The Graduate School
401 College Avenue
Ashland, Ohio 44805
1-800-882-1548
www.ashland.edu

The Graduate School Catalog
2011-2012
Accreditations/Association Memberships
Ashland University is accredited by The Higher Learning Commis-
sion and is a member of the North Central Association of Colleges and
Schools (web address: http://www.ncahs.org; phone 312.263.0456).
In addition, individual programs are accredited by the Association of
Theological Schools, Accreditation Council for Business Schools and
Programs (ACSBP); American Chemical Society; Commission on
Accreditation of Athletic Training Education (CAATE); National
Association of Schools of Music (NASM); The National Council for
Accreditation of Teacher Education (NCATE), 2000 Massachusetts
Ave., NW, Suite 600, Sigma Gamma Epsilon, 3760 West virtual, 51524-7849, which
covers the B.S.Ed., M.Ed., and Ed.D. programs; the Council on Social
Work Education (at the baccalaureate level); College Consortium for
International Studies (CCIS); Consortium for Overseas Student Teach-
ing (HOST); Council of Governing Boards; National Association of
Independent Colleges and Universities (NAICU); Council of Indepen-
dent Colleges (CIC); the Ohio Board of Nursing; and The Commission on
Nursing Education Certification (CCNE). Authorization to grant
bachelor, master, and doctor degrees comes from the Ohio Board of
Regents.

The Ohio Department of Education has granted approval for
teacher education licensure in early childhood, middle grades, grades
7–12 content areas, preschool K–3; and specialist areas; and school nurse programs. Ashland University is accredited
by the National Council for the Accreditation of Teacher Education. NCATE currently has partnerships with 50 states and units, provid-
ing assistance with moving from one state to another. Graduates of
Ashland University benefit from Ohio’s participation in the Interstate
Agreement on Qualifications of Educational Personnel. This agree-
ment provides assistance from the National Association of State
Directors of Teacher Education and Certification (NASDETC) and
the Interstate Reciprocity Agreement, which facilitates teacher licensure throughout the country.

Ashland University holds membership in the American Asso-
ciation of Colleges of Nursing, National Collegiate Honors Council, National League for Nursing, Institute of International Education,
NAFSA: Association of International Educators, the National Col-
egiate Athletic Association, and Association of Independent Liberal
Arts Colleges for Teacher Education.

Ashland University also is a member of the Ohio Foundation of
Independent Colleges, the Association of Independent Colleges and
Universities of Ohio, the Ohio Association of Colleges for Teacher
Education, the Ohio Association of Private Colleges for Teacher
Education, the Ohio Campus Compact, and the Ohio Newspaper
Association.

Departments hold memberships in America-MidEast Education-
al and Training Services (AMEDEAST); American Alliance for Health,
Physical Education, Recreation and Dance; American Association of
Family and Consumer Sciences; American Association of Intensive
English Programs; American Council on the Teaching of Foreign Lan-
guages; American Hotel Educational Foundation; Associ-
ated Writing Programs; Broadcast Education Association; Correctional
Education Association; Foundation in Art, Theory and Education,
International Federation of Home Economics (collective member-
ships); National Communication Association; National Council on
Economic Education; Ohio Association for Health, Physical Education,
Recreation and Dance; Ohio Association of Broadcasters; Ohio Biol-
ogical Survey; Ohio Council of Deans and Directors of Baccalaureate
and Higher Degree Nursing Programs; Ohio League of Nursing; and
University and College Intensive English Programs.

Ashland University has membership in Alpha Gamma Omega Nu, National Honor Society in Physical Education; Alpha Lambda Delta, Honor Society for Freshmen; Alpha Phi Sigma, Na-
tional Honor Society in Criminal Justice; Alpha Psi Omega, National
Honor Society in Theatre; Beta Beta Beta, National Honor Society in
Biology; Delta Mu Delta, International Honor Society in Business;
Kappa Delta Pi, International Honor Society in Education; Kappa
Omega Nu, National Family and Consumer Sciences Honor Society;
Omicron Delta Epsilon, International Economics Honor Society; Phi
Alpha, National Social Work Honor Society; Phi Alpha Theta, Interna-
tional Honor Society in History; Phi Sigma Lota, Gamma Tau Chap-
ter, International Foreign Language Honor Society; Phi Sigma Tau,
International Honor Society in Philosophy; Pi Mu Epsilon, National
Honor Society in Mathematics; Pi Sigma Alpha, National Honorary in
Political Science; Psi Chi, International Honor Society in Psychology;
Sigma Gamma Epsilon, National Honor Society in Geology; Sigma Tau
Delta, International English Honor Society; Sigma Theta Tau, Rho Nu
Chapter, International Honor Society of Nursing; and Upsilon
Pi Epsilon, International Honor Society for the Computing and
Information Disciplines.

Ashland University Rights
The provisions of this catalog are to be considered directives in nature and are not to be regarded as an irrevocable contract between the student and Ashland University. The University reserves the right to make, at any time, the changes it deems advisable in the offerings, regulations, and fees stated in this catalog. Because these rules and regulations are intended to guide the student’s progress through the University, each student has the obligation to become familiar with the contents of this catalog and follow the directives as stated.

Individual Rights
Ashland University is an Equal Opportunity Institution and reasonable efforts will be made to accommodate all students regardless of dis-
abilities, sex, age, race, color, religion, and national or ethnic origin, as per Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil
Rights Act of 1964, Title IX of the Education Amendments of 1972, the
Age Discrimination Act of 1975, and the Americans with Disabilities Act of
1991. Each applicant for admission to Ashland University is considered
on individual merit. Each applicant’s record is reviewed for academic
achievement, aptitude, and interest in order to admit those students
who possess the ability and motivation to benefit from their enroll-
ment at Ashland University.

The Family Educational Rights and Privacy Act
The purpose of the Act is to require educational institutions and
agencies to conform to fair information practices. Ashland University
will not release personally identifiable student records on the student
prior to the student’s consent.

Exceptions to this are (1) Ashland University school officials or teachers who have a legitimate educational interest in
the student, (2) another school to which the student has applied and
intends to enroll, (3) authorized federal and state officials, (4) persons
dealing with a student’s application for financial aid, and (5) the
parents. It is Ashland University policy that no data from student
records be provided to nonuniversity agencies for mailing purposes.
Access to information regarding a student’s personal file will not be
permitted to any other party, except those indicated above, without
written consent of the student. Inquiries regarding compliance may
be directed to the Registrar, Ashland University, 401 College Ave.,
Ashland, OH 44805.
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**The Graduate School Administration**

**Dean of the Graduate School**  
W. Gregory Gerrick, Ph.D.  
100 Founders Hall  
ggerrick@ashland.edu  
419.289.5657

**Director of Research Support and Sponsored Programs**  
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**Associate Registrar**  
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**Chair, Department of Leadership Studies (Ed.D. Program)**  
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**Associate Dean, Dauch College of Business and Economics; Chair, Master of Business Administration Program**  
Raymond A. Jacobs, Ph.D.  
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419.289.5931

**Chair, Master of American History and Government Program**  
Peter W. Schramm, Ph.D.  
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**Director, Master of Fine Arts in Creative Writing Program**  
Stephen H. Haven, Ph.D.  
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**Academic Dean, Ashland Theological Seminary**  
Dale R. Stoffer, Ph.D.  
dstoffer@ashland.edu  
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 133-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 undergraduate as well as graduate curricula. With nearly 6,300 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 Dwight Schar College of Education, The Kettering Science Center, The Recreation and Rybolt Sport Sciences Center, and the new Dwight Schar Athletic Complex. 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
Mission of Ashland University

ASHLAND UNIVERSITY
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 2,600 full-time, undergraduate students. The University’s total enrollment, which includes graduate programs in business, education, arts and sciences, and theology and seven 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 that 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 that 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 that require rigorous capstone experiences that 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, IDENTITY, CORE VALUES, VISION

MISSION STATEMENT
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.

IDENTITY STATEMENT
Ashland University is a comprehensive university, associated with the Brethren Church, where Judeo-Christian values are the foundation of the educational and social environment. The University promotes the liberal arts and sciences as well as professional development for undergraduate and graduate students. Founded in 1878 in Ashland, Ohio, the University serves a diverse student population through its main campus, regional centers, and Seminary.

CORE VALUES
In pursuing its mission, Ashland University:

1. Pledges the best individual and collective efforts to challenge each student while offering the attention and encouragement promised in Ashland University’s “Accent on the Individual.”
2. Affirms Judeo-Christian values as a core element of the University’s institutional identity, emphasizing faith in God, moral integrity, and respect for the value of each person in a community of learning.
3. Stresses character formation: integrity, self-discipline, responsibility, compassion, service, and good citizenship.
4. Supports free, open and critical inquiry as central to academic freedom and necessary for intellectual and professional development.
5. Recognizes teaching supported by research and scholarship as the University’s central and most important activity and duty.

VISION STATEMENT
Ashland University aspires to be the leading private comprehensive university in the Midwest. Approved by the Board of Trustees May 11, 2007.
Institutional Overview and Policies

ACADEMIC AFFAIRS
Academic Affairs is administered by the Provost through the Academic Council.

Provost
Frank Pettigrew, Ph.D.

THE GRADUATE SCHOOL
Dean: W. Gregory Gerrick, Ph.D.

THE COLLEGE OF ARTS AND SCIENCES
Dean: Dawn Weber, Ph.D.
Associate Dean: Michael Hupfer

Master of American History and Government (MAHG)
Department of History and Political Science
Chair: Peter W. Schramm, Ph.D.
Director: Christian A. Pascarella
Associate Director: John Moser, Ph.D.
Associate Director: Christopher Burkett, Ph.D.

Master of Fine Arts in Creative Writing (MFA)
Department of English
Director: Stephen Haven, Ph.D.
Administrative Director: Sarah M. Wells

THE DAUCH COLLEGE OF BUSINESS AND ECONOMICS
Dean: Jeffrey E. Russell, Ph.D.
Associate Dean: Raymond A. Jacobs, Ph.D.

Master of Business Administration (MBA)
Chair: Raymond A. Jacobs, Ph.D.
Executive Director: Stephen W. Krispinsky

THE DWIGHT SCHAR COLLEGE OF EDUCATION
Dean: James P. Van Keuren, Ed.D.
Associate Dean: Linda K. Billman, Ph.D.

Doctor of Education (Ed.D.) in Leadership Studies
Chair, Department of Leadership Studies: Judy A. Alston, Ph.D.

Master of Education (M.Ed.)
Associate Dean: Linda K. Billman, Ph.D.

THE DWIGHT SCHAR COLLEGE OF NURSING
Interim Dean: Faye Grund, MSN, APRN

School Nurse Licensure Program
Director: Holly Finks, RN, BSN, MSN

ASHLAND THEOLOGICAL SEMINARY
Academic Dean: Dale R. Stoffer, Ph.D.

FOUNDERS SCHOOL OF CONTINUING EDUCATION
Dean: Dwight McElfresh, Ed.D.

