistant Dean, Professional Development Services
Dwight L. McElfresh

Director of Ashland Professional Development Services
Tom Lavinder

Director of Southwest Center Professional Development Services
Gary Corn

Director of Columbus Center Professional Development Services
Patty Canupp

Director of Elyria Center Professional Development Services
Larry Pfrogner

Director of Massilon Center Professional Development Services
Carol Kovacs

Director of Gill Center for Business and Economic Education
John Dowdell

Director, EconomicsAmerica Cleveland Center of Ashland University
Paula Aveni

Director of Outreach Programs
David Webb

PROFESSIONAL DEVELOPMENT SERVICES
PROGRAM OFFERINGS
Workshops, courses, and continuing education programs are offered through the College of Education, College of Business, and College of Arts and Sciences. Offerings are utilized for licensure renewal, electives in approved M.Ed. and MBA, and Master of American History and Government programs.

EDUC 6100 – 6300 SITE SPECIFIC WORKSHOPS
[Specific subtitles added based on workshop content]
Intensive study of selected school-based curriculum, instruction and/or organization based on specific professional development needs of school personnel. Application of research-based theory is expected. Graduate standing or professor approval required. (S and U grades unless otherwise requested.)

Economic Education 584 -- Economics in the Curriculum
1 – 8 sem. hours
Preparing or revising curriculum or curriculum guidelines, i.e., an economics curriculum guide for any or all grade levels, or a sequence for developing economics principles within the existing curriculum; or curriculum for a particular subject area; or curriculum related to special bases such as multimedia based, activities-based, community- or cultural-based.
Ashland University offers a Master of Business Administration degree through the Richard E. and Sandra J. Dauch College of Business and Economics. The MBA program, initiated in 1978, is designed to provide mid-level professionals with a top-management perspective on organizational effectiveness by equipping them with the conceptual frameworks necessary to run a business or business segment. It also helps them develop their ability to lead people and manage resources to achieve organizational effectiveness by developing key managerial competencies. Finally, it guides students toward more fruitful ways of integrating their individual efforts with those of their colleagues by employing a team-based, integrated, cross-disciplinary approach to understanding organizational management.

The Master of Business Administration Program seeks to provide a solid theoretical understanding within the broad spectrum of management problems. The program emphasizes the perspective of top management and the executive’s view of the organization — how to interact and react to external pressures so the organization can survive and meet its goals and objectives.

**DEAN**
Khushwant K. Sidhu Pittenger, Interim Dean, College of Business and Economics, and Professor of Business Administration

**FACULTY**
John W. Fraas, Professor of Business Administration; Trustees’ Professor
Beverly A. Heimann, Professor of Business Administration; Graduate Chair
Raymond A. Jacobs, Professor of Business Administration, Associate Dean
Gary L. Margot, Professor of Business Administration
Steven W. Pool, Professor of Business Administration
Richard T. Symons, Professor of Business Administration
Javier F. Garcia, Associate Professor of Economics
Mark A. Nadler, Associate Professor of Economics
Kristine Parsons, Associate Professor of Business Administration
Ronald Paugh, Associate Professor of Business Administration
Robert P. Rogers, Associate Professor of Economics
Paul G. Schloemer, Associate Professor of Business Administration
Sharon A. Valente, Associate Professor of Business Administration
Sivakumar Venkataramany, Associate Professor of Business Administration
Daniel Fox, Assistant Professor of Business Administration
Thomas W. Harvey, Assistant Professor of Business Administration
Robert E. Miller, Assistant Professor of Business Administration
Jeffrey E. Russell, Assistant Professor of Economics
Constance M. Savage, Assistant Professor of Business Administration
Debra Westerfelt, Assistant Professor of Business Administration
Ken Cooper, Visiting Professor of Business Administration
Michael J. Colburn, Visiting Assistant Professor of Business Administration

**ADMINISTRATORS**
Stephen W. Krispinsky, Executive Director, MBA Program
Carol L. Pietrasz, Associate Director, MBA Program
Katherine M. Rivera, Administrative Assistant, MBA Program
Peg M. Hickey, Project Coordinator, MBA Program

**VISION STATEMENT**
The vision of Ashland University’s College of Business and Economics is to be the provider of choice of managerial resources to organizations in the geographical areas we serve.

**MISSION STATEMENT**
The mission of the Ashland University College of Business and Economics is to help our students achieve those competencies most prized by organizations wishing to hire or promote individuals into positions of increasing responsibility.

**PROGRAM OBJECTIVES**
1. To provide for the needs of future and practicing executives by offering an education integrating relevant theory with practical application.
2. To offer a curriculum that provides the necessary tools for decision making and problem solving while exposing the student to the functional areas of business that are appropriate in today’s business environment.
3. To meet the needs of diverse groups of students by integrating international students into our American business culture in order to develop a global awareness.
4. To provide fundamental business courses and skills for non-business degree holders and for international students by offering a foundation program to prepare them for graduate studies in business.

**CORE VALUES**
Ashland University’s MBA program values:
1. Competency-based education
2. Student-centered, experiential learning
3. Systematic stakeholder involvement and outcomes assessment
4. Continual program review and improvement
5. Partnership with current and potential employers
6. Scholarly activities in research, application, integration, teaching and service

**CURRICULUM**
Students must complete a minimum of 36 credit hours above the MBA 500 level to meet their curriculum requirements. Effective January 1, 2006, all incoming students must complete a required one-hour assessment seminar (MBA 520/521) as part of their coursework, in addition to the
Phase II required courses. A maximum of nine credit hours may be comprised of elective courses such as other seminars, special topics/specialization courses, or an independent research project. Complete information and guidelines for these options are found under “Phase III” and “Independent Research Project Option” below.

STRUCTURE
Ashland University offers students the Master of Business Administration course work in five program centers across the state. MBA semesters commence each September, January and May and classes meet for 12 weeks. Classes meet in the evenings or on Saturdays, which permits students to learn without interrupting their normal working schedules. By completing two courses each semester, students may earn their degree after two years of study.

ACCREDITATION
The Ashland University Master of Business Administration Program is accredited by the Association of Collegiate Business Schools and Programs (ACBSP) and the North Central Association of Colleges and Schools.

FACILITIES
Institutional Classes are held on the main campus in the Richard E. and Sandra J. Dauch College of Business and Economics and at four off-campus centers:

- Columbus Center  
  1900 E. Dublin-Granville Road  
  Columbus, OH 43229

- Massillon/Stark County Center  
  2550 University Drive SE  
  Massillon, OH 44646

- Medina Center  
  Sharon Commons  
  2498 Medina Road  
  Medina, OH 44646

- Corporate College  
  25425 Center Ridge Road  
  Westlake, OH 44145

Resources
The nine-story Ashland University Library houses over 300,000 items. This includes the special theological collection, the reference department materials, bound volumes of periodicals and government documents, microtext collections, The Harold E. Andrews Collection of Special and Rare Books, the Lulu Wood Library of Children’s Literature, The Numismatic Center Collection and The University Archives. The Library is also a depository for federal and state documents. Electronic databases and resources are available through CD-Rom networks and the Internet.

Computer labs in the Dauch College of Business and Economics, the Hawkins-Conard Student Center and Patterson Instructional Technology Center on the main campus are available for use by graduate and undergraduate business students. These labs are equipped with IBM compatible computers and software. Computer labs are also available at the Columbus, Massillon/Stark and Medina Program Centers.

All students registered for classes are automatically registered for access to the AU Internet. For information, please call the library reference desk at 1-800-882-1548, ext. 5402 or 419-289-5402. There are also Internet help sessions available. Call the Library for times and locations.

ADMISSION
A student possessing a bachelor’s degree from an accredited institution, with a cumulative undergraduate grade point average of at least 2.75 on a 4.00 scale, with a recognized business undergraduate major and a minimum of two years full-time work experience may be accepted for admission to Ashland University’s MBA program on an unrestricted basis. A student without these requirements may be admitted on a contingent or conditional basis, depending on his or her situation. Such a student may be required to show greater work experience, enroll in MBA Foundation course work, limit the number of courses taken, and/or maintain a minimum cumulative grade point average of 3.00.

A contingent admission occurs as a result of an applicant’s baccalaureate history failing to reflect sufficient course work in business to assure an understanding of the concepts contained in the Phase II courses.

A conditional admission occurs when the applicant’s cumulative grade point average at the undergraduate level does not meet the standard 2.75. Also, this conditional admission status is used when the applicant fails to meet the two-year full-time work experience in an organizational setting.

HOW TO APPLY
The following materials must be submitted to finalize the application process:

- A complete MBA admission application with the $30 application fee (checks must be payable to “Ashland University”). Ashland University graduates are exempted from this fee although this does not give them admission preference.

- Official transcripts from all undergraduate and graduate course work. Acceptable transcripts are only those sent directly from the issuing institution, not those issued to the individual student.

- A Personal Competency Assessment (PCA) to be completed by the applicant’s manager.

- Recommendation letters (optional).

- An updated resume or vita.

An admission application is available from the MBA Program Office by calling 1-888-MBA-CLAS or online at www.ashland.edu/mba. All materials should be mailed to:

MBA Office  
Ashland University  
401 College Ave.  
Ashland, Ohio 44805
PERSONAL COMPETENCY ASSESSMENT (PCA)
The MBA faculty have adopted a competency model which emphasizes leadership, communication skills, logic, integrity and conceptual skills. AU’s MBA program requires all incoming students to have their manager complete a Personal Competency Assessment (PCA) in lieu of the Graduate Management Admission Test (GMAT).

This assessment enables MBA advisers to assist students in developing their competencies to become more effective business leaders. This PCA may be completed by the student’s manager or someone with whom he or she is closely associated in the workplace.

TRANSFER STUDENT POLICY
Ashland University will accept up to 12 hours of graduate transfer credit into the Master of Business Administration Program. Several factors should be noted when transferring credit:
1. The course work should have been completed within five years prior to application at Ashland University.
2. Course work must be comparable with the Ashland University MBA Program course work.
3. The grades in the courses to be transferred must be “B” or better.
4. Transfer credit does not affect the cumulative grade-point average established with Ashland University.

TRANSGENT STUDENT ADMISSION
A student in a graduate degree program at another accredited college/university may be admitted as a transient student in the Ashland University MBA Program. Permission to do so must be submitted in writing to the student by the home institution. The transient student is accepted on a space available basis.

FOUNDATIONS PROGRAM
Applicants holding non-business baccalaureate degrees may be required to complete MBA Foundations course work. The MBA Foundations Program offers accelerated, intensified learning, providing the necessary foundation upon which the MBA is built.

The MBA Foundation courses include economics, finance, management, accounting, information technology, marketing, and quantitative and statistical methods. Students earn graduate credit for each MBA Foundation course. However, this credit does not apply toward the 36 semester hours of credit necessary to earn the MBA degree. Performance in these courses is evaluated by a letter grade, and all students enrolled in MBA Foundations courses must meet the academic standards of the MBA program (see “Academic Probation/Dismissal” section of catalog).

MBA Foundation courses may be taken concurrently with MBA core courses as long as the core prerequisites are met. However, students considering this option must obtain approval from one of the program directors.

All Foundation courses qualify for graduate student loans. Students taking six hours per semester are considered full-time students. Those taking less than six hours per semester are considered part-time.

INTERNATIONAL STUDENTS IN THE MBA
Ashland University makes a special commitment to serving the needs of international students. The International Student Services Office has been established to provide personal and academic counseling and to assist in immigration concerns. Also, the Ashland University Center for English Studies (ACCESS) provides an intensive English program for foreign students. With its low student-teacher ratio, the MBA Program itself can ensure personal attention to the individual needs of all students.

ADMISSION
International students are eligible for entrance into the MBA Program under the standard admission guidelines. In addition to those requirements, the international student needs to submit proof of competency in English. The student is required to have a minimum score of 550 on the TOEFL (213 on computerized TOEFL) or 6.5 on the IELTS test for entrance to the MBA program. Students who have not achieved a 5.0 or above on the Test of Written English (TWE) are required to complete a one-semester course in university writing.

Students eligible for admission but who have not attained the minimum score on the TOEFL may be admitted to the Center for English Studies program (ACCESS). Advanced level students can, with permission from the Director of ACCESS, take academic courses for credit on a part-time basis. Upon successful completion of the ACCESS program, students will be admitted to the University for full-time academic study.

HOW TO APPLY
International students must apply for admission to the Master of Business Administration Program well in advance of their proposed entry date. All appropriate correspondence should be addressed to: Director of International Student Services (ISS), Ashland University, 401 College Avenue, Ashland, Ohio 44805, U.S.A.

To assure the most rapid consideration, we require complete information including the following materials:
• The International Student MBA Application Form with a $50.00 application fee.
• Official (original or certified) transcripts of university course work in both English and the original language from an accredited institution of higher education.
• Submission of a TOEFL or IELTS score.
• The Certification of Finances form accompanied by a bank statement and signature of sponsor.
• Proof of two years of work experience in an organizational environment on the letterhead of your employer(s).
• Two letters of recommendation from people who can evaluate your ability to pursue an MBA degree in the U.S.
• A one-to-two page essay detailing your educational and business history which also explains what you plan to do
with an MBA after you complete the program.

- A resume which highlights your education and work experience and indicates your special skills and interests.
- Academic credentials from outside the U.S. will be evaluated by the ISS office. The director of the MBA program will then decide which courses in Phase I of the MBA will be required by the applicant.

TUITION, FEES AND FINANCIAL AID
TUITION AND FEES
All tuition, fees and other charges are set by the University and are subject to change without prior notice. The schedule of tuition and fees which follows is approved by the Ashland University Board of Trustees for the 2007-2008 academic year.

MBA Application Fee ........................................ $30
MBA Tuition Foundations and Core
(per semester credit hour) .......................... 533
MBA Seminar (credit) ................................. 700
(non-credit) .................................. 350
Audit Fee (per credit hour) ......................... 267
Graduation Fee (paid last semester prior to graduation) 100
Transcript Fee (official transcript) ................. 4
Corporate Reimbursement Participation Fee (per course) . 20

Note: All tuition and fee payments are processed in the Business Office. Students may visit this office in Founders Hall, and off-campus students may mail payments to: Student Accounts, Ashland University, 401 College Ave., Ashland, Ohio 44805. The toll-free number is 1-800-882-1548 (ask for Student Accounts).

Applicable tuition and fee charges for graduate courses must be paid with registration or registration will be denied unless students qualify for corporate reimbursement (see “Corporate Reimbursement” section below).

CHANGE OF ENROLLMENT STATUS
Students who drop a course during the first three weeks of the semester should be aware that their enrollment status may change. Before changing your enrollment status, you should carefully consider the impact such changes will have on your tuition charges and your eligibility for financial aid if you are receiving aid.

Course Drop: Occurs when a student is enrolled at the beginning of a term and then drops a course but is still enrolled for one or more courses in the term.

Schedule changes/drops:
Fall: No refund after September 23, 2007
Spring: No refund after February 10, 2008
Summer: No refund after June 1, 2008
Withdrawal: Occurs when a student is enrolled at the beginning of a term withdraws from all courses for the term. Refunds on tuition will be prorated on a per day basis up to the 60% point in the term. There are no refunds after the 60% point in time.

FINANCIAL AID
The Dauch College of Business and Economics currently has no scholarships for graduate students although graduate assistantships are available to selected MBA students each academic year. Additional financial aid information may be obtained through such agencies as the Veteran's Administration. Students enrolled at least half-time in the MBA Program are eligible to participate in the Federal Stafford Loan Program or may wish to apply for private education loans. Information regarding the Federal Stafford Loan Program and private education loans is available from the AU Financial Aid Office at 419-289-5002 or www.ashland.edu/financialaid.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS POLICY
Federal regulations require that an institution develop and enforce a policy for standards of satisfactory academic progress for students who receive financial aid. These standards must be the same or stricter than the standards the institution has for students not receiving aid. This policy is applied to graduate students receiving federal assistance at Ashland University. It should be noted that this policy is separate from the academic policy administered by the Academic Standards and Graduation Committee. Students may be allowed to enroll at AU but may not be eligible to receive financial aid due to academic deficiencies.

The criteria for Satisfactory Academic Progress for graduate students are as follows:

INTERPRETATION AND ENFORCEMENT
The Director of Financial Aid will have primary responsibility for the interpretation and enforcement of this policy. Unusual issues related to this policy may be directed to the Financial Aid Committee for consultation.

DEFINITION OF TERMS
1. Academic Year: the fall and spring terms of a given year.
2. The status of a graduate student according to the credit hours taken in a regular term is as follows:

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 or more</td>
<td>full-time</td>
</tr>
<tr>
<td>3-5</td>
<td>half-time</td>
</tr>
<tr>
<td>1-2</td>
<td>less-than-half-time</td>
</tr>
</tbody>
</table>
3. Satisfactory Course Completion is a final grade of “C-” or higher, “S” (Satisfactory) or “CR” (Credit).
4. A repeated course is one taken again which could affect a student’s cumulative grade point average. Repeated courses will count toward the minimum number of credit hours per term, but will not affect the cumulative credit hours completed.
5. A student on financial aid probation is eligible to receive financial aid, but must demonstrate satisfactory academic progress.
6. Transfer hours which are creditable to an Ashland University degree will be rounded down to the nearest multiple of 6 to determine the corresponding terms the student has already used in financial aid eligibility.

**QUALITATIVE REQUIREMENTS**

Graduate students must achieve a GPA of 2.5 as of the end of their second term of attendance at AU. The graduate student who does not meet this requirement will immediately lose eligibility for federal financial aid. Reinstatement of financial aid eligibility will occur after the student attains the required cumulative GPA at AU at his/her own expense. Also, students who receive a grade of “F,” “WF,” or “WP” in all courses during any term will immediately lose eligibility for financial aid.

**QUANTITATIVE REQUIREMENTS**

Graduate students who attend full time must complete their graduate degree within seven terms. Students must satisfactorily complete six hours each term if enrolled full time. The student who fails to achieve this standard once during the academic program shall be placed on Financial Aid Probation. The student who fails to meet this standard twice shall be ineligible for financial aid until that student makes up, at his/her own expense, the total number of hours for which s/he is deficient.

**APPEALS**

A student who is ineligible for financial aid due to not meeting the requirements of this policy may submit a written letter of appeal to the Financial Aid Committee via the Director of Financial Aid. The committee will review the student’s appeal and make a final determination as to whether the student will be offered financial aid for another term considering any unusual or extenuating circumstances which may include, but are not limited to, the following:

A. Illness
B. Injury
C. Severe mental or emotional stress
D. Physical or mental hardship

In the event of unusual and/or extenuating circumstances, the Financial Aid Committee may approve another term of financial aid for the student. If another term of aid is approved, the student’s academic progress will be reevaluated at the end of the term to determine if the student is eligible for additional term(s) of financial aid.

**CORPORATE REIMBURSEMENT**

Students eligible for tuition reimbursement from their employers may request payment deferral until the payment date at the end of the semester. A $20.00 per class corporate reimbursement fee will be assessed. Interest, at a rate of 1.5% per month, will be assessed to all outstanding balances that remain after the final payment date.

Payment dates for the 2007-2008 school year are:

- Fall 2007: January 11, 2008
- Spring 2008: June 6, 2008
- Summer 2008: September 12, 2008

During the final semester of classes prior to graduation, all fees and charges must be paid in full prior to taking final exams. Students with outstanding account balances will not be eligible to take final exams or participate in commencement exercises.

To secure corporate reimbursement deferment, students must complete the requested information appearing on the registration form each semester. Students must indicate the amount of eligible reimbursement and obtain corporate authorization. Those students eligible for partial reimbursement which is not contingent on final grades, are required to pay their percentage, or portion of the fees and charges at the time of registration.

**ACADEMIC POLICIES AND REGULATIONS**

**ACADEMIC ADVISER**

One of the program directors will be the student’s adviser throughout the MBA program. However, students may wish to select a graduate faculty member who will assist in defining their personal and professional objectives. The faculty advisers are not necessarily the research advisers if the student decides to pursue an independent research project.

**ACADEMIC PROBATION/DISMISSAL**

The academic records of all MBA students are reviewed at the end of each semester. Students whose cumulative grade point averages fall below 3.00 are automatically placed on probation and are subject to dismissal. Student status is determined by the number of hours of MBA course work completed and the cumulative grade point average (GPA), as shown in the following table.

<table>
<thead>
<tr>
<th>Hours of MBA Coursework Completed</th>
<th>GPA Range for Student to be Placed on Academic Probation</th>
<th>GPA Range for Student to be Dismissed, Eligible for Conditional Reinstatement</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-8</td>
<td>2.00-2.99</td>
<td>&lt;2.00</td>
</tr>
<tr>
<td>9-17</td>
<td>2.33-2.99</td>
<td>&lt;2.33</td>
</tr>
<tr>
<td>18-26</td>
<td>2.67-2.99</td>
<td>&lt;2.67</td>
</tr>
<tr>
<td>27-35</td>
<td>2.91-2.99</td>
<td>&lt;2.91</td>
</tr>
</tbody>
</table>

A student who is placed on academic probation is normally permitted to register for a maximum of four hours per semester until his or her cumulative grade point average reaches 3.00 or higher and he or she is removed from probation. International students may register for a maximum of six hours. Exceptions to this must be requested in writing by the student and must be approved by the MBA academic probation committee.
Students who are dismissed from the program should carefully consider their options, as there is no guarantee that they will be able to successfully complete the program, even if permitted to continue. If a dismissed student would like to continue in the MBA program, he or she must make a written request for permission for conditional reinstatement in the program from the MBA academic probation committee. If permitted to continue, the student must retake one or more courses in which he or she received a grade of “C+” or lower. The grade for the repeated course will affect the student’s grade point average as described in the “Course Repeat Policy.” A dismissed and conditionally reinstated student may not take any new courses until the cumulative grade point average has increased to at least the academic probation range.

If the student is placed under academic probation during his or her last semester in the program, the MBA academic probation committee will determine what additional work, if any, must be completed for the student to continue and graduate. This additional work may include a requirement to retake one or more courses in order to increase the student’s grade point average.

The MBA academic probation committee and Ashland University reserve the right to dismiss any student at any time for good cause.

**Course Repeat Policy**

Any student receiving a “B-” or lower grade in a course may choose to retake the course in an attempt to raise his or her grade point average. Both grades appear on the student’s transcript. However, only the second grade will be used in calculating the grade point average.

**Appeal Process**

Students who have complaints or questions about the MBA program, including instructional faculty performance or grade issues, should follow the procedure listed below. Any complaints must be initiated no later than the end of the semester following that in which the issue arose. For example, for a course taken during the fall semester, any appeal must be initiated prior to the end of the following spring semester.

1. The student should consult the faculty member in question. It is only after this approach has been attempted that further recourse is appropriate. No appeal will be heard until this initial step has been taken, unless the complaint involved conduct that the student does not feel comfortable raising with the faculty member. In this case, the student may initiate the complaint by writing directly to the chair of the graduate program as described in step 2 of this process.

2. If consultation with the faculty member in question does not produce satisfactory results, the student should submit his or her appeal in writing to the chair of the graduate program. The written appeal should specify the details and circumstances that justify the appeal and state the action or decision sought by the student.

3. If the chair of the graduate program, after having consulted with the individual who is the subject of the complaint, denies the student’s appeal or complaint, the student may submit a copy of the appeal to the dean of the College of Business and Economics.

4. The dean will review the information presented, make such inquiries as necessary, and render a judgment. If the student is dissatisfied with the dean’s decision, the student may make final appeal to the provost.

5. If a written appeal is made to the provost, the provost will schedule a meeting including the student, the faculty member in question, and a Review Committee, consisting of the executive director of the MBA program, the graduate chair, and the dean. The provost, in consultation with the Review Committee, will make a final decision on the appeal or complaint and will specify what action, if any, is required by the student, the faculty member and/or the University.

**Credit Hour Limitation**

A graduate student with full-time employment should not consider registering for more than two courses per semester. A student wishing to deviate from the normal credit-hour limitation must secure permission from the MBA executive director. This limitation does not apply to MBA Seminars.

**Residency Requirements/Full-Time Students**

Students are in residence at Ashland University when registered as graduate students in the MBA program. An MBA student is considered full time when registered for at least six credit hours in a given semester and is considered part time when registered for three credit hours.

**Time Limits**

Students must complete all requirements for the MBA degree within five years, but this time span does not include MBA Foundations course work or MBA seminars. This period begins with the date of the earliest MBA course and ends with the last hours applied toward the degree. In extraordinary circumstances, a time extension may be granted through approval of the MBA executive director. Students must contact the MBA executive director to initiate a time-extension appeal.

A student’s file will be removed from the active program file if he or she fails to take courses for a period of two semesters. The student will then be required to apply for reactivation of the records. Although the five-year time limit should be observed, no loss of credit results.

**Graduation Eligibility and Application**

To be awarded the Master of Business Administration degree, a student must complete a total of 36 semester hours of coursework with a minimum cumulative 3.00 grade point average. Periodic review and final approval by the MBA committee is also required for graduation. MBA Foundation courses do not count in total credit hours, nor do they count in grade point average for graduation eligibility.

February 1 is the application deadline for May graduation; March 1 for August graduation; October 1 for
December graduation. All inquiries should be directed to the Registrar’s Office. Students are encouraged to attend the graduate students’ commencement ceremony held in May at the Ashland campus.

Students are responsible for complying with annual timeline schedules maintained by the MBA program committee and Ashland University. If degree requirements are not completed at the specified time, a new application that voids any previously submitted must be filed.

GRADING SYSTEM
The following system of grading and point values applies to all graduate courses:

- A . . . 4.00 quality points
- A- . . 3.67 quality points
- B+ . . 3.33 quality points
- B . . . 3.00 quality points
- B- . . 2.67 quality points
- C+ . . 2.33 quality points
- C . . . 2.00 quality points
- C- . . . 1.67 quality points
- D . . . 1.00 quality points
- F . . . . 0.00 quality points
- WP – Withdrawn Passing. Not used in grade-point average computation.
- WF – Withdrawn Failing. This grade is weighted as an “F” in the computation of the grade-point average. A WP cannot be given after the tenth week of the semester.
- W – Withdrawn. Assigned for official withdrawals during the first four weeks of a semester. Not used in grade-point average computation.
- IP – In Progress. This grade applies when the student fails to complete the research project during the term in which he or she registers for MBA 601 or 602. It is not computed in the grade-point average.

AUDITING COURSES
Persons who do not wish to receive college credit or who do not meet minimum admission requirements may register as auditors upon payment of the audit fee (see schedule of fees). Official records and grades are maintained for auditors and audit classes cannot later be changed to a credit standing. Students will receive a grade report reflecting audit status.

PLAGIARISM
The student who presents ideas, or writings of another person as his/her own work for full or partial academic credit will be subject to disciplinary action. This action may include dismissal from the Graduate Business Administration Program. MBA term papers may not be used for more than one MBA class. Please refer to the Academic Integrity Policy elsewhere in this catalog.

HOW TO REGISTER
CLASS SCHEDULES
Registration materials are available to students well in advance of each semester. Class schedules include registration dates and semester meeting dates; tentative offerings for two semesters are also included with each schedule. All registration materials are mailed to students or may be obtained during registration sessions at the various program centers.

TO REGISTER
Students may register by returning the form in the mail, by faxing their registration to 419-289-5910, or by personally enrolling during a registration session. Returning students may also register online. New students are encouraged to attend registration sessions to meet with the advisers about course sequencing and selection.

REGISTRATION CHANGES
Students wishing to add a course to their registration should immediately contact the MBA Office. If the enrollment in the class has not reached capacity, the course may be added upon the professor’s approval and only if the proper prerequisites are met. A registration form must then be submitted by fax, mail or online.

Students are responsible for obtaining and completing withdrawal forms in the Registrar’s or MBA office. However, those students attending an off-campus branch and living out of the Ashland area must mail, email (mba@ashland.edu), or fax (419-289-5910) a note to the MBA office stating:

1. the course to be dropped;
2. the section of the course;
3. a brief but complete reason for withdrawal from the course; and
4. future plans for re-enrolling in the same course.

A copy of the note must be sent to the course instructor. Upon receipt of this notification by the MBA office and approval of the request, a registration change (drop slip) will be completed.

PROGRAM OF STUDY
Ashland University’s MBA degree requires the completion of a minimum of 36 credit hours, excluding Foundation courses which may be required for students not meeting the unrestricted admission criteria. Effective January 1, 2006, all incoming students must successfully complete MBA 520 Continuous Learning Seminar as part of the 36 credit hour requirement.

A maximum of nine credit hours may be taken as electives from Phase III offerings. These electives are intended to offer students a broader range of options, so each student’s course of study may be tailored to his or her specific interests. A nine credit hour sequence of related electives may be labeled as a “specialization.”

Courses are held during three 12-week sessions in spring, summer and fall. Many students take two 3-credit-hour courses each session and complete their degree within two years. Others choose to extend the length of their program in
order to accommodate personal and professional demands. The program is flexible and allows students to progress at their own pace.

**MASTER OF BUSINESS ADMINISTRATION FOUNDATION COURSES & DESCRIPTIONS**

**PHASE I (0-19 HOURS)**

Applicants holding non-business baccalaureate degrees may be required to complete MBA Foundations coursework or to take a proficiency exam for each foundation course that will enable them to meet admission requirements. The MBA Foundations Program offers accelerated, intensified learning, providing the necessary foundation upon which the MBA is built.

**MBA 500A BUSINESS ORGANIZATION 2**

As an introduction to contemporary fundamentals of management from a problem-solving perspective, this course reviews the range of theories from the classical to the current and scientific management, human relations, quantitative and behavioral theories. It also studies the application of basic management functions.

**MBA 500B ACCOUNTING 3**

Introduction to financial accounting for graduate students who do not have an accounting background. Communicates basic accounting principles and methods used in published financial reports. Prepares managers to interpret and utilize financial information to make investment and credit decisions.

**MBA 500C ECONOMICS 3**

Reviewing basic supply and demand equations, this course views the economy from the micro- and macroeconomic standpoints. Several topics include basic market structures, income distribution, business cycles, monetary and fiscal policies, and international trade.

**MBA 500D U.S. ECONOMIC AND BUSINESS HISTORY 2**

The purpose of this course is to examine the business, economic and cultural forces at work in the United States during the initial settling, its formation, the Civil War, the Industrial Revolution, the Depression, and through to the present day. This course is only required for international students.

**MBA 500E MARKETING 2**

This course is the integration of product, distribution, communication and price policies into a comprehensive marketing plan. An emphasis will be on strategic planning and tactical execution of key marketing mix variables as they relate to establishing and maintaining a differential advantage in an era of global competition and a fragmenting marketplace.

**MBA 500F FINANCE 2**

*Prerequisite: MBA 500B*

This course introduces the student to finance terminology, types of financial instruments and the role of financial planning in the corporate setting.

**MBA 500G INFORMATION TECHNOLOGY 2**

This course is designed to develop the student’s basic skills in the use of information technology, including spreadsheets, presentation graphics and the Internet.

**MBA 500H QUANTITATIVE AND STATISTICAL METHODS 3**

This course is designed to develop the student’s quantitative and statistical knowledge to a level required to perform the mathematical and statistical operations contained in MBA 503 Operations Management, and MBA 504 Business Statistics.

**MBA 500I PROFESSIONAL INTERNSHIP**

*Prerequisites: Minimum two years of work experience and full-time student status for nine months*

This course is designed to provide internship opportunities for international students. These internships are highly recommended to those students who wish to enhance their knowledge of American business practices and procedures. Internships are competitive and not guaranteed, and the student holding a visa classified as F-1 must be in status in the MBA/MBA program for at least nine months to be eligible.

**MASTER OF BUSINESS ADMINISTRATION CORE COURSES AND DESCRIPTIONS**

**PHASE II: BUSINESS CORE (25-34 HOURS)**

All students must complete MBA 501, MBA 504 and MBA 506 as part of the first nineteen (19) hours of coursework. This requirement ensures that all students understand basic managerial principles regarding how organizations function, including the ethical, moral and legal responsibilities of managers, and also are capable of analyzing statistical data.

Effective January 1, 2006, all students must successfully complete MBA 520/521 “Continuous Learning Seminar.” All students must enroll in MBA 520 in the first semester of their entry in the program. Students must then complete MBA 521 in the last semester of their program.

**MBA 501 ORGANIZATIONAL DESIGN, DEVELOPMENT AND CHANGE MANAGEMENT 3**

This course explores the theories and concepts managers can apply, on their own or in collaboration with an OD consultant, to drive effective change management initiatives within their departments or organizations. The course examines how to create and enact positive change in business at the systems level by understanding the elements of organizational design as well as theories and models pertinent to organizational change. The course focuses on large-scale OD interventions as well as strategies and tactics managers can employ to plan, enact and monitor change within their spheres of influence. Topics covered in this course include: understanding the fundamentals of organizational design; systems thinking and its impact on the change process; defining OD and the dynamics of change in relationship to organizational culture; exploring core OD values in the context of globalization; various OD interventions used at the individual, group
and organizational levels; and key issues managers should weigh to initiate and successfully manage change processes within their organizations.