REGISTRAR’S OFFICE
Registrar: Kathleen Hall
Associate Registrar, Graduate School: Vicki Yoho

The Registrar’s Office on main campus provides several services to graduate students. Among them are:
1. Processing requests for transcripts. The transcript request form is available online at http://www.ashland.edu/students/registrar/transcript-request.
2. Processing loan deferment forms. Forms can be faxed to 419.289.5939.
3. Receiving applications for graduation. Applications are available online at www.ashland.edu/graduate/registrar/graduation-application.
4. Recording the transfer of approved hours toward the completion of an Ashland University master’s degree.

DIRECTORY INFORMATION
In accordance with the Federal Educational Rights and Privacy Act of 1974 (FERPA), Ashland University has listed the following data items as “Directory Information” and may release this information for those enrolled without a student’s consent. For clarification or questions you may contact the Registrar.

Name
Local Mailing Address, Home Address
Local Phone Number, Home Phone Number
Date and Place of Birth
Parent’s Name and Address
E-mail Address
Major
Class
Center Attended
Dates of Attendance
Full, Half, Part-time Status
Degrees and Awards Received
Previous Institution Attended
Participation in fully recognized activities and sports
Photographs, weight and height of athletic team members

OFFICE OF DISABILITy SERVICES
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.

LEARNING/RESEARCH RESOURCES

LIBRARY
The University Library provides a quiet place to study individually or in groups. Students have easy access to the library catalog, research databases, electronic reserves, and the Internet from their own computers or from computers throughout the library. The library computers can also be used for writing papers or running network applications. Library resources are available to off-campus users at www.ashland.edu/students/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.

The Ashland University Library, together with 88 other OhioLINK member libraries, provides access to:
- 48 million books and other library materials
- Millions of electronic articles
- 12,000 electronic journals
- 140 electronic research databases
- 55,000 e-books
- Thousands of images, videos, and sounds
- 19,500 theses and dissertations from Ohio students

Periodical articles not held here or available online can be ordered through interlibrary loan. 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 daytimes) 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 Programs, International Student Services Office, Global Education Office, and Numismatic Center. Affiliated with the Library and included in its catalog is the Ashland Theological Seminary Library.

INSTRUCTIONAL RESOURCE CENTER (IRC)
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
- Scanners and color printing (10¢)
- 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 at www.ashland.edu/students/library/irc.

STUDENT AFFAIRS

Vice President for Student Affairs, Dean of Students
Sue Heimann

Mission Statement
Through a collaborative holistic approach, the primary purpose of Student Affairs is to enhance student learning and personal development congruent with the AU mission. The student learning outcomes for Student Affairs related to the mission are:

Intellectual Development and Wisdom
- Develop a commitment to lifelong learning.
- Apply critical thinking skills such as analysis, problem solving, decision making, and goal setting.

Ethical Behavior and Justice
- Develop ethically and morally through Judeo-Christian values such as compassion, integrity, and honesty.
- Affirm the value of each individual.

Global Responsibilities
- Develop an awareness of history and diverse cultural and aesthetic values.
- Understand our common humanity.
- Respect the expression of others’ points of view.

Preparation for Living and Working as Citizens
- Lead a meaningful and productive life through service to others.
- Develop skills of leadership, teamwork, diplomacy, and civility.
- Gain an understanding of self.
- Develop confidence and a sense of self-worth.
- Learn resource management, communication, and interpersonal skills.
Campus Creed
As a member of Ashland University, I will hold myself to the highest standards of academic, personal, and social integrity; respect the dignity of each individual; honor the University’s tradition and commitment to Judeo-Christian values; and serve others in our world community. Written and adopted by Student Senate on the April 11, 2000.

The Dwight Schar College of Nursing - Student Life
The Safety Services office works with Schmidt Security Pro for evening coverage (10 pm-6 am) as well as the Mansfield Police Department for the Dwight Schar College of Nursing. Student activities and student organizations such as SCRUBS, Student Nursing Association, Student Leadership Council, the Nursing Christian Fellowship, and Soccer Club are provided for the College of Nursing. Freshman and sophomore students are required to live at the Ashland campus unless eligible to commute. Upperclass students are required to reside in the apartments in Mansfield unless they meet grandfathered off campus criteria.

Student Center
The Hawkins-Conard Student Center promotes student community for undergraduate residential, commuter, and graduate students. Included in the center are a bookstore, health center, Safety Services Office, International Community Center, Eagles’ Landing, mail center and student mailboxes, ATM machine, Eagles’ Nest snack bar, wireless Internet, copy machine, multipurpose auditorium, commuter lounges and lockers, meeting rooms, student organization resource room, as well as selected offices of Student Affairs.

Services
Career Services Center—provides career consultation, programs, and a resource room to graduate students and alumni. The center assists students in planning for their careers; researching career changes, internships, and employers; and developing resumes, networking and job search strategies. A part-time career specialist is also provided at the Columbus Center. Visit www.ashland.edu/career/ for more information.

Commuter Services—is committed to assisting commuter students by identifying available resources and providing services that foster a successful college experience. Through service, programs, advocacy, and research, commuter students’ learning and individual student development are enhanced. For information about the commuter lounge, lockers, and parking, as well as the “Plugged-In” Newsletter and other resources, please visit www.ashland.edu/campus-life/commuter-services.

Student Health Center—provides confidential medical care for common illnesses and injuries and arranges for consultation with specialists as needed. Services are provided to graduate students for a fee and include a gynecology clinic, a sports medicine clinic, and health and wellness education materials. The medical staff consists of a full-time nurse practitioner director, physician assistant, registered nurse, and a part-time physician.

Multicultural Student Services—supports the academic, cultural, and social interests of underrepresented students. The office provides programs, seminars, and workshops to promote cultural awareness and provides a comfort zone for students of color. Major programs include student mentoring, peer advising, a Martin Luther King celebration, and special event programming. The office also advises Black Student Union.

Recreational Services—provides opportunities for students to participate in intramural events, sport clubs, group fitness, special events, wellness, outdoor pursuits, and informal recreation. Facility highlights include the Recreation Center comprised of two gymnasiums, one multipurpose area, climbing and bouldering walls, fitness center, weight room, game room, aerobics room, golf simulator, swimming pool, whirlpool sauna, 3-lane jogging track, and two racquetball courts; and outside, three sand volleyball courts, and intramural/sport clubs field. Membership to the Recreation Center is open to all students, seminary, faculty, and staff of Ashland University. www.ashland.edu/students/rec-services/.

Safety Services—on the Ashland campus serves a wide variety of student needs with officers on duty 24 hours a day. Safety Service personnel constantly monitor the condition of outside lights, fire extinguishers, exit lights, and other equipment that enhance student safety. Personnel also patrol the campus, enforce University regulations, assist students who are locked out of their cars or their rooms, and provide late night escorts. Residence halls at Ashland University are equipped with a computer-controlled, electronic access system that is monitored by Safety Services. Students enter by using individually encoded identification cards. Visit www.ashland.edu/students/campus-life/support-services/safety-services for more information.

FINANCE AND ADMINISTRATION
TUITION

<table>
<thead>
<tr>
<th>Program</th>
<th>Tuition/Cr. Hr.</th>
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<tbody>
<tr>
<td>MBA</td>
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<td>MBA Audit</td>
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<tr>
<td>MBA Foundation</td>
<td>$590</td>
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<tr>
<td>MBA Seminar, credit</td>
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<tr>
<td>MBA Seminar, non-credit</td>
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<tr>
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<tr>
<td>Bachelor’s Plus/Licensure</td>
<td>$465</td>
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<tr>
<td>School Nurse Licensure</td>
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<tr>
<td>Ed.D.</td>
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<td>Ed.D. Audit</td>
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<tr>
<td>MAHG</td>
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<tr>
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<tr>
<td>MFA</td>
<td>$609</td>
</tr>
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<td>Seminary Master’s</td>
<td>$375*</td>
</tr>
<tr>
<td>DMIN</td>
<td>$350</td>
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</tbody>
</table>
Refund Policy

This refund policy applies to students completely withdrawing from school.

Withdrawal—An enrolled student withdraws from all courses during the term. **This refund policy applies to students in this situation.**

Dropping of course(s)—An enrolled student drops a course (or courses) but is still enrolled for one or more courses in the term. **This refund policy does not apply to students in this situation.**

Withdrawal procedures—Please consult your program representative for instructions on how to withdraw.

Return of Title IV Funds/Institutional Refund Policy—This applies to students who withdraw or are expelled. Refunds for these students are determined according to the following policy:

1. The term “Title IV Funds” refers to the federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal Graduate Plus Loan, and Federal TEACH Grant.

2. A student’s withdrawal date is:
   - the date the student began the institution’s official withdrawal process or officially notified the institution of intent to withdraw;
   - the midpoint of the term for a student who leaves without notifying the institution;
   - the student’s last date of attendance at a documented academically related activity.

3. Students who are granted a leave of absence are treated in the same manner as students who withdraw from the University.

4. Refund Policy:
   - Refunds on all charges including tuition, room and board, and special fees 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. A copy of the worksheet used for this calculation can be requested from the Ashland University Financial Aid Office.
   - Title IV, state and institutional aid, is viewed as being 100% earned after the 60% point in time. As a result, charges not paid by these dates may result in cancellation of registration.
   - Interest of 1.5% will be charged each month on any unpaid balance. Graduating students, including those under the Corporate Reimbursement Policy, must have accounts paid in full prior to receiving a diploma. Only a student with a zero balance will be allowed to register for subsequent semesters. No person may have a transcript of his or her record until his or her account is paid in full.
   - 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 a schedule of refunds. It is the responsibility of the student to obtain and complete withdrawal forms and procedures.

Payment Options

1. Check or credit card payment online at Make-A-Payment http://www.ashland.edu/transactions/makepayment.html.
2. MasterCard, Discover, Visa, or American Express. Please include your account number and expiration date. Send to Ashland University, Student Accounts Office, 401 College Ave., Ashland, OH 44805 or call the Student Accounts office. (Non-Ohio residents call 1.800.882.1548; Ashland County residents call 1.419.289.5019
3. Check or money order made payable to Ashland University.
4. Tuition Management Systems (TMS)—Ashland University students may use this plan to spread the cost of attendance over 10 months, with the first payment due on or before July 15, 2011. The only cost is a $55 enrollment fee; there are no interest charges. Call TMS 1.800.722.4867 for detailed information. Online enrollment is available at http://www.afford.com/ashland.
5. Students under the Corporate Reimbursement Program
   - Summer 2011 fees are due September 9, 2011.
   - Fall 2011 fees are due January 6, 2012.
   - Spring 2012 fees are due June 1, 2012.
   - Summer 2012 fees are due September 7, 2012.

STUDENT HEALTH INSURANCE

All full-time graduate students are eligible to enroll in both the Basic Accident & Sickness and the Supplemental Medical portion of the Plan. Students must enter the Plan during their first regular term of the academic year in which they are eligible. Otherwise, they must wait until the following policy year. In
order for a student to remain covered after the effective date of coverage, the student must actively attend classes for at least 31 days. All eligible dependents can apply for coverage as long as the student is carrying the Student Health Insurance Plan at the time of enrollment. For further information, please contact the Director of Student Accounts in the Business Affairs Office at 419.289.5020.