MBA 502 MANAGERIAL ECONOMICS 3
Prerequisites: MBA 500C Economics or equivalent and MBA 504 Business Statistics
Managerial economics instructs managers on the economic approach to management. This course stresses three areas of management decision making: allocative, controlling behavior, and profit analysis. Central to any organization’s functioning is the allocation of resources to competing ends for the purpose of accomplishing a final goal. Managerial economics teaches the logic of this process using the classical optimization vocabulary of resource, constraint, competing ends, accounting prices, economic prices, final goal, and choice. Humans, being a highly social species with a high-level consciousness, want to describe, explain, control, and predict behavior. Any human organization, if it is to be successful, requires behavioral technologies to deal with its own members and outsiders. Managerial economics teaches the rational actor’s approach to describing, explaining, controlling, and predicting behavior. Finally, the sine qua non of a capitalistic business is profit. Yet few managers appreciate the constellation of variables that determine it. Managerial economics employs a profit model that allows managers to see the connections between demand, resource prices, technology, quantities of fixed input, a product’s price, a firm’s capacity utilization rate, and profit. Emphasized throughout this course are reasoning and problem solving skills as opposed to memorization.

MBA 503 OPERATIONS MANAGEMENT 3
Prerequisites: MBA 500H Quantitative and Statistical Methods or equivalent.
The study of concepts relating to the operations function in both manufacturing and service organizations which is responsible for planning, organizing and controlling resources in order to efficiently and effectively produce goods and provide services and meet the goals of the organization. Quantitative tools of analysis used to support decision making in the various operations management activities will be surveyed, and case analysis will be employed to relate theory to practice.

MBA 504 BUSINESS STATISTICS 3
Prerequisite: MBA 500H Quantitative and Statistical Methods or undergraduate statistics course.
Included in this course are the topics of descriptive statistics, sampling procedures, hypotheses testing, statistical quality control charting, confidence limits, analysis of variance, chi-square tests and simple and multiple regression. These concepts are related to business decisions and form the basis for data analysis and model building encountered in other MBA courses.
MBA 511 MANAGERIAL ACCOUNTING 3
Prerequisite: MBA 500B Accounting or equivalent.
The study and evaluation of accounting information relevant to internal management decisions. Topics include cost behavior concepts, product costing, cost-volume-profit analysis, budgeting, variance analysis and performance measurement.

MBA 513 MANAGEMENT INFORMATION SYSTEMS 3
A Management Information System (MIS) is a set of systems and activities used to provide managers with information needed to support planning and decision making. Effective and efficient use of a firm’s information resources are facilitated by computer-based storage, manipulation, retrieval, analysis, and presentation of relevant information in a timely fashion. This course provides a basic perspective on the design, development, implementation, utilization, and administration of computer-based information systems. Topics covered include systems analysis and design; decision support systems; artificial intelligence including expert systems, fuzzy logic and neural networks; end-user computing; telecommunications including the internet; and the application of information systems to a firm’s competitive strategy.

MBA 520 CONTINUOUS LEARNING SEMINAR 1
This seminar introduces the student into the MBA program and explains the competency-based education they will receive during their academic career. This course is to be taken by all students during the first semester they are enrolled in the graduate program. In the initial meeting, the students will acquaint themselves with expectations and opportunities provided in the MBA program, engage in an assessment of their competencies, and develop an individualized “Learning Agenda,” which will track their progress made in the program. Two subsequent meetings will reinforce and summarize student progress.

PHASE III: ELECTIVES WITH OPTIONAL SPECIALIZATIONS (0-9 HOURS)
In addition to the broad coverage provided by the courses in the core, students may select from a wide range of elective offerings. Each student may choose up to nine hours of elective courses or complete the three core courses not taken during Phase II. Elective offerings include: MBA Seminars, Special Topics Courses, Specializations, and an Independent Research Project. A variety of seminars and special topics courses are offered, thus students may take several electives (up to a maximum of nine credits). Electives may be taken in any order, once any prerequisites have been satisfied. As elective courses are developed, sequences of courses totaling nine hours can be labeled as “specializations” with the approval of the Executive Director and Graduate Business Chair.

MBA 514 SPECIAL TOPICS IN BUSINESS 3
This course will explore an area of interest to the student that is current and builds upon an existing course in the program. Topics of offerings may include, but are not limited to, leadership, emerging markets in the global arena, human resource issues, information management, e-commerce, entrepreneurship, project management, investments and global finance.

MBA 516 MBA SEMINARS 1
The purpose of these seminars is to provide MBA graduates, active students and prospective students the opportunity to broaden their knowledge of current issues in business. These courses will be presented in seminar format, such as all day Friday and Saturday morning sessions, taught by educators as well as business professionals. Some seminars may feature a keynote speaker at either a luncheon or dinner included in the seminar. The prerequisites required for a specified seminar would depend upon the detail and rigor of the topic. Students may apply credit from a maximum of three of these seminars as a substitution for only one MBA course.

MBA 530-599 SPECIALIZATION COURSES 3 CREDIT HOURS EACH
Students may select three credit specialization courses within a designated numerical range to earn a specialization.

SPECIALIZATION IN PROJECT MANAGEMENT

MBA 530 FOUNDATIONS OF PROJECT MANAGEMENT 3
This course provides an overview of the methods and processes of modern project management. Topics covered include project scope, time, cost, risk, communications, quality, human resource, integration, and procurement management. It will also cover common project management tools like precedence diagramming, developing a work breakdown structure, risk analysis, and earned value analysis.

MBA 531 INCREASING ORGANIZATION CAPACITY IN PROJECT MANAGEMENT 3
This course provides an overview of the strategies and tools necessary for the development of effective, long-lasting organizational capacity in project management. Topics covered include project management skill development, related skills, organizational arrangements for effective project management, organizational learning, project management communities of practice, effective processes and tools for project management, and building the business case for project management initiatives.

MBA 533 ADVANCED TOPICS IN COMMUNICATIONS FOR PROJECT MANAGERS 3
This course introduces students to advanced communications methods and techniques of use to project managers. It explores the challenges of communications, including requirements definition and conflict management, in the project context and allows students to develop skills that they can use as they manage their projects. Topics covered include communications models, conflict models, positional versus interest-based conflict management methods, and the application of conflict management tools and techniques.
SPECIALIZATION IN ENTREPRENEURSHIP

MBA 540 ENTREPRENEURSHIP AND INTRAPRENEURSHIP 3
A study in creating and/or expanding your own business as an entrepreneur. To succeed as an entrepreneur, the student will investigate the basic elements of entrepreneurship including: the foundations of entrepreneurship, sources for funding the business, acquisition practices in purchasing an existing business and understanding the essential components of a business plan. Intrapreneurship foundations will examine how corporate managers may capture the initiative in trying new ideas and developing internal markets for their business organization.

MBA 541 BUSINESS INFORMATION SYSTEMS FOR THE SMALL BUSINESS 3
This course will examine business information systems as they relate to small businesses. It will examine the various cycles of a small business-revenue cycle, purchase cycle, human resources, financial statement preparation and the information which needs to be obtained to accurately report on these cycles. This course will identify the core concepts of small business information systems and the information requirements which should be included in those systems.

MBA 542 BUSINESS TAX PLANNING 3
A study of federal income tax law applied to various business entities, including sole proprietorships, C corporations, S corporations and partnerships, as well as income tax law to individual business owners.

MBA 543 ENTREPRENEURIAL LAW 3
This course will study the legal implications involved in the creation or acquisition of a business opportunity. Topics will include contractual arrangements, employment agreements, entity selection and tax implications thereof, liability for the owner/operator, and business continuation/termination. This course will integrate the legal considerations into a structured business plan.

MBA 544 SMALL BUSINESS MANAGEMENT 3
Management theory generally considers the application of organizational strategies and tactics from a macro point of view. Complications arise in applying many theories to the small venture, where capital, labor, marketing, and many other traits of a smaller business present different perspectives. With limited resources, the small business manager/owner must be able to sustain performance, grow and broaden its mix of goods and services and develop management and leadership styles commensurate with the pace of the opportunity.

SPECIALIZATION IN HUMAN RESOURCE MANAGEMENT

MBA 550 FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT 3
This course is designed to provide an in-depth examination of the issues facing the manager and his or her employees. Through text readings, case studies, experiential exercises, internet activities and research, MBA students will learn to integrate theory and application in managing Human Resources effectively in their organization.

MBA 551 LABOR RELATIONS AND COLLECTIVE BARGAINING 3
This course surveys the current field of employee-employer relations, with particular attention to union-management relations. It provides a historical perspective of the social, economic and legal factors influencing the development of unions and union-management relationships. The primary focus is the current legal framework and organizational collective bargaining in the United States. The bargaining process and negotiations are explored in the private and the public sector. The course examines many aspects of unions and the process of certifying and decertifying unions.

MBA 552 TRAINING AND DEVELOPMENT 3
This course is designed to familiarize you with the roles and practices of training and development in organizations. The overarching objective is to enable each student to learn how to assess, develop, execute and evaluate a training program. To reach this objective, we will review academic and practitioner oriented research in the field of training and development. This would include some basic concepts of training such as motivation and learning theory, needs assessment and evaluation of training programs. Different types of training programs will be examined including orientation, skills training, team building, management development, organizational development, multi-cultural and diversity training.

MBA 553 COMPENSATION AND BENEFITS 3
This course surveys both the theories behind employee reward, including basic compensation and the basis therefore as well as additional employee benefits provided by the company. Developing an effective and efficient system of compensation for labor and benefits created should be a principal goal of the cost-conscious organization. Consideration is made for discriminatory pay practices which may significantly play into the manager’s response to wage concerns. The course examines both processes of employee performance appraisal and administration of benefits.
Specialization in Finance

MBA 560 INVESTMENTS
This course is designed to improve students understanding of the fundamentals of money and capital markets and how it relates to personal investing. During this course we will discuss stocks, bonds, and mutual funds. Students will gain a better understanding of equity and income security pricing models. Construction of an investment portfolio will also be developed. This course will require students to develop their own investment strategies through the management of a group of investments.

MBA 561 EMERGING FINANCIAL MARKETS
This course focuses on the characteristics of financial markets, instruments, and practices in transition economies where economic liberalization and financial deregulation have recently been implemented as a strategic response to globalization.

MBA 562 GLOBAL FINANCE
This course focuses on the risks involved in financial operations in a global setting and identifies the techniques required in measuring and minimizing those risks. Topics in multinational finance, foreign exchange, risk management and financing the foreign operations are emphasized.

MBA 564 FINANCIAL MARKETS TOUR (CHICAGO OR NEW YORK CITY)
This course is to help the MBA student understand the different vehicles and instruments available for the investor and how they are traded, purchased and sold, in the market place. It is designed to emphasize the institutions that create markets for investment purposes.

Specialization in Global Management

MBA 567 MULTINATIONAL MANAGEMENT
This course focuses on management tasks confronting managers operating in a transnational environment presented from an operational perspective, alternatives for overall corporate policy and development of a global strategy.

MBA 561 EMERGING FINANCIAL MARKETS
This course focuses on the characteristics of financial markets, instruments, and practices in transition economies where economic liberalization and financial deregulation have recently been implemented as a strategic response to globalization.

MBA 562 GLOBAL FINANCE
This course focuses on the risks involved in financial operations in a global setting and identifies the techniques required in measuring and minimizing those risks. Topics in multinational finance, foreign exchange, risk management and financing the foreign operations are emphasized.

MBA 568 INTERNATIONAL BUSINESS STUDY TOUR
This course integrates class theory with practical observation of the global market activity today's manager may experience. Each year students will have an opportunity to visit and interact with foreign business managers, financial markets, government representatives and other cultural events which will provide the student with a better understanding of the intricacies when working in an international setting.

MBA Core Courses

Three-hour core courses may be selected from the three courses not taken as part of Phase III.

Students have the option of receiving a certification in a specialized area of study by successfully completing work in the areas listed below. These courses are designed to allow students to place an emphasis in an area which may be of benefit in their MBA program. These courses may only be taken after completion of nine hours in the Phase II portion of the program. Students may only receive credit for a course taken below in the specialization listed, unless noted otherwise. In addition, students may design a specialization, with the approval of their advisor and the Academic Chair of the MBA program.

Project Management

Required course: MBA 530 Foundations of Project Management
Choose two from the following:
- MBA 531 Increasing Organization Capacity in Project Management
- MBA 533 Advanced Topics in Communications for Project Managers

Entrepreneurship

Required course: MBA 540 Entrepreneurship and Intrapreneurship: Essentials in Building a Competitive Edge for Success
Choose two from the following:
- MBA 541 Business Information Systems for the Small Business
- MBA 542 Business Tax Planning
- MBA 543 Entrepreneurial Law
- MBA 544 Small Business Management

Human Resource Management

Recommended prerequisite: MBA 510 Organizational Behavior
Required Course: MBA 550 Fundamentals of Human Resource Management
Choose two from the following:
- MBA 551 Labor Relations and Collective Bargaining
- MBA 552 Training and Development
- MBA 553 Compensation and Benefits

Finance

Recommended prerequisite: MBA 505 Financial Management
Required Course: MBA 560 Investments
Choose two from the following:
- MBA 561 Emerging Financial Markets
- MBA 562 Global Finance
- MBA 564 MBA Market Tour
GLOBAL MANAGEMENT
(Students must take MBA 509 before seeking this specialization)
Required Course (Must be taken before electives) MBA 567
Multinational Management
Choose two from the following:
MBA 568 International Business Study Tour
MBA 561 Emerging Financial Markets
MBA 562 Global Finance

MBA 601/602 INDEPENDENT RESEARCH PROJECT 3/6
The primary intention of this project is to integrate the student’s educational experience with a practical issue worthy of examination. Thus, the student is encouraged to research matters relating to his or her own business or employment area. The first and foremost purpose is one of learning; any resulting benefit, economic or otherwise, will be secondary.

PHASE IV: CAPSTONE
(3 HOURS PLUS THE CAPSTONE SEMINAR)
The capstone course and seminar must be taken by all students. The capstone course may be taken at any time upon completion of the 24 hours of coursework in the Business Core (Phase II). The capstone course provides a semester-long integrated experience requiring the student to synthesize the knowledge and skills acquired earlier in the MBA program. The capstone seminar allows the student to reflect on the improvement of competencies emphasized in the MBA program.

MBA 517 STRATEGIC PLANNING AND POLICY ANALYSIS 3
Prerequisite: Twenty four (24) semester hours of business core courses.
The capstone course stresses how to implement contemporary tools and techniques successfully in developing strategic initiatives for an organization. The student will learn the importance of the strategic management process and its value in creating competitive advantage. The course will demonstrate how high-performing enterprises often initiate and lead trailblazing strategies in their industry. Also the capstone course employs the functional areas students learned from previous courses in the MBA program. There is a strong emphasis on utilizing business cases which will help the student to develop strategic offensive and defensive initiatives during their case presentation.

MBA 521 CAPSTONE LEARNING SEMINAR 0
All students enrolling in the MBA program on or after January 1, 2006, must attend and complete this seminar before graduation from the program. This seminar is the culmination of the experiences by the student in the program and includes an assessment of the success they have achieved in enhancing in the competencies emphasized throughout the program. Because there is no credit for this seminar, there is no tuition cost to the student. However, since this is a requirement of the program, the completion of this seminar will appear on the student’s transcript and is necessary for graduation.

INDEPENDENT RESEARCH PROJECT OPTION
MBA students have two options for completing their curriculum: 1) They may complete the required number of courses for a total of 36 semester hours (which includes MBA 520 and 521). 2) They may choose to complete MBA 601 or MBA 601/602 Independent Research Project, for up to six semester hours and other courses (including all required courses) which total 36 semester hours. However, each student electing the project must take the four required core courses: MBA 501, MBA 504, MBA 506 and MBA 517. The remaining courses will be chosen to tailor a program to meet the student’s needs.

ELIGIBILITY
The Independent Research Project (IRP) is chosen by the candidate and approved by the IRP project review committee with the consent of the primary and secondary faculty advisers who will direct the candidate’s research project. To enroll in MBA 601/602, students must have a 3.50 grade-point average when the project application is submitted for approval to the MBA executive director (forms available from the MBA office). Before beginning work on the project, students must have completed 15 semester hours of core subjects including MBA 501, MBA 504 and MBA 506.

PROPOSAL APPROVAL
A committee of three MBA professors, comprising the Independent Research Project Committee, will review the project proposal and approve or disapprove it based on relevance to the learning experience of the student. In most cases, the MBA executive director will assign two faculty members as primary and secondary advisers to work with the student throughout completion of the project.

STYLE AND TYPING OF PROJECT REPORT
Guidelines given in the standard style manuals [by Turabian or by the American Psychological Association (APA)] should be followed. Students are also responsible for the typing and copying of the research project.

ORAL DEFENSE
The project process will culminate with the oral examination of the candidate by a faculty committee. This group consists of the student’s research advisers, the MBA executive director, two readers and others invited to the oral review.

MBA 601/602 REGISTRATION AND COMPLETION
The student should register for MBA 601 in the semester during which he or she expects to begin the project. Failure to complete the assignment for MBA 601 during that term will result in an “IP” (In Progress) grade for the course. This grade will not adversely affect the grade point average of the student for that particular term. The completion or failure to complete the MBA project during a later term will then result in a change of the previous IP grade.
Students are reminded that the MBA project, as part of the MBA curriculum, must be completed within the five-year time limit. Also, completion of the project will rarely take less than a year.

Once the final thesis is completed and changes or corrections made, the MBA program office submits the text for binding. A student should submit at least three copies to be bound for himself, the MBA program office and the Ashland University Library. The student pays only for his or her personal copies; however, the student’s first bound book is available at no charge, and additional student copies are available at $11.00 each.

**Tuition**

Tuition for MBA 601 must be remitted when the student registers for the course. Tuition for MBA 602 must be remitted upon completion of the project.

**Additional Information**

For additional information regarding the Master of Business Administration Program, contact Executive Director Stephen W. Krispinsky or Associate Director Carol Pietrasz:

- Call 1-888-MBA-CLAS
- Write MBA Office
  Ashland University
  401 College Avenue
  Ashland, OH 44805
- Email mba@ashland.edu
- Log on to www.ashland.edu/mba

**Master of Business Administration (MBA)**
DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

MASTER OF AMERICAN HISTORY AND GOVERNMENT (MAHG)
The Master’s Degree in American History and Government is a summer program of intensive one-week courses built around the reading and discussion of primary documents.

MISSION STATEMENT
The Master of American History and Government at Ashland University will provide teachers of American history and government and others an integrated program built around the reading and discussion of original documents. In doing so, the degree program aims to give teachers the subject mastery and interpretive skills they need to be confident in their preparation to teach history and government.

DEAN
John Bee, Dean, College of Arts and Sciences

FACULTY
William J. Atto, Assistant Professor of History, University of Dallas
Jeremy D. Bailey, Assistant Professor of Political Science, Duquesne University
Christopher Burkett, Assistant Professor of Political Science, Ashland University
Andrew E. Busch, Professor of Government, Claremont McKenna College
Paul O. Carrese, Professor of Political Science, United States Air Force Academy
Christopher Flannery, Professor of Political Science, Azusa Pacific University and Louaine S. Taylor Professor of American History and Government, Ashland University
David Foster, Associate Professor of Political Science, Ashland University
Alonzo Hamby, Professor of History, Ohio University
Steven Hayward, F.K. Weyerhaeuser Fellow, American Enterprise Institute
Stephen Knott, Associate Professor of Political Science, University of Virginia
Thomas L. Krannawitter, Assistant Professor of Political Science, Hillsdale College
David F. Krugler, Associate Professor of History, University of Wisconsin-Platteville
Marc K. Landy, Professor of Political Science, Boston College
Gordon Lloyd, Professor of Public Policy, Pepperdine University
Melanie Marlowe, Assistant Professor of Political Science, Miami University
Robert M.S. McDonald, Associate Professor of History, United States Military Academy
Sidney M. Milkis, Professor of Political Science, University of Virginia
Tiffany J. Miller, Assistant Professor of Politics, University of Dallas
Dan Monroe, Assistant Professor of History, Millikin University
Lucas E. Morel, Associate Professor of Politics, Washington and Lee University
Paul Moreno, Professor of History, Hillsdale College
John Moser, Associate Professor of History, Ashland University
Mackubin T. Owens, Jr., Professor of National Security Affairs, United States Naval War College
Ronald J. Pestratto, Associate Professor of Political Science, Hillsdale College
David A. Raney, Assistant Professor of History, Hillsdale College
Diana J. Schaub, Associate Professor of Political Science, Loyola College
Peter W. Schramm, Professor of Political Science, Ashland University
Jeffrey Sikkenga, Associate Professor of Political Science, Ashland University
Jean Edward Smith, John Marshall Professor of Political Science, Marshall University
Jeremi A. Suri, Associate Professor of History, University of Wisconsin-Madison
David Tucker, Associate Professor of Defense Analysis, United States Naval Postgraduate School

ADMINISTRATORS
Peter W. Schramm, Chair
Roger L. Beckett, Director
John Moser, Associate Director
Christopher Burkett, Associate Director

STRUCTURE
Each course is a two semester credit hour course. There are four one-week sessions each summer. Students may choose to participate in one, two, three, or all four sessions in any given summer.

Students may complete the degree program in as few as four summers; if credit hours are transferred from other universities, in as few as three. Students may take up to ten years to complete the program.

ADMISSION
Admission is open to all qualified persons regardless of handicaps, religion, race, creed, sex or national origin.
ADMISSION PROCEDURES

Students seeking admission may apply for one of the following types of admission:

Regular Admission

Regular Admission to the program requires:

- completion of a bachelor’s degree from an accredited college or university;
- cumulative grade point average of 3.0 or above (4.0 system).

Provisional Admission

Provisional Admission to the program requires:

- completion of a bachelor’s degree from an accredited college or university;
- cumulative grade point average of 2.75 or above (4.0 scale).

Provisional Admission students may achieve Regular Admission by attaining a 3.0 or better grade-point average on the first eight hours of graduate course credit.

Non-Degree/Continuing Education Admission

Non-Degree/Continuing Education Admission may be granted to applicants who wish to take Master’s coursework but who do not want to pursue the Master’s degree. Applicants must meet the criteria for either Regular or Provisional Admission.

Subsequent election to become a Master’s degree student should be made before the student has completed 12 credit hours of coursework in the program. Students having more than 12 credit hours before gaining admission to graduate degree status jeopardize full use of their credits.

Undergraduate Students

Exceptionally able undergraduates with strong backgrounds in American history and government may be admitted to graduate study after the completion of three years toward their bachelor’s degree. Undergraduate students may take up to six hours of coursework. Their courses may be transferred to their home institutions, or they may serve as the initial credits leading to the Master of American History and Government Degree at Ashland University.

HOW TO APPLY

Non-Degree/Continuing Education Admission

Students seeking Non-Degree/Continuing Education Admission must:

- complete the on-line application available at http://mahg.ashland.edu,
- submit evidence of bachelor’s degree (for example, by submitting a college transcript or a copy of a teaching license).

Admission to the Degree Program

Students seeking admission to the Master’s degree program must:

- complete the on-line application available at http://mahg.ashland.edu,
- submit official transcripts from each postsecondary school attended (whether or not degree was earned), and
- submit a $30 application fee. (Students currently enrolled in a degree program or the Bachelor’s Plus program at Ashland University do not need to submit the application fee.)

ACADEMIC POLICIES

Transfer Credit

Up to eight (8) semester credit hours may be transferred from other institutions to satisfy the degree requirements in the Master’s program. This is the equivalent of four courses in the MAHG program. To transfer credit hours, the following conditions must apply:

- Credit hours transferred cannot have been used for another degree.
- A student must have earned the credit hours no longer than six years prior to acceptance into the Master’s program.
- A student must have earned the credit hours at an accredited institution.
- The credit hours must be graduate level credit hours from a course in which the student received at least a B.
- Typically, the student should have earned the credit hours in a History or Government or Political Science department. Exceptions are possible.
- Quarter hours transferred into the University will be converted into semester hours, and all conversions will be rounded down to the nearest semester hour.

The Associate Director approves credit transfers. Any exceptions to this policy, which are granted rarely, must be approved by the Master’s Program Faculty Committee.

To transfer credit, a student should ask the registrar of the institution where the credit was earned to send an official (embossed) copy of his or her transcript to Ashland University. The transcript should make clear that the credit hours are graduate credits. Transcripts should be sent to:

Master of American History and Government
Ashland University
401 College Avenue
Ashland, Ohio 44805

For prior approval of credit hours to be transferred, the student must submit a letter to the Associate Director along with a copy of the other institution’s syllabus for the course. No other guarantees exist that credit hours will be transferable. Prior assurances given verbally by faculty or staff at Ashland University must be regarded as estimates or opinions; they do not commit the University to a course of action.

Time Limits

Students must complete all requirements for the Master’s Degree within ten (10) years. This period begins with the date of the earliest Master’s course and ends with the last hours applied toward the degree. In extraordinary circumstances, a time extension may be granted through approval of the Program Director.
Waivers of Degree Requirements
Waivers of degree requirements, which will be granted rarely, must be approved by the Master of American History and Government Faculty Committee and the Dean of the College of Arts and Sciences. Requests for waivers must be submitted in writing to the Program Director.

Course Repeat Policy
Any student receiving a B- or lower grade in a course may choose to retake that course in an attempt to raise his grade-point average. Both grades appear on the student’s transcript. Official records and grades are maintained for auditors and audit classes cannot later be changed to a credit standing. Students will receive a grade report reflecting audit status.

Grade Point System
The following system of grading and point values applies to all courses in the Master’s program:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
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<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Other grades are:
AU (Audit) — No grade or credit assigned.
I (Incomplete) — May be given when students are not able to complete the course work due to illness, accidents, or other emergencies. This grade applies to work of acceptable quality when the full amount is not completed. It is never applied to unsatisfactory work. The required work must be completed within three months of the completion of the course. The professor has the option of extending the time period for completing the required work an additional semester. The ‘I’ grade becomes ‘F’ if not removed by the date specified.
IP (In-Progress) — Given for thesis, capstone project, or directed study courses that are in progress. There are no time limits for completing the requirements for such courses except those imposed in the program.
K (Transfer) — Credit accepted in transfer. Courses are recorded on the student’s permanent academic record but not included in the cumulative point hour ratio.
W (Withdrawn) — Assigned for official withdrawals within 24 hours of the beginning of the course. Not used in grade point average computation.
WP (Withdrawn Passing) — Not used in grade point average computation and cannot be given after the third day of the course.
WF (Withdrawn Failing) — This grade is weighed as an "F" in the computation of grade point average.

Academic Probation
To remain in good standing, students must maintain a cumulative 3.0 grade point average in the Master’s program. Any time a student’s cumulative grade point average falls below 3.0, the student may be placed on academic probation and is subject to dismissal. Academic probation is recorded as a permanent entry on the student’s official record. The student has four courses (8 hours) in which to raise the grade point average to at least 3.0. Failure to meet this requirement may result in academic dismissal. If probation occurs or continues during the last semester, the Master of American History and Government Faculty Committee will determine what additional work, if any, the student must accomplish to continue, graduate, or be involuntarily withdrawn. The College of Arts and Sciences and Ashland University reserve the right to dismiss any student at any time for good cause.

COURSE OF STUDY

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHG 501: American Revolution</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 502: The American Founding</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 503: Sectionalism and Civil War</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 504: Civil War and Reconstruction</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 505: The Progressive Era</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 510: Great American Texts</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 690: Research Methods</td>
<td>2</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 Hrs.</td>
</tr>
<tr>
<td>Choose one:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHG 691: Thesis</td>
<td>4</td>
<td>AHG 690</td>
</tr>
<tr>
<td>AHG 692: Capstone Project</td>
<td>4</td>
<td>AHG 690</td>
</tr>
<tr>
<td>AHG electives</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>

COURSE DESCRIPTIONS

AHG 501  THE AMERICAN REVOLUTION
This course focuses on three topics: political developments in North America and the British empire and the arguments for and against independence, culminating in the Declaration of Independence; the Revolutionary War as a military, social and cultural event in the development of the American nation and state; and the United States under the articles of confederation.

AHG 502  THE AMERICAN FOUNDING
This course is an intensive study of the constitutional convention, the struggle over ratification of the Constitution, and the creation of the Bill of Rights. It will include a close examination of the Federalist Papers and the anti-federalist papers.

AHG 503  SECTIONALISM AND CIVIL WAR
A study of the sectional conflict beginning with the nullification crisis. The course will not only examine the political,
social and economic developments in the period leading to
the Civil War, but will emphasize the political thought of
Abraham Lincoln, Stephen Douglas, and John C. Calhoun.

AHG 504 CIVIL WAR AND RECONSTRUCTION
This course will examine military aspects of the war, as well
as political developments during it, including the political his-
tory of the Emancipation Proclamation, the Gettysburg
Address and the Second Inaugural. The course also examines
the post-war Amendments and the Reconstruction era.

AHG 505 THE PROGRESSIVE ERA
The transition to an industrial economy posed many prob-
lems for the United States. This course examines those prob-
lems and the responses to them that came to be known as
progressivism. The course includes the study of World War I
as a manifestation of progressive principles. The course
emphasizes the political thought of Theodore Roosevelt,
Woodrow Wilson, and their political expression of progressive
principles.

AHG 510 GREAT AMERICAN TEXTS
This course is an intensive study of one important text in
American history, politics or literature. Examples might
include The Federalist Papers, Franklin’s Autobiography,
Tocqueville’s Democracy in America or Twain’s Huckleberry
Finn. The text may change from course to course, and the
course may be repeated up to two times with the permission
of the Associate Director.

AHG 601 SOURCES OF THE AMERICAN REGIME
This course examines the European heritage of ideas and
arguments upon which the American Founders drew as they
devised a new government for the United States.

AHG 602 EUROPEAN DISCOVERY AND
SETTLEMENT
An examination of the motives behind and the consequences
of the expansion of European power beginning in the 16th
Century. The course focuses on the European settlement of
North America and the interactions between Europeans and
indigenous peoples.

AHG 603 COLONIAL AMERICA
This course focuses on the development of an indigenous
political culture in the British colonies. It pays special atten-
tion to the development of representative political institu-
tions and how these emerged through the confrontation
between colonists and King and proprietors. The course also
considers imperial politics through a study of the Albany Plan
of Union.

AHG 604 THE EARLY REPUBLIC
Having adopted a form of government, the Americans had to
make it work. This course examines their efforts to do so, as
the Republic took shape amidst foreign dangers, political con-

AHG 605 THE AGE OF ENTERPRISE
In the last decades of the 19th Century, the United States
took decisive steps away from its rural, agrarian past toward
its industrial future, assuming its place among world powers.
This course examines that movement, covering such topics as
business-labor relations, political corruption, immigration,
imperialism, the New South, and segregation and racism.

AHG 606 AMERICA BETWEEN WORLD WARS
In the 1920s, changes in America that had been underway for
several decades came fully into view. This is the period when
cultural wars first appeared (e.g., The Scopes Trial) and the
transformative effects of industrial capitalism touched every
part of American life. In the 1930s, an economic crisis chal-
lenged received views of the proper relationship of the gov-
ernment to the economy. The course examines various politi-
cal and economic changes that occurred in this period, with a
special emphasis on the New Deal.

AHG 607 AMERICA DURING THE COLD WAR
The simmering conflict between the United States and the
Soviet Union from 1945 to 1989 was the defining phenome-
on of the age, affecting not only the country’s foreign policy
but its politics, society, economy, and culture as well. In this
course students will examine the most important events,
ideas, and personalities of the 44 years from the end of World
War II to the end of the Reagan administration.

AHG 610 AMERICAN FOREIGN POLICY
Students examine events and issues in the foreign policy of
the American republic. Topics include the major schools of
thought and approaches, the connection between domestic
and foreign politics, and the connection between the princi-
iples of the American regime and its foreign policy. With the
permission of the Associate Director, a student may take this
course twice.

AHG 611 THE AMERICAN WAY OF WAR
Prerequisite: AHG 610 or permission.
The course examines how Americans have used military
force, focusing on the relationship between civilian and mili-
tary leaders, characteristic strategic approaches, and the con-
nection between our political principles and our military
practices.

AHG 620 THE REFORM TRADITION IN AMERICA
Prerequisite: AHG 503 or AHG 505 or AHG 607 or permission.
America has lived through three periods of sustained interest
in reforming its political and social life, the first in the
decades preceding the Civil War, the second in the decades
preceding the First World War and the third in the decade or
two following World War II. The course examines aspects of
these reform movements, particularly their connection to reli-
gion and Protestant theology.