FINANCIAL AID

Information concerning financial aid may be obtained by consulting the Ashland University Director of Financial Aid at 419.289.5002.

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, spring, and summer 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>
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<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 that 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 that 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 cumulative GPA of 3.0 or higher (“S” in the MFA Program) to meet eligibility requirements for financial aid. The graduate student who does not meet this requirement will be placed on financial aid probation the first time and will not be eligible for aid the second time this occurs. (Students in the MFA program who receive a “U” will be on financial aid probation, and students who receive a second “U” will be ineligible for financial aid.) Reinstatement of financial aid eligibility will occur after the student attains the required cumulative GPA at AU at his or her own expense. Also, students who receive a grade of “F” or “W” 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 or her own expense, the total number of hours for which he or she 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 that 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.
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 that 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 dean represents the interests of the University as a whole and views departments from an institution-wide perspective. The dean articulates this vision for all post-baccalaureate endeavors.

MISSION AND PURPOSES OF THE GRADUATE SCHOOL

The Graduate School exists to promote the development of a graduate culture at Ashland University. This encompasses the following purposes:

1. The Graduate School sets the standard for academic excellence for faculty, students, curriculum, and institutional research by establishing policies that define good practice in graduate programs.
2. The Graduate School serves as an advocate for a diverse population of graduate students and for graduate programs.
3. The Graduate School promotes academic collaboration between graduate students and faculty, ensuring that faculty are fulfilling their roles as academic and professional mentors.
4. The Graduate School reinforces the importance of research, inquiry, and creative endeavor.
5. The Graduate School promotes Ashland University as a year-round comprehensive institution.

Approved by Graduate Council on April 30, 2009

GRADUATE DEGREE PROGRAMS

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 in Leadership Studies (Ed.D.)
- Master of Education (M.Ed.)
- Master of Business Administration (MBA)
- Master of American History and Government (MAHG)
- Master of Fine Arts in 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 Accreditation Council for Business Schools and Programs (ACBSP).


Graduate programs are offered in a challenging and supportive environment that 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.

GRADUATE FACULTY

Faculty who teach graduate courses are not only graduates of a wide range of universities, but they also bring with them many years of nonuniversity 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 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’s 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 that 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 rehired 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 rules, 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*
ADMISSION TO THE GRADUATE SCHOOL
Admission to the Graduate School and admission to specific degree programs at Ashland University is a single, continuous, two-part process. Students wishing to take graduate courses at Ashland University, for any reason, must follow this admission process and complete the appropriate application. Students are referred to the Graduate School Home Page (www.ashland.edu/graduate/) and then to the link at the top of the page: “Apply Today!”

Minimum standards for admission to the Graduate School are outlined below. Individual degree programs may have additional requirements.

Graduate Admission Policy
The following are required for admission to the Graduate School:

A. Students seeking a graduate degree:

1. A completed Ashland University Graduate School Admission Form with application fee;

2. Official academic transcript(s) from accredited institutions of higher education documenting all undergraduate and graduate degrees awarded. Additional transcripts, if applicable, may be requested at the discretion of the Program Chairs.

3. A minimum undergraduate grade point average (GPA) of 2.75 on a 4.0 scale, or a minimum graduate grade point average of 3.0 on a 4.0 scale (a minimum of 12 graduate semester hours is required). Please note: individual graduate degree programs may require additional criteria.

Conditional Admission to the Graduate School
A student may be admitted conditionally with an undergraduate grade point average of 2.25–2.75, or a minimum graduate grade point average of 2.50–3.0 (a minimum of 12 graduate semester hours is required).

a. A 3.0 GPA must be achieved by conditionally accepted graduate students at the conclusion of 12 semester hours of course work.

b. The Graduate School will make a decision on conditionally accepted students, as to continuation or dismissal, following the students’ initial 12 hours of course work.

c. Each graduate program may develop additional requirements particular to its own discipline that would apply to conditionally students (letters of recommendation, standardized test, writing sample, etc.)

Program Chairs may appeal admission decisions to the Graduate Cabinet.

B. Non-degree students; Bachelor’s Plus Program; Licensure; Audits:

1. A completed Ashland University Graduate School Admission Form (Part I);

2. Application fee;

3. The same minimum undergraduate grade point average as students seeking a graduate degree;

4. Evidence of undergraduate degree through one of the following:

   a) official undergraduate transcript documenting the degree, or

   b) letter from the registrar of the undergraduate institution verifying the degree and grade point average earned.

Please note: individual graduate programs/colleges may require additional criteria.
THE APPLICATION PROCESS
Anyone wishing to enroll in graduate courses must complete an application to the Graduate School and submit a $30.00 application fee. To apply online or print a hard copy of the application, visit www.ashland.edu/graduate/about-graduate-school/admission. Please refer to the Graduate Admission Policy and the individual graduate program sections in this catalog for admission requirements. Note: The application fee is waived for applicants for a second AU master’s degree and for former degree-seeking AU graduate students applying for non-degree status.

AUDITING COURSES
Persons who do not wish to receive college credit may register as auditors upon payment of the audit tuition (see schedule of fees) and completion of all requirements for non-degree seeking students. Official records and grades are maintained for auditors, and audit classes cannot later be changed to a credit standing. Students are required to attend class and complete all assignments directed by faculty for audit status and will receive a grade report reflecting audit status. NOTE: Auditing is not an option in the Master of Fine Arts in Poetry and Creative Nonfiction Program.

TRANSFER OF CREDIT
Please refer to the individual graduate program sections for specific information.

SIMULTANEOUS DEGREE CANDIDACY IN MORE THAN ONE GRADUATE PROGRAM
Enrollment in Two Graduate Degree Programs at AU
It is possible to pursue two graduate degree programs simultaneously at Ashland University. Graduate students must have an advisor in each graduate degree program and plan with them an integrated course of study that satisfies the requirements of both degree programs. A program plan for more than one degree program must be completed and submitted to the dean of the Graduate School within the first semester of enrollment at Ashland University. The student must qualify for admission to each program and the program directors for both programs must sign the program plan. No more than 12 semester hours may be counted in both degree programs, and this must be specified in the proposal.

Students who have been admitted to graduate study at Ashland University may take courses in any graduate program provided that the prerequisites have been met and providing that they have approval of the instructor or program director. Students applying for a dual graduate degree or a second master’s degree may have the second application fee waived.

Students may pursue a second master’s degree following completion of a master’s degree providing that they meet the requirements for admission to the second master’s degree. No more than 12 semester hours from the first master’s program may be counted in the second master’s program. The student must have earned a B or better in the courses. The transfer of these hours must be approved by the advisor in the second program and recorded in the Registrar’s Office.

Students changing from one graduate degree program to another must record that change and notify both program directors. They must meet the entrance requirements for admission to the new graduate program. The acceptance of course work from the original graduate program must be approved by the advisor in the new program.

OPTIONS FOR GRADUATE SCHOOL APPLICANTS FROM NON-REGIONALLY ACCREDITED UNDERGRADUATE INSTITUTIONS
Applicants who received an undergraduate degree from a college or university that does not have regional accreditation recognized by the U.S. Secretary of Education may apply for acceptance as a degree-seeking student, using one of the following options:

• Option 1: Obtain an “acceptable score” on a recognized graduate school admission test, as defined by the program to which application is made.

• Option 2: Upon acceptance as a non-degree seeking student, satisfactorily complete 12 semester hours under the supervision of the program director, after which degree-seeking status will be awarded.

Approved by Graduate Council on October 9, 2008

INTERNATIONAL STUDENTS AND STUDENTS WHO COMPLETED PREVIOUS COURSE WORK OUTSIDE OF THE UNITED STATES
Ashland University makes a special commitment to serving the needs of international students and those who have been educated outside of the United States. The International Student Services (ISS) office exists to provide admissions, orientation, immigration, and academic support to these applicants.

Admission
The ISS office will assist international applicants with the preparation and presentation of their application to the Graduate School and program department. It is essential that all candidates meet the academic requirements for admission to the Graduate School and for admission to the individual graduate program to which they are applying. In the M.Ed. Program, applicants must have at least two years of educational work experience as a teacher, administrator, or school employee providing direct services to students. The MBA Program requires applicants to have a minimum of two years, full-time work experience.

International students do not need to complete a separate
application for the Graduate School; please use the international application found at www.ashland.edu/apply for all programs.

In addition to the standard admission guidelines, international students must submit proof of English proficiency with one of the following scores:
- Internet-based TOEFL (IBT): 79;
- Paper-based TOEFL (PBT): 550, or
- IELTS: 6.5.

Students will also take a one-semester course in university writing if their writing scores are below:
- 22 on the IBT,
- 5.0 on the PBT, or
- 7.0 on the IELTS.

Students eligible for admission but who have not attained the minimum scores on the tests above will be admitted to The Ashland University Center for English Studies (ACCESS). ACCESS provides an intensive English program for international students and prepares them for admission to academic studies. Upon successful completion of the ACCESS program, students will be admitted to the University and will be evaluated for readiness for full-time graduate program course work.

How to Apply—International Students
International students must apply for admission to the Graduate School well in advance of their proposed entry date. Please visit the ISS Web site at www.ashland.edu/apply for an online application and more information. Applicants will be required to submit:
1. A $50 non-refundable ISS application fee.
2. Transcripts of all university course work in the original language and with an English translation.
3. TOEFL or IELTS test scores if not intending to begin in ACCESS.
4. A recent copy of applicant’s resume.
6. Copy of applicant’s passport page.

Immigration documents will note both ESL and the academic program.

NOTE: The academic credentials of applicants educated outside of the United States, including permanent residents, will be evaluated by the International Student Services office; and, evidence of English proficiency may be requested, regardless of the applicant’s current immigration status in the United States. Referral will be made to English language proficiency classes prior to acceptance when appropriate.

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 on February 27, 2002

POLICY FOR DETERMINING GRADUATE CREDIT
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 50 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 his or her 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 Graduate Council on April 14, 2005

Special group (SG) studies are courses developed by faculty to meet special needs and interests. These courses are not included in the University catalog, but are listed in the semester schedules.

Approved for Inclusion in the Policy for Determining Graduate Credit by Graduate Council on February 14, 2008

**GRADE POINT SYSTEM**
The following system of grading and point values applies to the Ed.D., M.Ed., MAHG, and MBA Programs:

<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>
</tr>
<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>

The following system of grading applies to the MFA Program:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.....</td>
<td>Satisfactory: Applies to performance equivalent of B− or higher</td>
</tr>
<tr>
<td>U.....</td>
<td>Unsatisfactory: Applies to performance equivalent of C+ or lower</td>
</tr>
<tr>
<td>SR....</td>
<td>Satisfactory with Revision: See MFA Section for further details</td>
</tr>
</tbody>
</table>

Other grades are:

**AU—Audit:** No grade or credit assigned.

**I**—Incomplete: May be given when a student is 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 “I” grade becomes “F” if not removed by the date specified. It is the student’s responsibility to follow up with professors regarding courses given a grade of incomplete. Use may vary by program.