AHG 621 RACE AND EQUALITY IN AMERICA
This course explores the history of black Americans as they
strove to secure their dignity as human beings, and rights as
American citizens, in the face of racial prejudice. Students will examine the writings of leading black intellectuals and activists about human equality, slavery, self-government, the rule of law, emancipation, colonization, and citizenship. The course will also review laws, constitutional amendments, court cases, and social criticism addressing civil and political rights in America.

**AHG 622 RELIGION IN AMERICAN HISTORY AND POLITICS**
From the time that the first Europeans arrived in America, religion has been an important part of American life. This course examines the various ways in which religion has played a role in American history, with particular emphasis on the role of religion in American politics.

**AHG 623 GENDER AND EQUALITY IN AMERICA**
This course explores the history of women in America from the early 19th century to the present, especially the political struggle to gain increased civil and political rights. Using primary source material from leading female intellectuals and activists, this course will consider the myriad ways that women have helped to shape the course of United States history.

**AHG 630 AMERICAN STATESMEN**
Even though the powers of the American Executive are controlled and limited, extraordinary acts of statesmanship are possible. This seminar examines those presidents who have demonstrated extraordinary political leadership. We will examine such statesmen and the political circumstances in which their prudence revealed itself. Among those examined will be Washington, Jefferson, Jackson, Lincoln, and Franklin Roosevelt. With the permission of the Associate Director, this course may be taken more than once.

**AHG 631 AMERICAN POLITICAL RHETORIC**
Prerequisite: AHG 630 or AHG 632 or AHG 633 or permission.
This course examines the principles and practice of American political rhetoric through the careful reading of the speeches of its leading statesmen.

**AHG 632 THE AMERICAN PRESIDENCY I, WASHINGTON TO LINCOLN**
This course is an examination of the political and constitutional development of the office of president from the Founding era through the Civil War. It focuses on how the presidency shaped American political life as the country grew and struggled with rising sectional tensions.

**AHG 633 THE AMERICAN PRESIDENCY II, JOHNSON TO THE PRESENT**
Prerequisites: AHG 632: The American Presidency I or permission.
This course is an examination of the political and constitutional development of the office of president from Reconstruction to the present. It focuses on how changing conceptions of the presidency have shaped American political life in the 19th and 20th centuries, especially as America has become a global power.

**AHG 640 THE CONGRESS**
This course focuses on the legislative branch of the U.S. government. It examines topics such as the constitutional powers of Congress, the relations between Congress and the other branches of the federal government and the states, and the changing structure and internal politics of Congress.

**AHG 641 THE SUPREME COURT**
This course is an intensive study of the highest court in the federal judiciary, focusing on the place of the Supreme Court in the American constitutional order. Areas of study may include the relationship between the Court and the other branches of the federal government as well as the states; the Court’s power of judicial review; and judicial politics and statesmanship. We will examine these kinds of issues by investigating how the Court has interpreted the Constitution in some of its most historic decisions.

**AHG 642 POLITICAL PARTIES**
This course examines the development of American political parties, focusing on the meaning of parties and historic moments in the rise and fall of political parties from the Founding era to the present. Topics may include re-aligning elections, changing coalitions within American parties, and the contemporary Democratic and Republican parties.

**AHG 660 TOPICS IN AMERICAN HISTORY AND GOVERNMENT**
Topics courses allow faculty to meet the needs of small groups of students by offering a course specifically designed to meet their needs. Faculty may also use topics courses to develop and test a course for possible inclusion in the standard curriculum.

**AHG 670 DIRECTED STUDY**
Prerequisites: Permission of the Associate Director and instructor.
Students wishing to develop expertise requiring study beyond what is offered in other courses may arrange with a professor to work individually on a topic. The program Associate Director must approve all directed studies.

**AHG 690 RESEARCH METHODS**
Prerequisites: Completion of 20 course credits toward the degree or permission.
This course equips students with the research and analytical skills they need to complete a thesis or capstone project. The course includes instruction in bibliographic skills but emphasizes practice in analyzing historical documents, stressing logic and clarity in argument and writing. During the course, students will also gain proficiency with an on-line archive of primary documents so that they will be able to use these after they leave the program.

**AHG 691 THESIS**
Prerequisites: AHG 690: Research Methods and approval of thesis proposal by student’s faculty committee.
In order to complete requirements for the degree, each student must complete a thesis or a capstone project. The pur-
pose of either is to show mastery of both subject matter and analytical and interpretive skills.

**AHG 692  CAPSTONE PROJECT**

*Prerequisites: AHG 690: Research Methods and approval of capstone project proposal by student’s faculty committee.*

In order to complete requirements for the degree, each student must complete a thesis or a capstone project. The purpose of either is to show mastery of both subject matter and analytical and interpretive skills.

**THESIS AND CAPSTONE PROJECTS**

The thesis and capstone project serve the same purpose. They allow a student to demonstrate his or her mastery of subject matter, as well as analytical and interpretive skills. They differ in the way they serve this purpose. A thesis is a written work stating a claim or interpretation and supporting it with data and argument. For example, a thesis might claim that a certain type of protestant theology is responsible for political reform movements in the United States and support that claim by examining, in one of a number of different ways, the civil rights movement of the 1960s. A capstone project combines different kinds of practical experience (e.g., as a docent or historical re-enactor) or other written work (e.g., lesson plans or historical fiction) with analytical and interpretive writing in the form of one or more essays. Capstone projects might include:

- Participation in a Civil War battle reenactment, with interpretive essays explaining the significance of the battle in the military and political outcome of the Civil War.
- Development of an exhibition at a school or library, along with analytical and interpretive essays explaining the significance of the exhibition.

Both the thesis topic and the capstone project must be such that by completing them a student will be able to demonstrate mastery of both a specific significant topic and the relation of this topic to the broader subject of American history and government. The thesis topic or capstone project must also be such that by completing them a student will be able to display well developed analytical and interpretive skills.

Both the thesis and the capstone project require approval of the program’s faculty committee, which will review proposals to make sure that they meet substantive and methodological requirements of a Master’s program. Each student will have a thesis/capstone advisor to help him or her complete the thesis or capstone project.

- Selection of materials (e.g., primary documents) to enhance a curriculum, with essays providing justification of the selections and analysis and interpretation to assist in their use. (N.B. The Master’s program would not assess the merits of the curricular proposal but of the analysis and interpretation supporting the selection of the primary documents.)
DEPARTMENT OF ENGLISH

MASTER OF FINE ARTS IN CREATIVE WRITING
The Master of Fine Arts degree in Creative Writing is a low-residency program in poetry and creative nonfiction, with intensive 14-day summer residencies and course delivery via the internet during fall and spring semesters.

MISSION STATEMENT
The low-residency Ashland University MFA in Creative Writing will enhance talent in the areas of creative nonfiction and poetry in order to provide students with the aesthetic tools to embody, in writing, a deep understanding of human experience, both within the context of the personal self and within the broader cultural and spiritual contexts that define the self. The program will also guide student writers as they pursue publication, and potential employment, as active members of the American literary community. Student writers will develop their practical and artistic pursuits through the program’s emphasis on a sustained and committed devotion to writing, through deep and wide reading, through mentorship with established writers who are also devoted teachers, and through participation in workshops, seminars, lectures and readings, all of which will enhance the students’ shared sense of belonging to a community of writers.

DEAN
John Bee, Dean, College of Arts and Sciences

FACULTY
Steven Harvey, Professor of English, Young Harris College
Stephen Haven, Professor of English, Ashland University
Joe Mackall, Associate Professor of English, MFA Resident Faculty Mentor, Ashland University
Ruth L. Schwartz, freelance writer, former Associate Professor of Creative Writing, Goddard College
Kathryn Winograd, Assistant Professor of English, Arapahoe Community College

ADMINISTRATORS
Stephen Haven, Director
Sarah Wells, Administrative Director

CURRICULAR STRUCTURE
Each non-residential course during fall and spring semesters is 9 credit hours. Each summer residency is 3 credit hours. The Program begins and ends with a summer residency. Students must complete three summer residencies, and four semesters of non-residential course work to complete the degree.

ADMISSION
Admission is open to all qualified persons regardless of handicaps, religion, race, creed, sex or national origin.

ADMISSION PROCEDURES
Students seeking admission to the proposed Master of Fine Arts Program must:
• complete an online application
• submit official transcripts from an undergraduate four-year institution
• submit support materials by mail to the MFA Director (10-15 pages of poetry or 20-25 pages of creative nonfiction)
• submit two letters of recommendation
• submit a $30 application fee

Admission is based on the following:
• completed application
• completed bachelor's degree from an accredited college or university
• two letters of recommendation
• 10-15 pages of poetry or 20-25 pages of creative nonfiction deemed by the MFA faculty to be of sufficient quality for admittance to the program

Students will be admitted beginning March 1. Applications may be submitted at any time prior to May 1. As long as space is available, new applications will be accepted until May 1.

The online application is available on the Admission page of the MFA Program website: www.ashland.edu/mfa

ACADEMIC POLICIES
Transfer Credits
No more than 9 credit hours of graduate creative writing classes can be transferred into the program.

Time Limits
The minimum length to complete the Program is two years and two weeks. The maximum length to complete the Program is four years and six months. Once the maximum allotted time has passed, students must reapply for admission. Any credits earned prior to readmission cannot be used toward the fulfillment of the degree.

Waivers of Degree Requirements
Waivers of degree requirements will be granted rarely. Any such waivers must be approved by the MFA Faculty Committee. Requests for waivers must be submitted in writing to the MFA Director.

Course Repeat Policy
Students may elect to take any course in the program a sec-
ond time. Both first and second grades will appear on the student’s transcript. Any student receiving U-Unsatisfactory for a course will be required to retake the course. Both first and second grades will appear on the student’s transcript.

Auditing Courses
People who do not wish to receive college credit or who do not meet minimal admission requirements may register as auditors for English 501, 502, and 503, upon payment of the audit fee. Auditors may attend but may not directly participate in class sessions.

Grades
Courses will be graded:
S—Satisfactory: applies to performance equivalent of B- or higher
U—Unsatisfactory: applies to performance equivalent of C+ or lower
SR—Satisfactory with Revision: a grade option available only for English 701: MFA Thesis. Students receiving the SR grade for English 701: MFA Thesis will have two months to complete revisions to thesis. Upon completion of satisfactory revisions, the SR grade will revert to S-Satisfactory. If satisfactory revisions are not completed within two months, the SR grade will revert to U-Unsatisfactory.

Other grades are:
I—Incomplete: May be given only by permission of the instructor when students are not able to complete the course work due to illness, accidents, or other emergencies. This grade applies to work of acceptable quality when the full amount is not completed. It is never applied to unsatisfactory work. The required work in non-residential mentorship classes must be completed within three months of the completion of the course. In Residency I, II, & III courses (English 501, 502, 503), students receiving an Incomplete must repeat the course.

K—Transfer—Credit accepted in transfer. Courses are recorded on the student’s permanent academic record.

W—Withdrawn: Assigned for official withdrawals during the first week of non-residential classes (English 631, 632, 633 & 701), and within the first 48 hours of residential classes (English 501, 502, 503).

W/S—Withdrawn Satisfactory: Cannot be given after the 7th week of non-residential classes (English 631, 632, 633, & 701). Cannot be given in residential classes (English 501, 502, 503).

W/U—Withdrawn Unsatisfactory: The grade is the equivalent of a “U”.

Academic Good Standing
To remain in good standing in the Program, students must receive a grade of “S” for each course previously taken.

Students who receive the grade “U” for a course will be placed on academic probation. Students placed on academic probation will be required to re-take the course for which they have been assigned a “U”. Upon receiving a grade of “S” for the retaken course, such students will return to their state of being in good standing in the Program.

Students who receive the grade “U” for two courses will be subject to a dismissal review by the MFA Faculty Committee. Such students will appear before the MFA Faculty Committee to plead their cases. The MFA Faculty Committee may grant such students the opportunity to retake both courses for which they have been assigned the grade “U”. The Committee will determine by vote whether or not to dismiss.

Students who receive the grade “U” for three courses will be dismissed automatically from the Program without possibility of review or reinstatement.

COURSE OF STUDY

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hours</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 501: Summer Residency I</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>English 631: Mentorship I (non-residential semester)</td>
<td>9</td>
<td>English 501</td>
</tr>
<tr>
<td>English 632: Mentorship II (non-residential semester)</td>
<td>9</td>
<td>English 631</td>
</tr>
<tr>
<td>English 502: Summer Residency II</td>
<td>3</td>
<td>English 632</td>
</tr>
<tr>
<td>English 633: Mentorship III (non-residential semester)</td>
<td>9</td>
<td>English 502</td>
</tr>
<tr>
<td>English 701: Mentorship IV: MFA Thesis (non-residential semester)</td>
<td>9</td>
<td>English 633</td>
</tr>
<tr>
<td>English 503: Summer Residency III</td>
<td>3</td>
<td>English 701</td>
</tr>
</tbody>
</table>

Total Number of Credits 45

Nonresidential Courses
Course delivery throughout each of the four nonresidential semesters (English 631, 632, 633, and 701) will occur via e-mail and WebCT. Via these internet venues, students will work with instructors individually, through a mentoring process, and collectively with other students, in enhancing their ability to write and effectively edit poems and creative non-fiction, and in developing their ability to read and write critically in response to canonized and contemporary authors in their chosen genre.

Each faculty mentor will work with no more than 5 students during the four non-residential semesters required by the program.

Summer Residencies
During 14-day summer residencies (English 501, 502, 503), students will work at Ashland University with MFA faculty and with visiting writers by attending workshops, lectures, seminars, readings, discussion groups, and individual conferences. Students will also attend technical support workshops.
COURSE DESCRIPTIONS

English 501: Summer Residency I: This gateway residency will be taught over 14 days. There will be three major components to the course: 1) Writers’ Workshop/Mentor Tutorial Sessions 2) Craft, Style, and Publishing Seminars 3) Evening/Weekend Readings and Discussions. Students will attend ten 3-hour Writers’ Workshop/Mentor Tutorial sessions and ten 2-hour Craft, Style, and Publishing Seminars. Students will also attend ten Evening/Weekend programs. In addition, students will meet individually with their mentors to define a writing/reading project. English 631: Mentorship I. There will also be new student orientation sessions, academic advising sessions, and computer support sessions.

English 631: Mentorship I: Prerequisite: English 501. This course represents the first step in a program-long process of working toward the completion of a book of poems or non-fiction (culminating in the MFA Thesis). Via the internet, each student will work individually with his or her faculty mentor, and collectively with student peers, to develop the craft of drafting the body of a book. Students will also develop skills in judiciously applying constructive criticism to improve the quality of their writing, and skills in articulating constructive criticism of both published and student work. While students will actively engage in the revision process, the emphasis of the course will be on the generation of new material.

English 632: Mentorship II: Prerequisite: English 631. This course represents the second step in a program-long process of working toward the completion of a book of poems or nonfiction (culminating in the MFA Thesis). Via the internet, each student will continue to develop the craft of drafting new poems or pieces of nonfiction by working individually with a faculty mentor, and by working collectively with student peers. In addition, students will work toward the completion of a group of poems or pieces of nonfiction worthy of serving as the core of a book. While students will continually create new work, there will be an emphasis on the revision process, and on the ability of students to articulate the nature and degree of aesthetic coherence in their own developing manuscript, as well as in existing works of literature.

English 502: Summer Residency II: Prerequisite: English 632. This mid-program residency will be taught over 14 days. There will be three major components to the course: 1) Writers’ Workshop/Mentor Tutorial Sessions 2) Craft, Style and Publishing Seminars 3) Evening/Weekend Readings and Discussions. Students will attend ten 3-hour Writers’ Workshop/Mentor Tutorial sessions and ten 2-hour Craft, Style, and Publishing Seminars. Students will also attend ten Evening/Weekend programs. In addition, students will meet individually with their mentors to define a writing/reading project for English 633: Mentorship III. There will also be academic advising sessions, and computer support sessions.

English 633: Mentorship III: Prerequisite: English 502. This course represents the third step in a program-long process of working toward the completion of a book of poems or nonfiction. Via the internet, students will continue to develop new writing by working individually with a faculty mentor, and by working collectively with student peers. Students will also sharpen the ability to articulate traits, on the level of theme, form and/or style, that characterize the well-crafted books encountered in assigned reading, and that characterize their own developing manuscripts. While students will actively work toward the creation of new essays or poems, and will continue to revise individual works, there will be an emphasis on the ability to articulate key formal and thematic characteristics that contribute to the resonance and aesthetic integrity of a body of writing.

English 701: MFA Thesis: Prerequisite: English 633. This course represents the fourth and culminating step in a program-long process of working toward the completion of a book of poems or essays. Via the internet, students will develop further the craft of shaping a book-length collection of poems or nonfiction by working individually with a faculty mentor, and by working collectively with student peers. Though each student will actively work toward the creation of new poems or new pieces of nonfiction, and toward the revision of individual works, the primary emphasis of the course will be on developing the student’s ability to shape a book-length collection of writing into an aesthetic construct that is at once informed by, and larger than, the sum of its parts.

English 503: Summer Residency III: Prerequisite: English 701. This exit residency will be taught over 14 days. There will be three major components to the course: 1) Writers’ Workshop/Mentor Tutorial Sessions 2) Craft, Style, and Publishing Seminars 3) Evening/Weekend Readings and Discussions. Students will attend ten 3-hour Writers’ Workshop/Mentor Tutorial sessions and ten 2-hour Craft, Style, and Publishing Seminars. Students will also attend ten Evening/Weekend programs. Students preparing for graduation will present and defend their book-length manuscripts, and participate in the critique of other student theses. Graduating students will develop a deepening awareness of the publication industry, through advisement from faculty, visiting writers, agents and editors.

THESIS
At the end of English 701: MFA Thesis, faculty mentors will recommend to the MFA Director those theses they feel are ready for a thesis defense. Each thesis defense will take place during English 503: Summer Residency III. A faculty committee will read each student thesis, and respond orally during the defense. Students who successfully defend their theses will have their work to the entire MFA community in the form of a thesis reading.
### Approved Courses for Graduate Credit

#### DEPARTMENT OF ART

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 552</td>
<td>TOPICS IN AMERICAN ART: ART AND CULTURE OF THE SIXTIES</td>
<td>3-9</td>
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</tbody>
</table>

This course explores major ideas expressed in American painting, sculpture, literature, film and music primarily from popular culture in the 60s. These ideas are related to the social and political settings in which they occurred.

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 652</td>
<td>ART OF THE RENAISSANCE</td>
<td>3</td>
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A survey of 15th and 16th century paintings, sculpture in Italy, France, Flanders and Germany.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 653</td>
<td>BAROQUE/ROCCO ART HISTORY</td>
<td>3</td>
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</table>

A survey of 17th and 18th century painting, sculpture and the decorative arts in Italy, France, Flanders, Spain and Holland.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 654</td>
<td>NINETEENTH CENTURY ART HISTORY I</td>
<td>3</td>
</tr>
</tbody>
</table>

A study of movements in the second half of the 19th century including Impressionism, post impressionism and Van Gogh, Gauguin, Cezanne and Seurat. Emphasis on painting.

#### BIOLOGY/TOXICOLOGY DEPARTMENT

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 525</td>
<td>ADV. HUMAN PHYSIOLOGY</td>
<td>4</td>
</tr>
</tbody>
</table>

This course examines the human being from the physiological perspective. Emphasis is placed on understanding the biological, chemical and physical aspects of the major organ systems of the body: nervous, muscle, cardiovascular, respiratory, renal, digestive, endocrine and reproductive. Each system is studied from the perspective of how that system functions independently within the human body and how it contributes to the overall functioning of the human being. The course meets for three hours of lecture and two hours of laboratory per week. It is offered each spring semester.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 610</td>
<td>BIOLOGY FIELD STUDY: THE ECOLOGY OF THE GREAT SMOKY MOUNTAINS</td>
<td>4</td>
</tr>
</tbody>
</table>

The purpose of this course is to study unique characteristics of the Great Smoky Mountains. To develop an appreciation of the complex interactions that have shaped this unique area and how The Smokies have influenced even the Ashland area. Fee required to cover cost of travel expenses to Great Smokey Mts.

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 640</td>
<td>SPECIAL TOPICS</td>
<td>1-5</td>
</tr>
</tbody>
</table>

Individual or group studies of coursework in biology. Graduate standing, permission of the professor of record and the approval of the director of graduate studies in education.

#### DEPARTMENT OF ENGLISH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 601</td>
<td>LITERATURE OF EARLY ENGLAND</td>
<td>3</td>
</tr>
</tbody>
</table>

A study of the literature of England from the Anglo-Saxon period and the time of Chaucer. Particular emphasis on the rhetorical features of Old and Middle English. Reading and analysis of representative works, including Beowulf and the Canterbury Tales.

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 604</td>
<td>THE ENGLISH RENAISSANCE</td>
<td>3</td>
</tr>
</tbody>
</table>

A survey of the literature of England during the Elizabethan period. Particular attention to the emergence of literary genre and to the development of literary theory and philosophy. Reading and analysis of representative writers, including Spenser, Marlowe and Shakespeare.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 605</td>
<td>CREATIVE WRITING WORKSHOP POETRY NONFICTION/FICTION</td>
<td>1-3</td>
</tr>
</tbody>
</table>

A seminar course in the writing of fiction, creative nonfiction, drama or poetry. Emphasis on developing various writing projects. The workshop is conducted by professors with extensive publication experience.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 606</td>
<td>THE LITERATURE OF THE BAROQUE</td>
<td>3</td>
</tr>
</tbody>
</table>

A study of the Baroque literature in England during the 17th century, with particular emphasis on parallel developments of form and expression in art and music. Reading and analysis of representative writers including Donne and Jonson and their schools.

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 608</td>
<td>THE LITERATURE OF THE ENLIGHTENMENT</td>
<td>3</td>
</tr>
</tbody>
</table>

A study of the neoclassical literature of England during the 18th century. Particular emphasis on the emergence of scientific and philosophical expression and upon the parallel developments of form and pattern in art and music. Reading and analysis of representative writers including Pope, Swift and Johnson.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 610</td>
<td>ROMANTIC MOVEMENT &amp; VICTORIAN PERIOD</td>
<td>3</td>
</tr>
</tbody>
</table>

A survey of literary expression in 19th-century England, beginning with the emergence of the Romantic poets and continuing through the social and political writings of the Victorian period. Reading and analysis of representative writers including Wordsworth, Keats, Tennyson and Browning.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 625</td>
<td>MAJOR WRITERS SEMINAR</td>
<td>3</td>
</tr>
</tbody>
</table>

A course designed to provide a comprehensive understanding of one or more major writers. Class assignments will include extensive reading of the works of the particular writers, supplemented by critical, biographical and historical materials. Emphasis on the particular artistic and moral qualities of the writer as revealed in his art. Selection of writers is indicated in the class schedule for each semester.
DEPARTMENT OF FOREIGN LANGUAGES

FL 670 SEMINAR IN FRANCOPHONE STUDIES 3
Prerequisite: Graduate standing, advanced-level proficiency in French; previous undergraduate study of civilization and literature.

A seminar on topics pertinent to the field of Francophone studies in language, culture, civilization, or literature. The content will vary depending upon the interest and needs of students. The course may be repeated under a different topic for a total of 6 credit hours. Taught in French. Offered alternate years.

FL 671 SEMINAR IN HISPANIC STUDIES 3
Prerequisite: Graduate standing, advanced-level proficiency in Spanish; previous undergraduate study of civilization and literature.

A seminar on topics pertinent to the field of Hispanic studies in language, culture, civilization, or literature. The content will vary depending upon the interest and needs of students. The course may be repeated under a different topic for a total of 6 credit hours. Taught in Spanish. Offered annually.

FL 678 SPANISH PHONETICS 3
A study of pronunciation aided by the use of the International Phonetic Association Symbols, with a survey and practice of Latin American and Iberian variations of speech.

DEPARTMENT OF HISTORY

HIST 640 SPECIAL TOPICS 3
Individual or group studies of coursework in history. Graduate standing, permission of the professor of record and the approval of the director of graduate studies in education.

DEPARTMENT OF MATHEMATICS/COMPUTER SCIENCE

MATH 507 LINEAR ALGEBRA 3
A study of vector spaces, linear transformations and matrices.

MATH 509 HISTORY OF MATHEMATICS 3
A survey of the historical development of mathematics through the calculus, together with problems appropriate to the topics and period being studied.

MATH 511 MODERN GEOMETRY 3
A study of fundamental geometric properties such as straightness, symmetry, congruency, and parallelism as they exist in planes and other surfaces.

MATH 514 NUMERICAL ANALYSIS 3

MATH 517 PROBABILITY 3
A study of the fundamental concepts of probability theory, discrete and continuous probability functions, independence, conditional probability, Bayes’ theorem, joint densities and mathematical expectations.

MATH 518 MATHEMATICAL STATISTICS 3
Introduction to the theory and applications of mathematical statistics, moment generating functions, central limit theorem, estimation and hypothesis testing.

MATH 615 INTRO TO MODERN ALGEBRA 3
An introduction to abstract algebraic systems through the study of groups, rings and fields.

MATH 640 SPECIAL TOPICS 1-5
The faculty member proposing the course must complete all the data for this course syllabus. Successful courses will be reviewed by the Graduate Education Department for permanent status.

DEPARTMENT OF MUSIC

MUSIC 540 APPLIED MUSIC, SECONDARY INSTRUMENT 1
The private applied study of the performance of an instrument or voice, limited to students demonstrating the equivalent skills to an undergraduate degree in music. May be repeated for additional credit.

MUSIC 640 APPLIED MUSIC, PRIMARY INSTRUMENT 2
The private applied study of the performance of an instrument or voice, limited to students demonstrating the equivalent skills to an undergraduate degree in music. May be repeated for additional credit.

DEPARTMENT OF POLITICAL SCIENCE

POLSC 640 SPECIAL TOPICS 1-5
Individual or group studies of coursework in political science. Graduate standing, permission of the professor of record and the approval of the director of graduate studies in education.

DEPARTMENT OF PSYCHOLOGY

PSYC 640 SPECIAL TOPICS 1-5
Individual or group studies of coursework in psychology. Graduate standing, permission of the professor of record and the approval of the director of graduate studies in education.
DEPARTMENT OF RELIGION

REL 607 RELIGIONS OF INDIA AND THE FAR EAST 3
A study of Hinduism, Jainism, Buddhism, Sikhism, Confucianism, Taoism and Shinto. Emphasis is placed upon the major concepts of these religious traditions for an understanding of the contemporary cultures of India and the Far East.

REL 608 HISTORY OF RELIGIONS OF PRIMITIVE MAN AND THE NEAR EAST 3
A study of primitive and ancient religions in the Near East leading up to the development of Zoroastrianism, Judaism, Christianity and Islam. Emphasis is placed upon development and major concepts of the religions studied and their effect on contemporary cultures.

DEPARTMENT OF SOCIOLOGY

SOC 640 SPECIAL TOPICS 1-5
Individual or group studies of coursework in sociology. Graduate standing, permission of the professor or record and the approval of the director of graduate studies in education.

COLLEGE OF BUSINESS AND ECONOMICS

ECON 580 MICROECONOMIC ANALYSIS AND ITS APPLICATION TO THE CURRICULUM 2
For elementary and secondary teachers. Designed to emphasize methods of inquiry employed by economists and their applications to the theory of instruction.

ECON 581 MACROECONOMIC ANALYSIS AND ITS APPLICATION TO THE CURRICULUM 2
For elementary and secondary teachers. Designed to emphasize methods of inquiry employed by economists and their applications to the theory of instruction.

ECON 582 ECONOMIC POLICY AND ITS APPLICATION TO THE CURRICULUM 2
Prerequisites: ECON EDUC 580, 581, 584
For elementary and secondary teachers. Designed to provide application of an economic analysis to economic policy and courses of study.

ECON 583 CORPORATE BUSINESS IN THE UNITED STATES 2
Prerequisites: ECON EDUC 580 or 581
The course provides an opportunity to learn how the market system operates by bringing a number of business executives to serve as classroom instructors. This partnership between business and education reinforces mutual interest and fosters a sharing of valuable resources.

ECON 584 ECONOMICS IN THE CURRICULUM 1-8
Preparing or revising curriculum or curriculum guidelines, i.e., an economics curriculum guide for any or all grade levels, or a sequence for developing economic principles within the existing curriculum; or curriculum for a particular subject area; or curriculum related to special bases such as multimedia based, activities-based, community or cultural-based.
Ashland Theological Seminary, a division of Ashland University, offers the following degrees: Doctor of Ministry, Master of Divinity (including a pastoral counseling track), Master of Arts in Practical Theology, Master of Arts in Clinical Pastoral Counseling, Master of Arts in Pastoral Counseling, Master of Arts (Religion), and Master of Arts (Old Testament, New Testament, Christian Theology, Church History, and Anabaptism and Pietism).

DEAN
Dale R. Stoffer, Academic Dean, Ashland Theological Seminary

FACULTY
David W. Baker, Professor of Old Testament and Semitic Languages
David deSilva, Trustees’ Professor of New Testament and Greek
Ron Emptage, Professor of Church History
Jerry R. Flora, Professor Emeritus of Theology and Spiritual Formation
L. Daniel Hawk, Professor of Old Testament and Hebrew
Luke L. Keefer Jr., Professor of Church History and Theology
Douglas L. Little, Professor Emeritus of Pastoral Counseling
Marvin A. McMickle, Professor of Homiletics
William H. Myers, Professor of New Testament and Black Church Studies
Melissa W. Corbin Reuschling, Professor of Ethics and Theology
Michael Reuschling, Professor of Pastoral Counseling
John C. Shultz, Professor of Pastoral Counseling
Ronald R. Emptage, Dean of Detroit Center
Gene Heacock, Executive Director of Sandberg Leadership Center
Keith Marlett, Director of Smetzer Counseling Center
Paul Alvarez, Director of Christian Leaders of Excellence Program
David Cooksey, Director of Church Relations
Eric Sandberg, Director of Alumni Relations
Mariah Wright, Director of the Fund for Theological Education
Cara Selan, Director of Admissions
Glenn Black, Admissions and Placement Counselor
Rodney Caruthers, Admissions Counselor (Detroit Center)
Martha J. Smith, Admissions Counselor, Doctor of Ministry Program
Brenda Colijn, Columbus Center Coordinator
Mylon Waite, Associate Director of the Cleveland Center
Shawn Oliver, Associate Academic Dean
Vickie Taylor, Director of Technology Resources
Walter J. Kime, Director of Christian Studies
Michael Reuschling, Director of Midwest Pastoral Counseling Program
Jerrolynn Johnson, Director of Detroit Counseling Program
Sylvia Locher, Head Librarian
Russell Morton, Research Librarian
Lori K. Lower, Registrar
Elaine Bednar, Family Life Counselor
Michael Catanzarito, Associate Program Manager to Pastors of Excellence Program
Lori Byron, Associate Program Manager for Specialized Small Group Retreats
Lynee Lawson, Assistant Director to the Institute of Formational Counseling
George Johnson, Coordinator of Student Support Services

MISSION STATEMENT
The seminary exists to equip men and women for ministry as servant leaders in the body of Christ and the world at large through being a community that is committed to Scripture, academic excellence, spiritual formation, and practical training.
CORE VALUES
Scripture. The seminary believes God’s saving revelation has been made supremely in Jesus Christ. The Bible is the complete and authentic record of that revelation. We are committed to both the Old and New Testaments as God’s infallible message for the church and the world. The Scriptures are foundational to the education process at Ashland Seminary.

Spiritual Formation. The seminary believes that Spiritual Formation is at the heart of all we do. Spiritual Formation is the process of nurturing an intimate relationship with God, encompassing heart, soul and mind. Spiritual Formation is obedience to the Word of Christ and an intentional commitment to grow, study, pray and be held accountable for our life and witness, both before God and one another.

Community. The seminary builds community through shared faith. As students, staff, faculty and administration, we identify ourselves as community. We express community through chapel, classes, spiritual formation groups, social events, conferences, prayer cells and joint ministry experiences as we work and live together. Within this environment of support and challenge, it is possible for us to grow inwardly, in our relationship with God and others, and in our outlook on the world.

Academic Excellence. The seminary is committed to academic excellence. While seminary education is unique, Ashland creates an atmosphere conducive to academic studies and sustains high scholastic standards from an internationally recognized faculty. Integrated within our curriculum is the whole framework of the seminary’s Core Values leading to a goal of lifelong learning expressed through servant leadership.

DEGREE PROGRAMS
As part of Ashland Theological Seminary’s attempt to evaluate degree programs based on student learning, outcomes have been identified at the institutional and program levels. Courses have been designed to address these outcomes. However, assessment of these learning outcomes for accreditation purposes will take place at the degree program level. In the coming year, the curriculum will continue to be implemented and refined. Learning outcomes for each degree program will be integrated into the institutional learning outcomes based on the 4Cs: core identity, character, calling, and competency.