**IP**—In-Progress: Given for dissertation studies, theses, capstones, research projects, and directed study courses that are in progress. The required work must be completed within one year of the posting of the IP grade. The “IP” grade becomes an “F” if not removed after the one-year time frame for completing work. Use may vary by 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. See individual program information for guidelines regarding transfer credit.

**W**—Withdrawn: Policies vary by program. Please consult your graduate program representative for further information.

**NOTE:** Any student who receives an “I” or “IP” grade, needs access to the Angel Learning System for course completion, and is not registered for another course while working to complete course requirements will be registered for a non-credit “continuing studies” course that will allow the student access to the Angel Learning System. Registration in this course may be subject to a technology fee.

**COURSE CHANGES**
Changes in the student’s schedule will be made with the consent of head of the program within the time specifications set forth in the school calendar. Each change of class schedule involves the filing of an add/drop form available at each graduate program center. (MBA students, please contact the MBA Office on Main Campus.)

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

**CHANGE OF ENROLLMENT STATUS**
Students who drop a course should be aware that it may affect their financial aid eligibility.

**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.
Withdrawal: Occurs when a student is enrolled at the beginning of a term, then 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 course. There are no refunds after the 60% point in time.

For further information about tuition refunds, contact Student Accounts at 419.289.5958.

GRADUATION AND COMMENCEMENT
Graduate students must complete all program requirements before graduation and are not permitted to walk in commencement ceremonies if their course work is not completed. 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.

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 degree status listed on a transcript, students must apply for graduation (December, May, or August) by the appropriate deadline. Graduation applications are available online at www.ashland.edu/graduate/registrar/graduation-application. All applications are to be returned to the Registrar’s Office, 206 Founders Hall.

DEGREE APPLICATION DEADLINES
December Graduates: September 1
May Graduates: February 1
August Graduates Attending Commencement: May 1

• Students planning to complete course work by the end of fall semester should apply for the December date.
• Students planning to complete course work by the end of spring semester should apply for the May date.

The graduation application fee is $100. These deadlines allow for verification of degree requirements by the Registrar. A list of graduates is sent to the Academic Standards and Graduation Committee for approval following each deadline. Any applications received after the deadline will be charged a $25 late fee.

Questions about the graduation process should be directed to the Registrar’s Office at 419.289.5029.

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

OFFICIAL STUDENT NOTIFICATION
It is required that all students use the e-mail address and mailbox (if assigned) provided to them by Ashland University. Correspondence sent to students using these mediums will be considered a legitimate attempt to contact a student. Students will be responsible for information sent to their Ashland University e-mail address and campus mailbox (if assigned) at the time that this information is sent. Ample notice will be defined by the University office that seeks to initiate contact. Please note that University offices are in no way obligated to accept a student’s failure to check e-mail or AU mailbox as a legitimate excuse for noncompliance with instructions, requests, or appointments.
GRADUATE SCHOOL POLICIES
STUDENT APPEALS POLICIES

Issues & Appeals Concerning Grades, Faculty Issues and Appeals, & Dismissal

STUDENT APPEAL POLICY
Students who have questions about instructional faculty performance or conduct should follow the procedure listed below. Any appeals must be initiated no later than the end of the semester following that in which the issue arose:

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 academic head 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 academic head 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 academic head 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 academic college in which the graduate program is housed.

4. The academic 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 academic graduate program head and the academic 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.

Issues & Appeals Concerning Academic Integrity

ACADEMIC INTEGRITY POLICY
The Ashland University community strives to model leadership which is based upon Judeo-Christian beliefs and virtues that 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 THAT 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 or her own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use his or her own capabilities to achieve his or 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 ensure 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 or 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 that have not been consulted.
3. Inventing or altering data or source information for research or other academic exercise.
4. Submitting as his or 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 that incorporate dishonesty for academic gain.

**Cheating**

Cheating is an act of deception in which a student represents mastery of information that he or 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 that 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 that 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 that violates University academic integrity policies.
8. Other offenses of this form that 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 Registrar.

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 Registrar.

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 Registrar.

D. Upon the filing of an allegation of academic dishonesty, the Registrar 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 Registrar shall notify the student of the procedures for refuting such allegation and for appealing any resulting penalty.

F. Within ten business days of receiving an allegation of academic dishonesty, the Graduate Academic Integrity Standing 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 Graduate Academic Integrity Standing 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 Graduate School 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 Graduate Academic Integrity Standing 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 dean of the Graduate School.

C. The dean of the Graduate School shall review the information presented, make such inquiries as necessary, and render judgment, which shall affirm, modify, or overturn the decision of the Graduate Academic Integrity Standing Committee.

D. Students may appeal a decision of the dean of the Graduate School to permanently dismiss a student from the program to the provost by submitting an appeal to the Provost's Office within ten calendar days of notification of the decision.

NOTES

Definition

In sections 4, 5, and 6, “Graduate Academic Integrity Standing Committee” refers to a committee that is comprised of a representative from each graduate program. Representatives are elected by those full-time faculty with graduate faculty designation.
GRADUATE STUDENT JUDICIAL CODE

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 that 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 that 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 community 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 that 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 for which a sanction may be imposed.
F. The Appropriate Administrator shall be:
   • the associate dean of the College of Education, in the case of a graduate Education student in any program, excluding Ed.D.;
   • the graduate chair of the MBA Program, in the case of an MBA student or a graduate non-degree student in the College of Business and Economics;
   • the chair of the Department of Leadership Studies, in the case of an Ed.D. student;
   • the director of the MAHG program, in the case of an MAHG student or a graduate non-degree American History and Government student;
   • the director of the MFA program, in the case of an MFA student or a graduate non-degree Creative Writing student.

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 http://eagleweb.ashland.edu. Therefore, the following is not all-inclusive.

As applicable to graduate students, the following activities are hereby prohibited:

A. Safety
   1. Physical Abuse/Self-Endangerment: Physical abuse:
use of force on another person. Self-endangerment: Threatening or attempting to intentionally harm oneself.

2. Harassment: Threatening to harm, intentionally harassing, hazarding, stalking, coercing, intimidating, or seriously embarrassing any person through conduct that 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 alcoholic 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 members 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 that is morally shameful or that 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 that occur off campus. Conviction of any federal, state, or local criminal statute is a violation of this policy.

6. Classroom Disruption: Activity or behavior that 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 reason-
expulsion, the resource person may act on behalf of the graduate student. In the event the graduate student is not subject to suspension or expulsion, the resource person shall not participate in the proceedings but may advise the graduate student in his or her defense. In the event the graduate student does have an attorney as his or her resource person, the graduate student shall notify the Committee and the appropriate administrator at least seven 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 that 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 at any time in the first three-quarters of the course meeting time, any classes in which the student is enrolled must be graded as “withdraw (W).” If the suspension occurs after the first three-quarters of the course meeting time, an “F” 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 at any time in the first three-quarters of the course meeting time will be assigned a “withdraw (W)” grade, whereas a student dismissed after the first three-quarters of the course meeting time will be assigned an “F” 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 that may supervise the licensing of a student or other persons or institutions that 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 that 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 ten (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 (15) 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 be brought only 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 by Graduate Council on November 11, 2004
COLLEGE OF ARTS AND SCIENCES
GRADUATE PROGRAMS AND COURSES IN ARTS AND SCIENCES

MASTER OF FINE ARTS IN CREATIVE WRITING (MFA)
DEPARTMENT OF ENGLISH

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 Master of Fine Arts 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
Dawn Weber, Dean, College of Arts and Sciences

FACULTY
Ashland University Graduate Faculty
Stephen Haven, Professor of English *
Deborah Fleming, Professor of English
Daniel W. Lehman, Professor of English
Joe Mackall, Professor of English *

Honored Visiting Graduate Faculty
Peter Campion, Assistant Professor of English, University of Minnesota
Jill Christman, Director of Creative Writing and Associate Professor of English, Ball State University
Bob Cowser, Jr., Professor of English, St. Lawrence University
Angie Estes, Professor of Poetry, Oklahoma State University
Steven Harvey, Professor of English, Young Harris College *
Sonya Huber, Assistant Professor of Creative Writing, Fairfield University
Mark Irwin, Associate Professor of Creative Writing, University of Southern California
Leila Philip, Associate Professor of Literature and Creative Writing, College of the Holy Cross
Robert Root, Emeritus Professor of English, Central Michigan University
Ruth L. Schwartz, freelance writer, former Associate Professor of Creative Writing, Goddard College *
Carmen Giménez Smith, Assistant Professor of Creative Writing, New Mexico State University
Peter Trachtenberg, Assistant Professor of English, University of Pittsburgh
Kathryn Winograd, Assistant Professor of English, Arapahoe Community College *

* Founding faculty members

ADMINISTRATORS
Stephen Haven, Director
Sarah M. 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.

MFA PROGRAM ADMISSION PROCEDURES
Students seeking admission to the Master of Fine Arts Program must:
• submit all required Graduate School application materials (See Graduate Admission Policy in Graduate School section of this catalog.)
• submit writing sample (10–15 pages of poetry or 20–25 pages of creative nonfiction)
• submit two letters of recommendation

Admission is based on the following:
• acceptance into the Graduate School
• 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

Applications for the MFA Program are reviewed on a rolling basis. The priority deadline is February 1 for summer residency admission and September 1 for January admission. The admission period will formally close on May 15, but applications will be considered until June 15 as long as space is available.

Visit the Admissions page of the MFA Program Web site to complete an online application: www.ashland.edu/graduate/mfa.

MFA PROGRAM ACADEMIC POLICIES
(See also Graduate School Policies in Graduate School section of this catalog.)
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 second 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.

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. The SR grade indicates that the thesis shows promise and should be of sufficient quality to pass following substantial revision. Students receiving the SR grade in the spring for English 701: MFA Thesis will have until July 1 to complete thesis revisions if they intend to graduate that summer. The student's faculty mentor for English 701 will review thesis revisions within one week of submission following July 1 and consult with one other MFA faculty member before deciding whether or not to change the SR grade to S-Satisfactory.

If the faculty mentor decides revisions to the thesis are inadequate, the student is not eligible to graduate during the immediate summer residency. The student will have until September 15 to complete satisfactory revisions, at which point the student's thesis advisor will again consult with another MFA faculty member prior to deciding whether the thesis has been completed successfully. If the thesis has been completed successfully, the student is eligible to apply for graduation as outlined above. If the thesis is not yet certified as complete following September 15, the student has the following two options: First, the student may choose to retake ENG 701 and work with a new thesis advisor in fulfilling all requirements for the course. Alternatively, the student may choose to register for ENG 7IP (in progress) for zero credit hours each semester until the thesis is certified as successfully completed by the MFA director and one faculty member other than the student’s thesis advisor. In this scenario, the student’s thesis advisor would no longer be involved in recommending the student’s thesis for a defense but would serve on any defense committee that may eventually review the completed thesis. All students exercising the second option must submit revised theses to the MFA director by March 1.

Students who take English 701 during the fall semester and receive the SR grade will have until March 1 to make satisfactory revisions to the thesis. The same procedure for reviewing an SR grade applies in this instance, except if the first review is deemed inadequate, the student will have until June 1 to complete satisfactory revisions. If the thesis has been completed successfully, the student is eligible to apply for graduation as outlined above. If the thesis is not yet certified as complete following June 1, the student shall either retake English 701 or register for English 7IP (in progress) for zero credit hours each semester until the thesis is certified as complete.

COURSE OF STUDY
Traditional Course Sequence (Beginning in Summer)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hours</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 501: Residency I</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 631: Mentorship I (non-residential semester)</td>
<td>9</td>
<td>English 501</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 632: Mentorship II (non-residential semester)</td>
<td>9</td>
<td>English 631</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 502: Residency II</td>
<td>3</td>
<td>English 632</td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 633: Mentorship III (non-residential semester)</td>
<td>9</td>
<td>English 502</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 701: Mentorship IV: MFA Thesis (non-residential semester)</td>
<td>9</td>
<td>English 633</td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 503: Residency III</td>
<td>3</td>
<td>English 701</td>
</tr>
<tr>
<td><strong>Total Number of Credits</strong></td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>
## COURSE OF STUDY (continued)
### Non-Traditional Course Sequence (Beginning in Spring)

<table>
<thead>
<tr>
<th></th>
<th>Course Number and Title</th>
<th>Hours</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>English 631: Mentorship I (non-residential semester)</td>
<td>9</td>
<td>None</td>
</tr>
<tr>
<td>Summer</td>
<td>English 501: Residency I</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Fall</td>
<td>English 632: Mentorship II (non-residential semester)</td>
<td>9</td>
<td>English 631</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>English 633: Mentorship III (non-residential semester)</td>
<td>9</td>
<td>English 632</td>
</tr>
<tr>
<td>Summer</td>
<td>English 502: Residency II</td>
<td>3</td>
<td>English 633</td>
</tr>
<tr>
<td>Fall</td>
<td>English 701: Mentorship IV: MFA Thesis (non-residential semester)</td>
<td>9</td>
<td>English 502</td>
</tr>
<tr>
<td>Spring</td>
<td>Semester off; continue work on thesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>English 503: Residency III</td>
<td>3</td>
<td>English 701</td>
</tr>
<tr>
<td><strong>Total Number of Credits</strong></td>
<td></td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

thesis is certified as successfully completed by the MFA director with another faculty member concurring.

The maximum time to complete the program is four years and six months, as defined in the MFA Time Limits above.

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, and III courses (English 501, 502, and 503), students receiving an Incomplete must repeat the course.

For other grades assigned, see Grade Point System in the Graduate School section of this catalog.

**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 retake 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.

Students wishing to appeal the decisions of the MFA Faculty Committee should consult the Student Appeal Policy within the Graduate School section of this catalog.

**Non-Residential Courses**

Non-Residential Courses in the MFA Program are designed as mentorships: students will work individually with one faculty mentor per semester and will work collectively with other students assigned to the same mentor. Throughout each of the four non-residential semesters (English 631, 632, 633, and 701), students will interact with their mentors via e-mail and online forums. Students will work individually with faculty mentors, and collectively with other students, in enhancing their ability to write and effectively edit poems and creative nonfiction, and in developing the 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 five students during the four non-residential semesters required by the program.

**Summer Residencies**

During 14-day summer residencies (English 501, 502, and 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.

During summer residencies, each visiting writer will present one reading and lead one Craft and Publishing Seminar.
Students will attend 10 two-hour-and-forty-five minute Writers’ Workshop/Mentor Tutorial sessions and 10 hour-and-a-half Craft, Style, and Publishing Seminars. Students are encouraged to attend all Evening/Weekend programs. In addition, students will meet individually with their mentors to define a writing/reading project for the non-residential courses. There will also be academic advising sessions and computer support sessions.

ENGLISH 631 MENTORSHIP I
This course represents the first 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 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
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 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 manuscripts, as well as in existing works of literature.

ENGLISH 503 SUMMER RESIDENCY III
This exit residency will emphasize post-thesis concerns. Each student will defend his or her thesis before a faculty committee, participate in a thesis reading, and develop a deepening awareness of the publication industry through advisement from faculty, visiting writers, agents, and editors. There will be individual meetings with editors and agents, in addition to the regular three components of the summer residency:

1) Writers’ Workshop/Mentor Tutorial Sessions
2) Craft, Style, and Publishing Seminars
3) Evening/Weekend Readings and Discussions

Emphases in the Writers’ Workshop/Mentor Tutorial Sessions will vary but might typically involve a focus on new writing unrelated to the thesis, on outtakes from the thesis that might form the nucleus of a new book, or on the further development of the completed thesis into a publishable manuscript.
Students will attend 10 two-hour-and-forty-five-minute Writers’ Workshop/Mentor Tutorial sessions and 10 hour-and-a-half Craft, Style, and Publishing Seminars. Students are encouraged to attend all Evening/Weekend programs.

**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 present their work to the entire MFA community in the form of a thesis reading.
MASTER OF AMERICAN HISTORY AND GOVERNMENT (MAHG)
DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

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 students with an integrated program built around the reading and discussion of original documents. In doing so, the degree program aims to give students the subject mastery and interpretive skills necessary for further study, research, and scholarship in the fields of American history and government.

DEAN
Dawn Weber, Dean, College of Arts and Sciences

FACULTY
Ashland University Graduate Faculty
Christopher Burkett, Assistant Professor of Political Science
David Foster, Chair and Associate Professor of Political Science
John Moser, Associate Professor of History
Christopher Flannery, Professor of Political Science
Jeffrey Sikkenga, Associate Professor of Political Science

Honored Visiting Graduate Faculty
William B. Allen, Professor Emeritus of Political Science, Michigan State University
J. David Alvis, Assistant Professor of Political Science, Wofford College
William J. Atto, Associate Professor of Political Science, University of Houston
Jeremy D. Bailey, Associate Professor of Political Science, University of Illinois at Springfield
Andrew E. Busch, Professor of Government, Claremont McKenna College
Mickey Craig, Dean of Social Sciences, William and Bernice Grewcock Professor of Politics and Associate Professor of Political Science, Hillsdale College
Todd Estes, Associate Professor of History, Oakland University
Christopher Flannery, Professor of Political Science, Azusa Pacific University and Louaine S. Taylor Professor of American History and Government, Ashland University
Steven Hayward, F.K. Weyerhaeuser Fellow, American Enterprise Institute and Thomas and Mabel Guy Professor of American History and Government, Ashland University
Stephen Knott, Professor of National Security Studies, U.S. Naval War College
David F. Krugler, Professor of History, University of Wisconsin–Platteville
Marc K. Landy, Professor of Political Science, Boston College and Edward and Louise Peterson Professor of American History and Government, Ashland University
Gordon Lloyd, Professor of Public Policy, Pepperdine University
Melanie Marlowe, Assistant Professor of Political Science, Miami University
Ken Masugi, Adjunct Professor of Political Science, Johns Hopkins University
Robert M.S. McDonald, Associate Professor of History, United States Military Academy
Sidney M. Milkis, Professor of Political Science, University of Virginia
Dan Monroe, Assistant Professor of History, Millikin University
Lucas E. Morel, Professor of Politics, Washington and Lee University
Peter C. Myers, Professor of Political Science, University of Wisconsin–Eau Claire
Matthew Norman, Visiting Assistant Professor of Civil War Era Studies, Gettysburg College
Robert Norrell, Bernadotte Schmitt Chair of Excellence, Professor of History, University of Tennessee
Mackubin T. Owens, Jr., Professor of National Security Affairs, United States Naval War College
Ronald J. Pestritto, Associate Professor of Political Science, Hillsdale College
Kevin Portteus, Assistant Professor of Political Science, Hillsdale College
Richard Samuelson, Assistant Professor of History, California State University–San Bernardino
Gregory L. Schneider, Associate Professor of History, Emporia State University
Colleen Sheehan, Associate Professor of Political Science, Villanova University
James R. Stoner, Professor of Political Science, Louisiana State University
Natalie Taylor, Associate Professor of Government, Skidmore College
Stephen R. Thomas, Associate Professor of Political Science, Ohio Dominican University
Stephen Tootle, Assistant Professor of History, College of the Sequoias
David Tucker, Associate Professor of Defense Analysis, United States Naval Postgraduate School
Scott Yenor, Associate Professor of Political Science, Boise State University
ADMINISTRATORS
Peter W. Schramm, Chair
Christian A. Pascarella, Director
Christopher Burkett, Associate Director
John Moser, Associate Director
Carrie Clever, Administrative Coordinator

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

Students may take five sessions with the permission of their academic advisor. In no event may a student take more than five sessions in any one summer. AHG 670, AHG 690, AHG 691, and AHG 692 do not count toward the five-session limit.

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

Undergraduate Students
Exceptionally able undergraduates with strong backgrounds in American history and government may be permitted to take graduate course work in a non-degree capacity after the completion of three years toward their bachelor's degree. At this point, the student is required to apply for admission to the Graduate School as a non-degree-seeking student, but the non-degree admission requirement that the student show proof of an undergraduate degree is waived in these circumstances.

Ashland University undergraduate students wishing to take MAHG courses must complete the Senior Student Admission to MAHG Courses form available online at http://mahg.ashland.edu. This form must be signed by your undergraduate advisor, the MAHG Chair (Dr. Peter W. Schramm), and the Chair of the Department of History and Political Science (Dr. David Foster). Return the completed form to the Ashbrook Center.

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 student’s academic advisor 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 Ave.
Ashland, OH 44805

For prior approval of credit hours to be transferred, the student must submit a letter to the student’s Academic Advisor 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. However, upon written request of the student, only the second grade will be used in calculating the GPA.

Academic Probation
To remain in good standing, students must maintain a cumulative 3.0 grade point average in the master’s program. Anytime 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>
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<tr>
<td>AHG 503: Sectionalism and Civil War</td>
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<td>AHG 505: The Progressive Era</td>
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<td>AHG 510: Great American Texts</td>
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<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>
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<td>AHG electives</td>
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**M.ED. CURRICULUM AND INSTRUCTION:**

**CLASSROOM INSTRUCTION**

**ADVANCED CONTENT TEACHING (ACT)**

American History and Government

A program that merges deep study of American History and instructional best practices. For further information, please refer to page 68 in the M.Ed. Program section of this catalog.

**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**

This course is 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 history of the Emancipation Proclamation, the Gettysburg Address, and the Second Inaugural. The course also examines the postwar Amendments and the Reconstruction era.

**AHG 505 THE PROGRESSIVE ERA**

The transition to an industrial economy posed many problems for the United States. This course examines those problems 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 attention to the development of representative political institutions 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 amid foreign dangers, political conflict, westward expansion, and religious revivals.