ACCREDITATION
Ashland Theological Seminary is accredited by the Association of Theological Schools and the North Central Association of Colleges and Schools. The faculty of the counseling programs hold membership in the Christian Association for Psychological Studies (CAPS), American Association of Christian Counselors, American Association of Pastoral Counselors and the American Psychological Association. The MA in Clinical Pastoral Counseling satisfies Ohio requirements set by the Ohio Counselor and Social Worker Board for licensure as a Professional Counselor (P.C.) or Professional Clinical Counselor (P.C.C.).

The seminary is an associate member of the Jerusalem University College and has a reciprocal agreement with Tyndale House in Cambridge, England, for faculty study and research.

FACILITIES
The seminary is located on the adjoining properties of John Myers, industrialist, art collector and philanthropist, and of Mr. and Mrs. T. W. Miller, industrialist and philanthropist. The property was made available to the seminary by the generosity of these two families. The Myers home houses the administration, offices and art collection, and is attached to the Solomon and Darling Memorial Libraries. The seminary property also includes a swimming pool and tennis court, the Ronk Memorial Chapel, the Gerber and the Shultz classroom buildings, the Smetzer lecture hall, and the Sandberg Leadership Center.

Off-campus learning centers are offered at Ashland University’s Cleveland Center, the Village Office Center in Southfield, Michigan, and in Columbus at the Ashland University Program Center.

INFORMATION AND APPLICATION
For details regarding admission, graduation, curriculum, regulations, scholarships and fees, please see the on-line seminary catalog at www.ashland.edu/seminary. Inquiries may be made at one of the following addresses: Ashland Theological Seminary, 910 Center Street, Ashland, OH 44805; e-mail at ats@ashland.edu; or 1-800-882-1548, Ext. 5161. Our web page address is www.ashland.edu/seminary; or 1-866-ATS-OHIO or 419-289-5695.
LIBRARY

The University Library provides a quiet place to study individually or in groups. Students have easy access to the library catalog, research databases, and the Internet from computers near the Circulation Desk. Other computers throughout the library can be used for writing papers or running network applications. Library resources are available to off-campus users at www.ashland.edu/library.

Listed in the library catalog are more than 300,000 books, periodicals, government publications, microforms, videos, CDs, and teaching materials. Materials from colleges and universities across the state can be ordered at no charge through the OhioLINK catalog. Library materials are checked out using the AU student ID card.

More than 100 research databases provide access to articles from scholarly journals, magazines, and newspapers, over 20,000 of which are available in full text through the databases. Articles from periodicals not held here or available online can be ordered through interlibrary loan. Located beside the periodical collection is the Reserves Desk and microforms area, with copiers, fax machine, and laser printer.

Reference librarians are on duty daily to assist students in using library materials and services. Instruction in library research is given to classes in the Library Instruction Classroom. Librarians are also happy to meet individually with students to help them plan their research. Off-campus students can call Reference at 800-882-1548 (weekday day-times) or 419-289-5402; ext. 5402 on campus. Reference e-mail address is library@ashland.edu.

Included in the Library are the Instructional Resource Center and the University Archives, along with the John M. Ashbrook Center for Public Affairs, International Students Office, Study Abroad Office, and Numismatic Center. Affiliated with the Library and included in its catalog is the Ashland Theological Seminary Library.

INSTRUCTIONAL RESOURCE CENTER

The IRC, located on the second floor of the library, provides curriculum materials and equipment used by teacher education students during their course of study. Items in the circulating collection include:

- Library of congress classification “L” – Education
- Juvenile literature collection and big books
- K – 12 curriculum textbooks and activity books
- Educational Software
- Manipulative kits, audio books, book kits, flannel boards, and big book stands

Also available for use in the IRC:
- Computers, both PC and iMac
- Scanners and color printing (10¢)
- Digital cameras and video cameras
- Ellison machine, binding machine, and paper cutters
- Laminating machines
- Venda Card copy machine

Ashland University Library’s IRC is staffed by a faculty librarian and student workers. The librarian works in close contact with the professional instructor for educational technology and college of education faculty and staff.

For more information, including hours of operation, visit the IRC web site @ http://www.ashland.edu/library/irc
In order to receive accommodations for courses taken from Ashland University, students must have current documentation on file with the Office of Disability Services. The documentation must be current and from a medical doctor, psychologist, and or psychiatrist and clearly state the nature of the disability and support the need for accommodations based on the testing and/or medical documentation. The Office of Disability Services reserves the right to ask students to update documentation at the student’s expense.

Accommodations are on an individual basis and may include relocation of courses for classroom accessibility, sign language interpreters, taped books, note takers, and test accommodations.

The Office of Disability Services is located at 105 Amstutz Hall. Office hours are 8 - 5, Monday through Friday. For further information contact Suzanne Salvo, Director, at 419-289-5953.
Academic Integrity Policy

The Ashland University community strives to model leadership which is based upon Judeo-Christian beliefs and virtues which will encourage, develop and sustain men and women of character to serve their professions, their communities, and the world (AU Statement on Ethical Leadership). As members of Ashland University, students hold themselves to the highest standards of academic, personal and social integrity (Ashland University Campus Creed). In keeping with the Ashland University commitment to the highest standards of academic, personal and social integrity, students are expected to abide by the academic integrity standards outlined in this policy.

The Ashland Theological Seminary has its own Academic Honesty and Plagiarism policy stated on pages 19-20 of its Student Handbook.

SECTION 1. PURPOSE
Academic integrity is as important to our mission today as it was at the University’s founding. The founders declared that Ashland “would develop students intellectually,” and our current mission speaks to “the purpose of leading meaningful lives in the world community.” Since the educational and social environment is built upon a long-standing commitment to Judeo-Christian values, it is clear that academic integrity is an essential part of students’ personal and intellectual growth.

At Ashland University, academic integrity is to be revered, honored and upheld. Therefore, an academic integrity infraction is considered a very serious matter, as it corrupts the educational process and undermines the foundation of our community.

SECTION 2. CONDUCT WHICH VIOLATES ACADEMIC INTEGRITY-ACADEMIC Dishonesty
Ashland University expects each student to advance the University’s mission by furthering an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be his/her own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use his/her own capabilities to achieve his/her fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty.

SECTION 3. FORMS OF ACADEMIC Dishonesty
Proper acknowledgment of ideas and sources is central to academic honesty. To insure academic honesty, it is important to examine that which constitutes academic dishonesty. Academic dishonesty includes:

Plagiarism
Plagiarism is the intentional or unintentional presentation of someone else’s words, ideas or data as one’s own work. In the event the faculty member deems the plagiarism is unintentional, he/she shall typically require the student to rewrite the assignment. In the event the faculty member believes the plagiarism is willful, the sanctions in this document will apply. If the work of another is used, acknowledgment of the original source must be made through a recognized reference practice, and, if verbatim statements are included, through quotation marks as well. To assure proper crediting, a student will acknowledge the work of others,

1. Whenever one quotes another person’s actual words.
2. Whenever one uses another person’s idea, opinion or theory, even if it is completely paraphrased in one’s own words.
3. Whenever one borrows facts, statistics, or other illustrative materials, unless such information is of such common knowledge so as not to be questioned.

Fabrication
Fabrication is the intentional falsification or invention of research, data, citations, or other information. Examples of fabrication include:

1. Citing information not taken from the source indicated.
2. Including in a reference list sources which have not been consulted.
3. Inventing or altering data or source information for research or other academic exercise.
4. Submitting as his/her own any academic assignment (e.g. written work, painting, sculpture, etc.) prepared totally or in part by another.
5. Using a portion of a piece of work previously submitted for another course or program to meet the requirement of the present course or program without the approval of the instructor involved.
6. Permitting one’s work to be submitted by another person as if it were his or hers.
7. Taking a test (or other evaluation) for someone else or permitting someone else to take a test for oneself.
8. Other offenses of this form which incorporate dishonesty for academic gain.

Cheating
Cheating is an act of deception in which a student represents mastery of information that he/she has not mastered. Cheating may be suspected if an assignment that calls for independent work results in two or more solutions, sequences, or language so similar as to merit the charge. Cheating may be suspected if there is a statistical inconsistency in the student’s performance and the student cannot
explain or reproduce both the intricacies of the solution and the techniques used to generate the solution; or in the case of an essay examination, the student cannot explain or reproduce the thought-processes used to generate the writing. Examples include:

1. Copying from another student’s test paper.
2. Allowing another student to copy from a test paper.
3. Using notes, textbooks or other information in homework, examinations, tests or quizzes, except as expressly permitted.
4. Securing, giving or exchanging information during examinations without authority to do so.
5. Other offenses of this form which incorporate dishonesty for academic gain.

**Other Forms of Academic Misconduct**

Examples include:

1. Obtaining confidential information about examinations, tests or quizzes other than that released by the instructor.
2. Stealing, buying, or otherwise obtaining all or part of an unadministered test in which the origins of the materials are suspect.
3. Selling or giving away all or part of an unadministered test including answers to an unadministered test.
4. Inducing any other person to obtain an unadministered test or any information about the test.
5. Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, computer file, on a test, a "change of grade" form, or other official academic record of the University which relate to grades.
6. Cooperating with another person in academic dishonesty, either directly or knowingly, as an accessory.
7. Using computing resources in a manner which violate University academic integrity policies.
8. Other offenses of this form which incorporate dishonesty for academic gain.

These examples are not meant to be exhaustive. Further, they refer only to academic areas; appropriate action may also be undertaken by other agencies.

**SECTION 4. PROCEDURES FOLLOWING AN ALLEGATION OF ACADEMIC DISHONESTY AT THE GRADUATE LEVEL**

A. When a faculty member has observed a student violating any of the policies stated herein, an allegation of academic dishonesty, with supporting documentation, shall be filed with the appropriate administrator.

B. When a proctor has observed a student violating any of the policies stated herein, the faculty member, under whose authority the proctor oversaw the academic activity, shall file an allegation of academic dishonesty, with supporting documentation, with the appropriate administrator.

C. When a faculty member has not observed a student violating any of the policies stated herein, but has a firm conviction of academic dishonesty, based on probative evidence, the faculty member shall file an allegation of academic dishonesty, with supporting documentation, with the appropriate administrator.

D. Upon the filing of an allegation of academic dishonesty, the faculty member, or the appropriate administrator shall inform the student of the nature of the allegation and supply the student with documentation.

E. Within ten business days of receiving an allegation of academic dishonesty, the appropriate administrator shall notify the student of the procedures for refuting such allegation and for appealing any resulting penalty, and shall forward the allegation of academic dishonesty, with supporting documentation, to the appropriate committee.

F. Within ten business days of receiving an allegation of academic dishonesty, the appropriate committee shall schedule a hearing and inform the student of his or her right to refute the allegation at the hearing.

G. Time frames for taking actions may be extended upon agreement of the parties.

**SECTION 5. PENALTIES AND PENALTY DETERMINATION**

A. In addition to submitting the allegation of academic dishonesty to the appropriate administrator, the faculty member may assign a grade of zero for the assignment or test involved and/or assign an F for the course. Any grade appeal in process will be suspended until any integrity violation is resolved.

B. The appropriate committee shall determine the penalty, adhering to the stated policies of the program, up to and including permanent dismissal from the graduate program, without opportunity to reapply. Within ten business days of the hearing, the committee shall notify the student of its decision, and report its decision to the College Dean. In determining the penalty, the committee shall take into consideration the seriousness of the offense, including:

1. the willfulness of the incident; e.g., an error in the form of a citation is less serious than no attempt to credit the work of another;
2. the extent to which the student had been previously instructed or warned about the academic integrity policy;
3. previous violations of academic integrity.

C. The action taken pursuant to paragraph B. above does not prevent any additional action taken pursuant to stated policies of individual colleges, departments or programs.

**SECTION 6. STUDENT APPEAL PROCEDURE**

A. The student shall have an opportunity to attend the appropriate committee’s hearing and refute the allegation of academic dishonesty.
B. Within ten business days of receiving notice of the committee’s decision, the student may appeal the decision to the College Dean. The Dean shall review the information presented, make such inquiries as necessary and render judgment. If dissatisfied, the student may appeal to the Associate Provost within ten business days of receiving notification of the Dean’s decision.

C. The Associate Provost shall review the information presented, make such inquiries as necessary and render judgment, which shall affirm, modify or overturn the decision of the Dean. If the decision of the Dean is overturned, the Associate Provost shall remand the matter to the Dean for action not inconsistent with the decision of the Associate Provost.

D. Students may appeal a decision of the Associate Provost to permanently dismiss a student from the program to the President by submitting an appeal to the President’s Office within ten calendar days of notification of the decision.

NOTES

SECTION 4. DEFINITIONS

A. In sections 4, 5, and 6 “appropriate administrator” means
   1. the Director of the Master of Education Program, in the case of an M.Ed. student;
   2. the Graduate Chair of the M.B.A. program, in the case of an M.B.A. student;
   3. the Director of Doctoral studies, in the case of an Ed.D. student;

B. In sections 4, 5, and 6 “appropriate committee” means
   1. a committee of three full-time faculty members, in the case of an M.Ed. student;
   2. an Academic Integrity Board comprised of three full-time faculty who teach in the graduate business program, in the case of an M.B.A. student;
   3. the Doctoral Admission and Retention Committee, in the case of an Ed.D. student.
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I. STATEMENT OF PURPOSE
Ashland University subscribes and strongly supports the right of each student to study and work in a quiet, peaceful and respectful atmosphere which is conducive to the pursuit and acquisition of knowledge. Students who enroll in Ashland University are assumed to be adults who understand the obligation to conduct themselves in a manner that is compatible with the University’s function as an educational institution. Each student is expected to be fully acquainted with all published policies, rules and regulations of the University and will be held fully responsible for compliance with them.

The Board of Trustees of Ashland University and its designates reserve the right to establish and enforce rules and regulations and to modify or amend existing rules and regulations which create and enhance an environment conducive to learning, and which it deems necessary to preserve the educational mission of Ashland University. The rules and regulations of the University have been established to help ensure a positive educational experience for every student. These rules and regulations are based on the University’s commitment to developing personal integrity and self-respect, respect for the rights of others, and respect for the functioning and property of the University. It remains the student’s responsibility to be aware of and comply with all federal, state, and local laws and to abide by the Ashland University rules and regulations.

II. AUTHORITY AND JURISDICTION OF THE UNIVERSITY
Ashland University possesses the authority to regulate the conduct of any visitor, whether enrolled as a student or otherwise, to its main campus, or to any location at which it provides classes. Ashland University also possesses the authority to regulate the conduct of any person engaged in an activity sponsored in whole or in part, whether on or off University property.

The University may assert jurisdiction over a graduate student while on property owned or occupied by the University, as well as graduate students engaging in University activity, whether on property owned or occupied by the University or elsewhere. The University reserves the right to take action for behavior of a graduate student not occurring on property owned or occupied by the University, or not engaging in a University activity, when such behavior has, or reasonably may have, an adverse impact on Ashland University. Any graduate student involved in an activity which may give rise to civil or criminal culpability may also be subject to disciplinary action by the University when, in the sole discretion of the University, such action has, or reasonably may have, an adverse impact on Ashland University. The University reserves the right to determine the timing of implementing disciplinary action against the graduate student.

III. DEFINITIONS
A. Student: Any person registered in one or more courses in any school, college, or special program offered by the Ashland University Graduate School. Teaching or research assistants, if also registered as students, are classified as students for the purpose of this Code.
B. Campus: All property owned or leased by Ashland University.
C. Member of the University Community: Any Ashland University faculty member, student, employee or Trustee, as well as any person on campus who is an employee of an entity with an ongoing relationship, whether contractual or otherwise, with Ashland University.
D. Incident Report: The initial document setting forth facts suggesting the violation of a rule or regulation of Ashland University by a graduate student.
E. Complaint: The formal document alleging the violation of a rule or regulation of Ashland University by a graduate student.
F. Appropriate Administrator: The Center Director at Regional Centers. If a Regional Center has no resident Center Director, the Appropriate Administrator shall be the Program Director. At the main campus, the appropriate administrator shall be the Program Director.

IV. REGULATIONS AND POLICIES
Most regulations follow. However, others are published elsewhere, either in this catalog or in other University publications. To the extent they apply, a graduate student is obligated to comply with the regulations/policies also set forth in the Student Handbook, a copy of which is located at www.ashland.edu/stuaff/handbook. Therefore, the following is not all-inclusive.

As applicable to graduate students, the following activities are hereby prohibited:
A. Safety
2. Harassment: Threatening to harm, intentionally harassing, hazing, stalking, coercing, intimidating or seriously embarrassing any person through conduct which would offend a reasonable person. Any harassment because of the
status of a victim as being a member of a protected class shall also be prohibited.

3. Dangerous Weapons: Possession, use, sale or distribution anywhere on any campus or at any activity sponsored, either in whole or in part by Ashland University, of a dangerous weapon is prohibited. "Dangerous weapons" include but shall not be limited to all firearms, BB and pellet guns, knives, ammunition, explosives, fireworks and firecrackers of any type, and all other illegal weapons. No person shall carry a concealed weapon, whether under proper license or otherwise, on any campus or other property occupied by Ashland University.

4. Sexual Imposition: Engaging in sexual contact with another person when a) the sexual contact is offensive to the victim; b) the victim’s ability to appraise the nature of or control the offender’s conduct is substantially impaired, or c) the victim is unaware of the sexual contact.

5. Drugs: Possession, use, cultivation or manufacture, sale or distribution on any campus of any drug, or drug paraphernalia, except under the direction of a licensed physician or as expressly permitted by law. Conviction of any federal, state, or local law of any drug offense is a violation of this policy.

6. Alcohol: Use and/or possession of alcohol beverages and/or containers anywhere on any campus.

B. Property

1. Unauthorized possession, use or removal: Unauthorized possession, use or removal from a designated area of property belonging to Ashland University, any member of the University community, or any guest or vendor.

2. Destruction/Damage to Property: Destruction, damage or defacement, including damage to technological equipment or network services belonging to Ashland University, any member of the University community, or any guest or vendor.

C. Integrity

1. Failure to meet financial obligations: Failure to meet financial obligations to Ashland University or giving the University a worthless check.

2. Failure to comply with requests/sanctions: Failure to follow the oral or written instructions regarding University policies or federal, state or local laws by a properly identified University official whom the Board of Trustees or the President of the University has vested authority to give such instruction, or knowingly interfering with or obstructing students, faculty, or staff acting in the performance of their assigned duties. Cooperation with staff in their assigned duties is expected. Failure to comply with a judicial sanction may result in suspension or dismissal.

3. Deception, Fraud and/or Misuse of Documents/Technology: Furnishing false information to Ashland University, including, but not limited to representing oneself as another (in writing or in person), knowingly supplying false or misleading information to University officials, unauthorized possession of an ID or false ID or falsifying, tampering, altering, forging, or misusing any University record, computer, technology or official document.

4. Dishonesty in Judicial Matters: Dishonesty before University judicial bodies, knowingly misrepresenting verbally or in writing the nature of events or identification of persons or failing to appear before an appropriate judicial body by a complainant or witness when requested by an official member of the Judicial System.

5. Inappropriate Behavior: Disorderly conduct or an act which is morally shameful or which jeopardizes the integrity of Ashland University, any member of the University community, or any guest, or vendor. As a representative of Ashland University, inappropriate behavior violations can include activities which occur off campus. Conviction of any federal, state or local criminal statute is a violation of this policy.

6. Classroom Disruption: Activity or behavior which interferes with an instructor or faculty member’s ability to teach or a student’s ability to learn. The instructor or faculty member retains latitude in determining whether activity or behavior is disruptive.

D. Accessory Responsibility

Aiding, abetting, inciting or cooperating with another person in the commission of a violation of regulations. All members of the University community have the responsibility for enforcing rules and reporting violations. Any individual, when University policies are being violated, is subject to the same disciplinary action as the violating party. Students are responsible for the behavior of their guests.

E. Traffic, Parking and Vehicle Operation

Any person operating a motor vehicle on Ashland University property, or any campus, will be responsible for complying with University vehicle and parking regulations. Persons found to be in violation of such regulations may be ticketed and/or subject to judicial action in accordance with the severity of the offense.

F. Academic Integrity

Please see the Academic Integrity Policy in this catalog.
V. STUDENT RIGHTS

VI. COMPLAINANT’S/VICTIM’S RIGHTS

VII. JUDICIAL PROCESS

A. Initiation of Incident Report
When the conduct of a graduate student reasonably appears to constitute a violation of any rule or regulation of Ashland University, any member of the University Community may file an Incident Report with the appropriate administrator. Such Incident Report shall contain facts upon which the person filing the document believes constitute the violation of a rule or regulation of Ashland University.

B. Reasonable Grounds Determination
If, in the opinion of the appropriate administrator, there exists grounds to believe a graduate student has violated a rule or regulation of Ashland University, such appropriate administrator shall prepare and file a complaint, setting forth the conduct alleged to be a violation of a rule or regulation of Ashland University, the place or places and the date or dates on which such conduct occurred and shall state the specific rule or regulation alleged to have been violated. The appropriate administrator shall sign such complaint.

C. Notice to the Graduate Student
A copy of the complaint shall be delivered to the graduate student, along with a notice of the date and place a judicial conference hearing shall take place. Such notice shall include an indication of the penalties capable of being imposed. Where suspension or dismissal is a possible penalty, the notice shall specifically state that fact. The notice shall be delivered in person, or by certified mail, return receipt requested.

D. Judicial Conference Hearing
No sooner than three (3) nor later than twenty (20) business days after the filing of a complaint, a judicial conference hearing shall be held. For good cause, this hearing may be continued for a reasonable period. The administrator filing the complaint shall be the hearing officer at such hearing. At the beginning of the hearing, the hearings officer shall indicate the nature of the offense, the rule or rules alleged to have been violated and the possible penalty or penalties capable of being imposed. The graduate student shall admit or deny the allegations contained in the complaint. In the event of an admission by the graduate student, the hearings officer may reach an agreed disposition with the graduate student. In such event, a document stating the conduct, the rule or regulation which has been admitted to have been violated, and the disposition because of such admission shall be prepared and signed by the hearing officer and the graduate student. Such document shall be a final decision for the purposes of imposing a penalty as well as an appeal.

In the event an agreed disposition cannot be reached or the complaint is denied by the graduate student, the hearing officer shall refer the matter to a Judicial Committee.

E. Judicial Committee Hearing
1. Members of the Committee.
In the event it becomes necessary to convene a Judicial Committee, at least three (3) University faculty and/or staff employees shall be selected by the Graduate Dean, or in his or her absence, the Provost, to serve on the Committee. The graduate student may challenge the selection of any member of the Committee for cause. The members so chosen shall not be familiar with the graduate student nor have a direct interest in the matter constituting the grounds for the complaint. Mere employment by Ashland University of any faculty member or staff employee shall not constitute cause of recusal.

2. Time for Hearing
Within fifteen (15) business days after the matter has been referred to a Judicial Committee, a hearing shall be held. For good cause, this hearing may be continued for a reasonable period. The purpose of such hearing shall be to resolve any defects in the procedure to date as well as to identify any defenses presented by the graduate student. Any affirmative defenses shall be asserted at this hearing. Both the appropriate administrator and the graduate student shall have, but is not required to have, a resource person who may be an attorney. In the event the graduate student does not have an attorney as his or her resource person, the grad student shall notify the Committee and the appropriate administrator at least seven (7) business days prior to the date of the adjudicatory hearing.
4. Procedure
At the adjudicatory hearing, the charge shall again be read to the graduate student. The appropriate administrator shall then present to the Committee all information relevant to such complaint. The graduate student shall have the right to confront and cross-examine all witnesses. The graduate student shall then present to the Committee all information relevant to the defense asserted. Formal rules of evidence shall not apply, however, the chair of the committee shall limit testimony when appropriate. The chair of the Committee shall rule on any objections to the admissibility of evidence.

Upon conclusion of the presentation of evidence by both the appropriate administrator and the graduate student, both parties shall be entitled to make a closing argument.

5. Deliberations and Decision of the Committee
Deliberations of the Committee shall not be public. In cases not involving suspension or dismissal, at least two thirds (2/3) of the members of the Committee must agree upon a decision. In cases involving suspension or dismissal, a decision to suspend or dismiss must be unanimous. The standard of proof is a preponderance of the evidence. The Committee shall present its decision in written form, and shall make findings of fact and conclusions based on the application of the facts found to the rule or regulation involved. A recording of the hearing, but not the Committee’s deliberation, may take place, but any recording made by the University shall be the property of the University. In the event the graduate student desires a copy of a transcript of such recording, it shall be at the expense of the graduate student. Any decision by the Committee shall be a final decision.

VIII. SANCTIONS
A. Disciplinary Probation
A sanction which defines a student’s status for a specific amount of time; future infractions will result in either suspension or dismissal.

B. Suspension
Exclusion from the University campus, classes, and other University activities for a specified amount of time, which may range from several days or weeks to the remaining portion of a semester or to a period of up to two years. During this time period the student is not allowed on campus or at University activities. A student given the sanction of suspension is excluded from classes with no right to take tests or make up work missed during the remainder of the semester. The student shall be withdrawn from classes at the request of the appropriate administrator or the Dean of the Graduate School. If the suspension occurs after the third week of a semester, any classes in which the student is enrolled must be graded as “withdraw passing (WP),” or “withdraw failing (WF).” If the suspension occurs after the second week before the end of the semester, a “withdraw failing (WF)” must be recorded.

C. Dismissal
Termination of student status either permanently or for a period of no less than two years after which the student may apply for readmission. During this time period the student is not permitted on campus or at University activities. A student dismissed prior to two weeks before the end of a semester will be assigned a “withdraw (W)” grade, while a student dismissed after two weeks before the end of a semester will be assigned a “withdraw failing (WF)” grade in all classes. Readmission following suspension or dismissal may be conditional requiring the continuation or issuance of sanctions (i.e. probation, disciplinary probation, etc.).

D. Restitution
Reimbursement for damage, destruction or misappropriation of property. This shall not be considered a punitive fine, but a charge to repair, replace, or compensate for the damage, destruction or misappropriation of the property involved.

E. Notification to Others
Providing notice to those deemed necessary or appropriate to further support the student, or to whom such notice may be necessary or required. Persons or institutions who may supervise the licensing of a student or other persons or institutions who may have a direct interest in the conduct of a student may be notified, absent any overriding privacy issue.

F. Education/Judicial Assignment
An assignment to be completed by a specified time in a satisfactory manner. It can include drug and/or alcohol education or assessment; meeting with University officials, accompanying or assisting staff with responsibilities, or writing letters of apology. Any cost associated with this sanction shall be the responsibility of the student.

G. Loss of Privilege
The temporary or permanent loss of the privileges associated with the use of services or goods provided by Ashland University or affiliated entities.

H. Removal of Property
Requiring the student to remove any property owned or possessed by the student and situated on campus property.

I. Restriction
Restriction and/or revocation of campus privileges for a specified period of time. Such restriction shall exclude the student from a designated area and/or a designated activity.

J. Withholding of Degree
In order for a student to be approved for graduation, the student must resolve any outstanding judicial charges and must comply with all sanctions...
issued. A degree shall be withheld should there remain any further activity on the part of a student subject to judicial sanctions.

IX INTERIM SUSPENSION

In the event the conduct of a graduate student poses a risk to the health, welfare, or security of members of the University community, or to the property of Ashland University, the University may, during the pendency of any matter, either before or after a complaint has been filed, suspend the graduate student. In such event, the appropriate administrator shall notify the Dean of the Graduate School, setting forth facts which state that the conduct of the graduate student poses or could reasonably pose a threat to: a) the stability and continuance of normal University functions; b) University property, and/or c) the emotional/physical welfare of the graduate student in question, or to other persons.

In such event the Dean of the Graduate School imposes an interim suspension without a hearing, the graduate student will immediately be notified and shall have the right to a hearing on such suspension within 10 business days from receiving notice of such suspension. Any hearing requested by the graduate student shall be limited to a determination as to whether grounds exist for the imposition of the interim suspension. The standard of proof shall also be a preponderance of the evidence.

X. APPEALS

In the event the graduate student disagrees with the decision of the Committee, he or she may appeal such decision to the Graduate Dean. The graduate student shall give notice of appeal no later than fifteen business days from the date of the decision. The graduate student shall also indicate the grounds for and evidence in support of such appeal and indicate what relief he or she seeks. Any appeal is limited to proof of: 1) prejudicial errors in the procedure of the hearing of the Judicial Committee, 2) the penalty is excessive, 3) the decision of the Judicial Committee is arbitrary and/or capricious, and 4) evidence unavailable for presentation at the hearing of the Judicial Committee, which was unavailable for reasons not caused by the graduate student, is now available. (This claim may only be brought within sixty (60) days from the date of the decision of the Judicial Committee.) The graduate student shall serve on the appropriate administrator a copy of his or her appeal. The appropriate administrator may, but is not required to, respond to such appeal. The decision of the Dean to any appeal must be in writing and signed.

The Dean of the Graduate School may: 1) affirm the findings and conclusions of the Judicial Committee, and affirm the imposition of the sanction involved, or affirm the findings and conclusions of the Judicial Committee, but modify the imposition of any sanction or sanctions, 2) reverse the findings and/or conclusions of the Judicial Committee, and convene another Judicial Committee to hear the matter not inconsistent with the terms of the decision of the appeal, or 3) reverse the findings and/or conclusions of the Judicial Committee, and dismiss the matter.

XI. EXCLUSIONS

This Code shall not apply to matters involving Academic Integrity. Such matters are covered by the Academic Integrity Policy.

XII. AMENDMENTS

The University reserves the right to amend this Code from time to time.

Adopted: November 11, 2004, by the Graduate Council.
The Graduate School of Ashland University ascribes to the general policy of granting credit equal to the number of hours per week the student attends class. It is in furtherance of this policy that consideration must be made to the different programs within the Graduate School, as well as changes in the presentation of classes through technology or recognition of learning activity other than in the traditional classroom setting. The following is the policy of the Ashland University Graduate School for determining graduate credit:

**DEFINITIONS**

1. **Contact Hour**
   A contact hour is the time scheduled for a class to meet each week during an academic semester. One contact hour consists of fifty minutes.

2. **Class**
   A class is the scheduled meeting of students with the assigned instructor organized for the pursuit of knowledge according to the description of the course. A distance learning method of presentation is considered a class for the purpose of granting credit.

3. **Academic Semester**
   An academic semester is the length of time, measured in calendar weeks, a class shall meet for the purpose of determining graduate credit.

4. **Academic Program**
   An academic program is a graduate program, consisting of approved courses, contained within the Graduate School of Ashland University.

5. **Flexible Learning Environment**
   A flexible learning environment is any learning arrangement whereby the student engages in a planned course of study outside the physical presence of the instructor or without an expectation of the exchange of the knowledge acquired at the time. Homework assignments are not a part of a flexible learning environment.

**GRADUATE CREDIT**

Subject to any variation approved or required by an accrediting agency, graduate credit shall be based on the number of contact hours the class meets during an academic semester. One graduate credit, measured in hours, is equivalent to each contact hour the class meets per week. Fractions of a graduate credit shall not be computed. Classes meeting on an accelerated schedule, e.g. seminars or workshops, shall be converted to an equivalency based on the total number of hours the class meets compared to the total number of hours required for satisfaction of contact hours during the semester.

**FLEXIBLE GRADUATE CREDIT**

The goal of a flexible learning environment is the enhancement of the quality and concentration of student involvement with their own education. In creating a legitimate balance between faculty guidance and independent student activity, the instructor must maintain a commitment to the learning process commensurate with that ordinarily taking place in a scheduled class meeting. Any flexible learning environment shall be structured in such a manner that the time involved reflects contact hours with the student.

In those courses offered in a manner not involving actual contact hours, i.e. outside the “usual” classroom context, graduate credit may be determined, so long as the instructor, pursuant to the prior approval of the academic program director, maintains an approved monitoring process and resultant assessment of such activity. There shall be no distinction between credit given based on contact hours and those arising out of a flexible learning environment.

*Passed by the Graduate Council on April 14, 2005.*
ASHLAND UNIVERSITY
CONSUMER INFORMATION
You Have a Right to Know

Since AU receives Title IV Funds, federal regulations require that consumer information about AU be provided to prospective and currently enrolled students, and in some cases, employees. Listed below is the information AU is required to disclose and the brochures, catalogs and handbooks where this information is located. You may access this listing directly on AU’s Consumer Information web page at www.ashland.edu/consumerinfo and click on the web links to obtain the information. If you are unable to access the data online, you may contact the office listed for a paper copy. Personnel from the Admission Office, 206 Founders Hall, are available during normal business hours to assist you if you are unable to obtain the desired consumer information.

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