**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 under way 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 challenged received views of the proper relationship of the government to the economy. The course examines various political 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 phenomenon 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 principles 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 military leaders, characteristic strategic approaches, and the connection 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 World War I, and the third in the decade or two following World War II. The course examines aspects of these reform movements, particularly their connection to religion 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 U.S. 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  2
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  2
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 realigning elections, changing coalitions within American parties, and the contemporary Democratic and Republican parties.

AHG 660 TOPICS IN AMERICAN HISTORY AND GOVERNMENT  2
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  2
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  2
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 online archive of primary documents so that they will be able to use these after they leave the program.

AHG 691 THESIS  4
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 purpose of either is to show mastery of both subject matter and analytical and interpretive skills.

AHG 692 CAPSTONE PROJECT  4
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 reenactor) 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:

- 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.)

- 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.
DEPARTMENT OF ART

ART 552 TOPICS IN AMERICAN ART: ART AND CULTURE OF THE SIXTIES 3–9
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.

ART 652 ART OF THE RENAISSANCE 3
A survey of 15th- and 16th-Century paintings and sculpture in Italy, France, Flanders, and Germany.

ART 653 BAROQUE/ROCCOCO ART HISTORY 3
A survey of 17th- and 18th-Century painting, sculpture, and the decorative arts in Italy, France, Flanders, Spain, and Holland.

ART 654 19th-CENTURY ART HISTORY I 3
A study of movements in the second half of the century, including Impressionism and Post-Impressionism and Van Gogh, Gauguin, Cezanne, and Seurat. Emphasis on painting.

BIOLOGY/TOXICOLOGY DEPARTMENT

BIO 525 ADVANCED HUMAN PHYSIOLOGY 4
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.

BIO 610 BIOLOGY FIELD STUDY: THE ECOLOGY OF THE GREAT SMOKY MOUNTAINS 4
The purpose of this course is to study the 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 Smoky Mountains.

BIO 640 SPECIAL TOPICS 1-5
Individual or group studies of course work in biology. Graduate standing, permission of the professor of record, and the approval of the director of graduate studies in education.

DEPARTMENT OF ENGLISH

ENG 601 LITERATURE OF EARLY ENGLAND 3
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.

ENG 604 THE ENGLISH RENAISSANCE 3
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.

ENG 605 CREATIVE WRITING WORKSHOP POETRY NONFICTION/FICTION 1-3
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.

ENG 606 THE LITERATURE OF THE BAROQUE 3
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.

ENG 608 THE LITERATURE OF THE ENLIGHTENMENT 3
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.

ENG 610 ROMANTIC MOVEMENT AND VICTORIAN PERIOD 3
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.

ENG 625 MAJOR WRITERS SEMINAR 3
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. Selection of writers is indicated in the class schedule for each semester.
DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

FCS 594 ADVANCED STUDY OF CHILD DEVELOPMENT IN THE CONTEXT OF LIFE SPAN 3
This course focuses on the advanced study of the various stages of cognitive, language, physical, social, emotional and moral development of children within the contexts of family, culture and community. The interrelatedness of theory and research as a foundation for effective practices with children is emphasized.

DEPARTMENT OF FOREIGN LANGUAGES

FL 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, 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.

FL 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.

FREN 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.

SPAN 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.

SPAN 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 course work 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 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 course work 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 course work 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.

REL 650  DEATH AND DYING 3
The study of death and dying will be divided into three parts: (1) the awareness of the concept of death in culture and personal experience; (2) practical considerations in dealing with death and dying such as grief, care of the dying person, mourning, and funeral practices; and (3) theological and philosophical perspectives on death.

DEPARTMENT OF SOCIOLOGY
SOC 640  SPECIAL TOPICS 1-5
Individual or group studies of course work in sociology. Graduate standing, permission of the professor of record, and the approval of the director of graduate studies in education.
Ashland University offers a Master of Business Administration degree through the 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 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.

MISSION STATEMENT:
The mission of the Ashland University Dauch 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.

DEAN
Dr. Jeffrey E. Russell, Dean, Dauch College of Business and Economics, and Assistant Professor of Economics

ASSOCIATE DEAN
Dr. Raymond A. Jacobs, Associate Dean; Chair, MBA Program, and Professor of Management

FACULTY
J. David Lifer, Professor of Information Systems
Gary L. Margot, Professor of Information Systems
Khushwant K. Sidhu Pittenger, Professor of Management
Steven W. Pool, Professor of Management
Robert P. Rogers, Professor of Economics
Paul G. Schloemer, Professor of Accounting
Richard T. Symons, Professor of Supply Chain Management
Sivakumar Venkataramany, Professor of International Business
Javier F. Garcia, Associate Professor of Economics
Mark A. Nadler, Associate Professor of Economics
Kristofer Neslund, Associate Professor of Accounting
Kristine Parsons, Associate Professor of Accounting
Ronald Paugh, Associate Professor of Marketing
Beverly J. Piper, Associate Professor of Accounting
Constance M. Savage, Associate Professor of Management
Debra Westerfelt, Associate Professor of Management
Michael J. Colburn, Assistant Professor of Management
Daniel Fox, Assistant Professor of Accounting
Victoria L. Kaskey, Assistant Professor of Accounting
Terry E. Runker, Assistant Professor of Finance
Karthik Sridhar, Assistant Professor of Marketing
Daniel W. Sullivan, Assistant Professor of Entrepreneurship
Honxia Wang, Assistant Professor of Finance
Bruce Greenfield, Professional Instructor of Management
Joan Berry-Kalamas, Professional Instructor of Management
Charles E. Bryant, Professional Instructor of Finance
Jack Harpool, Professional Instructor of Management

ADMINISTRATORS
Stephen W. Krispinsky, Executive 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.

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

STUDENT LEARNING OUTCOMES
Students graduating with an MBA degree will demonstrate competency in several areas found to be important for success in business. These competency areas include leadership, communication skills, problem solving skills, integrity and accountability, specialized knowledge, and international and global perspective. Specific outcomes are provided at the end of this section.

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.
CURRICULUM
Students must complete a minimum of 36 credit hours above the MBA 500 level to meet their curriculum requirements. A maximum of 18 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. A Phase IV capstone course (MBA 517) is also required.

STRUCTURE
Ashland University offers students the Master of Business Administration course work in five program centers across the state, plus online courses. Classes meet in the evenings, on alternate Saturdays, or in an online hybrid model, 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 Accreditation Council for Business Schools and Programs (ACBSP) and the North Central Association of Colleges and Schools.

FACILITIES
INSTRUCTIONAL
Classes are held on the main campus in the Dauch College of Business and Economics and at four off-campus centers:
- Columbus Center
  1900 E. Dublin-Granville Rd.
  Columbus, OH 43229
- Massillon/Stark Center
  2550 University Dr. SE
  Massillon, OH 44646
- Medina Center
  Sharon Commons
  2498 Medina Rd.
  Medina, OH 44256
- Westlake Center
  Corporate College
  25425 Center Ridge Rd.
  Westlake, OH 44145

RESOURCES
Located in a nine-story building, the Ashland University Library houses over 300,000 items. Listed in the library catalog are 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.

The Ashland University Library, together with 88 other OhioLINK member libraries, provides access to:
- 48 million books and other library materials
- Millions of electronic articles
- 12,000 electronic journals
- 140 electronic research databases
- 55,000 e-books
- Thousands of images, videos, and sounds
- 19,500 theses and dissertations from Ohio students

Periodical articles not held here or available online can be ordered through interlibrary loan.

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 days) 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 Programs, International Student Services Office, Global Education Office, and Numismatic Center. Affiliated with the Library and included in its catalog is the Ashland Theological Seminary Library.

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 Windows 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
An applicant 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 unconditional basis.

An applicant without these requirements may be admitted on a conditional basis, as follows, depending on his or her situation:
- If the applicant has a cumulative undergraduate grade point average between 2.25 and 2.75, the applicant may be admitted conditionally. In such cases, the number of courses taken will be limited to two per semester, and a grade point average of 3.0 must be achieved at the conclusion of 12 semester hours of course work. In the event a minimum cumulative GPA of 3.0 is not achieved after 12 semester hours, the student will be dismissed from the program. Please see the Graduate Admission Policy in the Graduate School section of this catalog for more specific information concerning GPA requirements.
• If the applicant’s baccalaureate history fails to reflect sufficient course work in business to assure an understanding of the concepts contained in the Phase II courses, the applicant may be conditionally admitted, but be required to enroll in MBA Foundation course work.
• If the applicant fails to meet the two-year full-time work experience in an organizational setting, the applicant may be conditionally admitted, but be required to demonstrate additional work experience.

**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”). The application fee will be waived for applicants who are returning for a second master’s degree from Ashland University, or who are former degree-seeking AU graduate students seeking non-degree status.
• Official transcripts from all undergraduate and graduate institutions from which a degree was awarded. Acceptable transcripts are only those sent directly from the issuing institution, not those issued to the individual student. Additional transcripts may be requested if necessary.
• 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/graduate/mba. All materials should be mailed to:

MBA Office
Ashland University
401 College Ave.
Ashland, OH 44805

**Personal Competency Assessment (PCA)**
The MBA faculty have adopted a competency model that emphasizes leadership, communication skills, problem solving skills, integrity and accountability, specialized knowledge, and international and global perspective. 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 within 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.

**Transient 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 must apply to the Graduate School and meet all requirements for non-degree-seeking students. Transient applicants will be 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 Foundation 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 the program director.

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.

**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 that follows is approved by the Ashland University Board of Trustees for the 2011–2012 academic year.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Application Fee</td>
<td>$30</td>
</tr>
<tr>
<td>MBA Tuition Foundations and Core (per semester credit hour)</td>
<td>$590</td>
</tr>
<tr>
<td>MBA Seminar (credit)</td>
<td>$800</td>
</tr>
<tr>
<td>(non-credit)</td>
<td>$400</td>
</tr>
<tr>
<td>Audit Fee (per credit hour)</td>
<td>$295</td>
</tr>
</tbody>
</table>
**Tuition and Fees (Continued)**
Graduation Fee (paid last semester prior to graduation) $ 100  
Transcript Fee (official transcript) $ 5  
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, OH 44805. The toll-free number is 1.800.882.1548 (ask for Student Accounts).

All 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 that follows).

**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 419.289.5003 or www.ashland.edu/graduate/financial-aid. For further financial aid information, please refer to the Graduate School section of this catalog.

**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 2011–2012 school year are:
- Fall 2011: January 6, 2012
- Spring 2012: June 1, 2012
- Summer 2012: September 7, 2012

To secure corporate reimbursement deferment, students must complete the requested information appearing on the registration form in the initial semester. Students must indicate the amount of eligible reimbursement and obtain corporate authorization. Those students eligible for partial reimbursement that 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**
The program director will be the student’s adviser through-out 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 Course Work 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 six 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 must register for 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. Please refer to the Graduate School section of this catalog for information concerning the Student Appeal Policy.

**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.

**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 less than six 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 course work 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.

There are two commencement ceremonies for the academic year (fall through summer). Those dates are in May and December. Students are required to complete all course work before walking in either ceremony. The deadline for May commencement application is February 1. The deadline for August graduation is May 1, and the deadline for December commencement application is September 1. Questions about the graduation process should be directed to the Registrar’s Office at 419.289.5029.

Students are responsible for complying with annual time-line 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.

**Plagiarism**
The student who presents ideas or writings of another person as his or 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 in the Graduate School section of this catalog.

**Student Learning Outcomes Assessment**
The assessment of student learning outcomes for all MBA students includes both internal and external assessments in selected courses, culminating in the MBA 517 Strategic Planning and Policy Analysis capstone course.

**Registration**
Registration materials are available to students well in advance of each semester. Course schedules include registration dates and semester meeting dates; tentative offerings for two semesters are also included with each schedule. Returning students may register online via Web Advisor, by returning the form in the mail, by faxing their registration to 419.289.5910, or by personally enrolling during a registration session. New students are encouraged to attend registration sessions to meet with the adviser about course sequencing and selection, and must register by turning in a hard-copy registration form by mail, fax, or in person. Online registration is not available to new students.

**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 MBA Office. However, those students attending an off-campus center and living out of the Ashland area must mail, e-mail (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 reenrolling 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 that may be required for students not meeting the unconditional admission criteria.

A maximum of 18 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 three-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 AND DESCRIPTIONS

PHASE I (0–21 HOURS)
Applicants holding non-business baccalaureate degrees may be required to complete MBA Foundations course work 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 3
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 500E MARKETING 3
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 3
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 3
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 0
Master of Business Administration students on an F or J visa will be required to obtain part-time work experience in the United States and must begin this process during their first semester and complete the Required Work Experience Evaluation. Authorization for employment from U.S.C.I.S. must be obtained through the International Student Services office before beginning any employment off campus. Please see www.ashland.edu/iss for more details.

MASTER OF BUSINESS ADMINISTRATION CORE COURSES AND DESCRIPTIONS

PHASE II: BUSINESS CORE (15 HOURS)
All students must complete an orientation program online or live, and MBA 501, MBA 503, MBA 505, MBA 507, and MBA 511. These requirements ensure that all students are acclimated to the requirements of the program and possess an understanding of the business functional areas.

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 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 that 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 505 FINANCIAL MANAGEMENT** 3  
**Prerequisites:** MBA 500B Accounting and MBA 500F Finance or equivalents  
Financial planning and control for the financial and the non-financial executive, including decisions of investment, growth and expansion strategies, dividend policy, and capital structure. Analysis of principles leading to decisions in management of current assets, fixed assets, debt, equity, and capital. Emphasis is on decision making based on quantitative analysis.

**MBA 507 MARKETING MANAGEMENT** 3  
**Prerequisite:** MBA 500E Marketing or equivalent  
This course deals with proactive marketing topics—strategic market planning, interactive marketing, innovation and creativity, customer satisfaction, and research—as well as the more traditional “4Ps” of marketing: product, place, price, and promotion. Attention is given to the development of conceptual and analytical thinking, oral and written communications, and interpersonal and team management skills.

**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.

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

**PHASE III: ELECTIVES WITH OPTIONAL SPECIALIZATIONS (18 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 18 hours of elective courses. Elective offerings include MBA Seminars, special topics courses, Specialization courses, 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 18 credits). Electives may be taken in any order, once any prerequisites have been satisfied.

**MBA 502 MANAGERIAL ECONOMICS** 3  
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 among 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 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 506 BUSINESS AND SOCIETY** 3  
A study of the ethical, moral, and legal responsibilities of the manager in the business world. Ethical theory as applied to situations will be presented for discussion. General government regulation, whether federal, state, or local laws, will be stressed as it relates to the business enterprise. The relationship of the
manager and the rights of various stakeholders are identified, with legal theory serving as the basis of such study.

**MBA 509 INTERNATIONAL BUSINESS MANAGEMENT 3**
This course deals with international/global business as an element of operational, functional, and environmental variables and patterns of behavior of the corporation. Intra-corporate research and analysis dealing within the corporation to determine the ability to successfully compete in a foreign market will also be examined. The firm's competitive advantages, anatomy, goals and objectives, internal resources, priorities, and a general framework will be studied. This segment will also examine the techniques of the industry and competitive analysis. Additionally, the course will deal with inter-corporate research and analysis of those variables and conditions outside the control of the firm.

**MBA 510 ORGANIZATIONAL BEHAVIOR 3**
*Prerequisite: MBA 500A Business Organization or equivalent.*
A conceptual understanding of the complexities of human behavior is essential for the success of any manager. This course seeks to enhance student knowledge concerning the behavior of individuals and groups in an organizational setting through the use of research perspective and to guide the application of conceptual organizational behavior knowledge to managerial problems. The topics covered in the course include learning, perception, job attitudes, work motivation, leadership, decision making, and various group dynamics and processes.

**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 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.

*Any special topics course can be applied as an elective course in Phase III. If a course topic is related to an MBA specialization, a student can petition the appropriate department chair to approve a course substitution for that specialization.*

**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 courses within a designated numerical range to earn a specialization in one of the following areas: Project Management, Entrepreneurship, Human Resource Management, Finance, Global Management, Supply Chain Management, or Accounting.

**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 such as 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

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

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 that 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 that should be included in those systems.

### MBA 542 BUSINESS TAX PLANNING

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

### MBA 544 SMALL BUSINESS MANAGEMENT

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

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

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

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, and multicultural and diversity training.

### MBA 553 COMPENSATION AND BENEFITS

This course surveys the current field of employee-employer relations, with particular attention to union-management relations. 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 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 3
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) 3
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. This course will culminate in a tour to Chicago/New York to visit the financial districts.

SPECIALIZATION IN GLOBAL MANAGEMENT
MBA 567 MULTINATIONAL MANAGEMENT 3
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 3
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 3
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 3
This course integrates class theory with practical observation of the global market activity today’s manager may experience. Students will have an opportunity to visit and interact with foreign business managers, financial markets, government representatives, and other cultural events that will provide the student with a better understanding of the intricacies when working in an international setting.

SPECIALIZATION IN SUPPLY CHAIN MANAGEMENT
MBA 570 SUPPLY CHAIN MANAGEMENT 3
This course will introduce the student to the fundamentals of supply chain management systems. The student will demonstrate knowledge in topics such as purchasing, logistics, operations, and system development.

MBA 571 LOGISTICS AND PROCUREMENT 3
Prerequisite: MBA 570 Supply Chain Management
This course will introduce the student to the basic principles of logistics and procurement. The course will focus on purchasing, information, warehousing, and transportation mode requirements necessary for the development of a comprehensive supply chain management system.

MBA 572 SUPPLY CHAIN STRATEGY 3
Prerequisite: MBA 571 Logistics and Procurement
This course will introduce the student to the basic principles of supply chain strategy. The course will focus on the integration of the warehousing, inventory, and transportation requirements to form an operational supply chain strategy.

SPECIALIZATION IN ACCOUNTING
ACCT 535 FUND AND NON-PROFIT ACCOUNTING 3
An introduction to the fundamental knowledge for understanding the operation of governmental and non-profit entities, their accounting and financial reporting practices, and the standards which shape their accounting and financial reporting systems.

ACCT 538 ADVANCED COST MANAGEMENT 3
An in-depth study of selected cost and management accounting topics. The purpose of the course is to provide future managers with the cost accounting tools to develop, implement, and evaluate strategy and to provide thorough coverage of the cost accounting methods used to determine product costs for internal management and external financial reporting.

ACCT 540 ADVANCED ACCOUNTING 3
A study of topical advanced accounting issues such as business combinations and consolidation accounting, accounting for international (i.e., foreign currency) transactions and translations, interim and segment reporting, and partnership accounting.

CUSTOMIZED SPECIALIZATIONS
Because today’s corporate setting is dynamic, a student may also propose a customized specialization consisting of nine hours of related elective course work, including special topics courses. Students proposing a customized specialization must obtain approval from a faculty mentor and the chair of the MBA program.

SUMMARY OF MBA SPECIALIZATIONS
PROJECT MANAGEMENT
MBA 530 Foundations of Project Management
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
Recommended prerequisite: MBA 509 International Business Management
Required Course: MBA 567 Multinational Management
Choose two from the following:
MBA 568 International Business Study Tour
MBA 561 Emerging Financial Markets
MBA 562 Global Finance

SUPPLY CHAIN MANAGEMENT
Required course: MBA 570 Supply Chain Management
Choose two from the following:
MBA 571 Logistics and Procurement
MBA 572 Supply Chain Strategy

ACCOUNTING
Required Course: MBA 511 Managerial Accounting
ACCT 535 Fund and Non-Profit Accounting
ACCT 538 Advanced Cost Management
ACCT 540 Advanced Accounting

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.

MASTER OF BUSINESS ADMINISTRATION CAPSTONE COURSE

PHASE IV: CAPSTONE (3 HOURS)
The capstone course (MBA 517 Strategic Planning and Policy Analysis) must be taken by all students. The capstone course may be taken at any time upon completion of 24 hours of course work in the Business Core (Phase II and Phase III). The capstone course provides a semester-long integrated experience requiring the student to synthesize the knowledge and skills acquired earlier in the MBA program.

MBA 517 STRATEGIC PLANNING AND POLICY ANALYSIS 3
Prerequisite: Twenty-four (24) semester hours of course work
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 that will help the student to develop strategic offensive and defensive initiatives during their case presentation.

MASTER OF BUSINESS ADMINISTRATION OPTIONAL INDEPENDENT RESEARCH PROJECT
MBA students have the option of completing an Independent Research Project as part of their Phase III elective course work. Students choosing this option will take MBA 601 or MBA 601 and MBA 602, for up to six semester hours.

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 503, MBA 505, MBA 507, and MBA 511.

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. However, the required work must be completed within one year of the posting of the IP grade. Completion of the work will result in a change to the earned grade. Failure to complete the work within one year will result in an “F.”

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 or herself, 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.

COLLEGE OF BUSINESS AND ECONOMICS
STUDENT LEARNING OUTCOMES
Students graduating with a degree from the Dauch College of Business and Economics will demonstrate:
• the ability to communicate correctly and purposefully, integrating technology into writing and presentations;
• the ability to identify problems, analyze information, and form conclusions within the business context;
• business knowledge from a variety of sub-disciplines and the ability to apply the knowledge and skills to reach solutions to business needs;
• the ability to inspire a shared vision, foster a realization of that vision, and facilitate a culture to realize goals of the vision;
• an understanding of the ethical behaviors and issues relevant to the business community;
• the ability to apply analytical and quantitative skills appropriate to support business decision making;
• an international and global perspective appropriate to a progressive business community that engages in international business activities.

ADDITIONAL INFORMATION
For additional information regarding the Master of Business Administration Program, contact Executive Director Stephen W. Krispinsky:
• Call 1.888.MBA.CLAS
• Write MBA Office
  Ashland University
  401 College Ave.
  Ashland, OH 44805
• E-mail mba@ashland.edu
• Log on to www.ashland.edu/graduate/mba
ADDITIONAL APPROVED COURSES FOR GRADUATE CREDIT
COLLEGE OF BUSINESS AND ECONOMICS

ECED 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.

ECED 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.

ECED 582  ECONOMIC POLICY AND ITS APPLICATION TO THE CURRICULUM  2
Prerequisites: ECED 580, 581, and 584
For elementary and secondary teachers. Designed to provide application of an economic analysis to economic policy and courses of study.

ECED 583  CORPORATE BUSINESS IN THE UNITED STATES  2
Prerequisites: ECED 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.

ECED 584  ECONOMICS IN THE CURRICULUM  1–8
This course explores the use of economic education principles in curriculum development and/or instructional applications in the K–12 classroom. The course may provide opportunities for curriculum development, application, and/or alignment to standards. This course may be repeated for credit provided it is not the same topic or curricular application.
PROGRAMS ARE OFFERED THROUGH THE DEPARTMENTS OF CURRICULUM/INSTRUCTION, EARLY CHILDHOOD, FOUNDATIONS, INQUIRY, AND COMMUNITY EDUCATION, EDUCATIONAL ADMINISTRATION, INCLUSIVE SERVICES AND EXCEPTIONAL LEARNERS, LEADERSHIP STUDIES, AND SPORT SCIENCES.

MISSION STATEMENT:
The mission of the Dwight Schar College of Education, an exemplary private education college in the Midwest, is to ensure that graduates will transform students, schools, and society through the collaboration with expert, caring faculty who engage effective preservice and practicing educators and human service professionals.

Dean, Dwight Schar College of Education
James Van Keuren, Professor

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

Chair, Leadership Studies (Ed.D.)
Judy A. Alston, Professor

Ashland M.Ed. Program Director
Steve Brown

Columbus M.Ed. Program Director
Mary Lavin Crerand

Elyria M.Ed. Program Director
Ed Branham

Stark M.Ed. Program Director
Steve Brown

Cleveland M.Ed. Program Director
Ed Branham

Ashland Bachelor’s Plus Program Director
Ron Stevens

Columbus Bachelor’s Plus Program Director
John Nichelson

Elyria Bachelor’s Plus Program Director
Jim Flanigan

Testing and Licensure Director
Steve Willeke

Field Experiences and Internships Director
Joe Hendershot

Columbus Field Experiences and Internships Assistant Director
Fred Fastenau

INCLUSIVE SERVICES AND EXCEPTIONAL LEARNERS
Chair: Allison Dickey, Associate Professor
Jane Piirto, Trustees Professor
Carla Abreu-Ellis, Associate Professor
Bonnie Adams, Associate Professor
Patricia Edwards, Associate Professor
James Chapple, Assistant Professor
Stephen Denney, Assistant Professor
Sarah Hall, Assistant Professor
Donna Villareal, Assistant Professor
Connie Ericson, Professional Instructor

EARLY CHILDHOOD
Chair: Mary Rycik, Associate Professor
Maria Sargent, Professor
Jacalyn Wood-Morton, Professor
Crystal Kaiser, Associate Professor
Fredrick Burton, Assistant Professor
Brandi Noll, Assistant Professor
Brenda Rosler, Assistant Professor
Susan Stewart, Assistant Professor
Meredith Whittaker, Assistant Professor
Diane Craig, Professional Instructor
Jan Rinehart, Professional Instructor
Tanzeah Sharpe, Professional Instructor

FOUNDATIONS, INQUIRY AND COMMUNITY EDUCATION
Chair: Louise Fleming, Professor
Kathleen Flanagan Hudson, Professor
James Lifer, Professor
Ann Shelly, Professor
Carl Walley, Professor
Penny Arnold, Associate Professor
Linda Billman, Associate Professor
Cathryn Chappell, Associate Professor
Jill Lynch, Associate Professor
Howard Walters, Associate Professor
Rachel Wlodarsky, Associate Professor
Rosaire Ifedi, Assistant Professor
Kathleen Scott, Assistant Professor
EDUCATIONAL ADMINISTRATION
Chair: Larry Cook, Associate Professor
James Van Keuren, Professor
Carol Engler, Associate Professor
Janet Kearney, Associate Professor
Amy Klinger, Assistant Professor
Dennis Leone, Assistant Professor
Robert Thiede, Assistant Professor
Gary Zoldesy, Assistant Professor

LEADERSHIP STUDIES
Chair: Judy Alston, Professor
Carla Edlefson, Professor
Harold Wilson, Professor
James Olive, Assistant Professor

SPORT SCIENCES
Chair: Randall Gearhart, Associate Professor
Donna L. Messerly, Professor
Glen Fincher II, Associate Professor
Jennifer Gorecki, Associate Professor
Paul Milton, Associate Professor
Lance Kaltenbaugh, Assistant Professor
Melissa Marty, Assistant Professor
Jennifer Parsons, Assistant Professor
Beth Patton, Assistant Professor
Kenneth Brubaker, Professional Instructor
Dennis Gruber, Professional Instructor
Laura Kruger, Professional Instructor

Jeremy Hancock, Athletic Trainer
Andrew Palko, Athletic Trainer
Robert Pfeifer, Athletic Trainer
Nikki Sefcik, Athletic Trainer
THE DOCTOR OF EDUCATION (ED.D.)
IN LEADERSHIP STUDIES

MISSION STATEMENT:
The mission of Ashland University’s Doctoral Program in Leadership Studies is to prepare ethical and competent professionals who are able to provide effective leadership in a variety of organizational settings within a diverse society.

ACCREDITATION
Ashland University holds accreditation in the North Central Association of Colleges and Universities and in the National Council for Accreditation of Teacher Education at the baccalaureate and graduate degree levels. Authorization to offer the Doctor of Education degree was granted by the Ohio Board of Regents in 1997, and permanent degree authority for the Doctor of Education in Leadership Studies degree program (Ed.D) was granted in 2001.

ADMISSION TO THE DOCTORAL PROGRAM
The admission procedures for the Doctor of Education Leadership Studies Degree are designed to recruit the highest quality professionals, representative of a culturally diverse population. A comprehensive system, including both qualitative and quantitative measures, is 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 reviews the credentials of each candidate, focusing on the following requirements:

A. Possess a master’s degree from an accredited institution.
B. Have a cumulative post-baccalaureate grade point average of at least 3.3 on a 4.0 scale.
C. Complete a Graduate School application and submit an application fee. See www.ashland.edu/graduate/about-graduate-school/admission.

The Admission portfolio for each candidate consists of the following items:

- Documentation/description of a record of successful administrative experience and/or documented evidence of leadership activities;
- Four letters of reference, two from persons familiar with the applicant’s academic ability and two that 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 that 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. During the interview, the applicant will complete a 30-minute on-site writing sample.

The deadline for receipt of the application portfolio is March 1 each year. Applicants are encouraged to begin to prepare materials well ahead of the March 1 deadline.

REGISTRATION, TUITION, AND FEES

Registration
Students need to register for classes at least one week prior to the beginning of the term. For the first class meeting, faculty members will be furnished with a list of names of all students who have preregistered. No registrations will be accepted after the first class meeting without the consent of the chair of the Department of Leadership Studies.

Registration for any course (including the cognate), mentorship component, dissertation hours, or any other faculty-supervised student activity should be completed at the Doctoral Studies Office one week prior to beginning the activity. Students must make payment for the desired credit at the time of registration. After the second class meeting, the Doctoral Studies Office will send official class lists to instructors for verification with their signatures. Instructors must return a verified class list to the Doctoral Studies Office no later than the third week of classes. During the summer period, faculty need to verify class lists by the end of the first week of classes.

Restrictions on Registration
Students who have been graded “I” in two or more courses, excluding “IP’s” for the Mentorship and Dissertation, cannot register for any additional course work until the “I’s” have been replaced by a grade. Students will have one semester to complete the work which caused the “I” to be awarded.

NOTE: In any given semester, students who wish to register for more than three 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.

ADDDROP
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 Leadership 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.

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 expects the student to maintain his or her employment in an organizational setting.

Residency is accomplished in several ways. Each student is required to attend extended semesters for three 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 utilizes research gained from the program to propose and implement an actual design or redesign of a facet of the student’s organization that is sub-optimizing. Throughout the program, students attend classes and related activities during consecutive semesters with other members of the cohort. Students must register for a minimum of one (1) semester hour every semester from the beginning of the program through their semester of graduation. 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.

ADMINISTRATION
Dean of the Graduate School
W. Gregory Gerrick, Ph.D., Professor, Leadership Studies
(The University of Toledo)
Research Areas of Interest: Organizational Behavior; Organizational Redesign and Renewal

Chair of Department of Leadership Studies
Judy A. Alston, Ph.D., Professor, Leadership Studies
(The Pennsylvania State University)
Research Areas of Interest: Leadership; Urban Education; Diversity and Social Justice; Ethics

DEPARTMENTAL FACULTY
Carla Edlefsen, Ph.D., Professor, Leadership Studies
(Stanford University)
Research Areas of Interest: Policy, Organizational Change; Economics of Education

Harold E. Wilson, Ph.D., Professor, Leadership Studies
(The Ohio State University)
Research Areas of Interest: Educational Finance; Leadership

James Olive, Ph.D., Assistant Professor, Leadership Studies
(University of Dayton)
Research Areas of Interest: Research Methods; Underrepresented Postsecondary Populations; Resiliency and Critical Thinking in Higher Education

INTERDISCIPLINARY FACULTY
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 Areas of Interest: Qualitative Research Design; Postmodernism

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

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

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 student designed to complement the major area of organizational
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.

INTREGRATIVE FOUNDATIONS CORE
Students will complete six semester hours of 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 as well as research design in order to establish 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 leadership are inherent in all course work as well as essential to the completion of the dissertation requirement.

Course Work
Quantitative Statistical Analysis 4 hours
Qualitative Inquiry 4 hours
Dissertation Research Design 3 hours

ORGANIZATIONAL LEADERSHIP
The organizational leadership component focuses on the role of the leader 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
Change Processes 3 hours
Organization Development 3 hours
Policy Analysis: Institutional Law and Policy 3 hours
Economics 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 limited to, educational administration (the superintendency), business management, curriculum, theology, leadership technology, or professional development. Selection of this individualized specialty area is reviewed with the student's adviser and program committee.

As one option, courses applied to licensure in educational administration may be taken as part of the cognate. The educational administration licensure programs are described in this catalog within the section Master of Education (M.Ed.). Doctoral students must meet with their adviser and the chair of the Department of Leadership Studies to formulate the cognate portion of their program.

OVERVIEW AND TRANSFER OF CREDIT
Basic competencies in the areas of research and leadership comprise the integrative foundations core described above. Understandings achieved through these courses subsequently are applied to further course work 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 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 years of admission to the program.

COURSES BY CONFERENCE
No required doctoral course may be completed as a course by conference or by transfer from another institution. Required doctoral courses must be taken with the cohort. If a student is unable to take a required doctoral class with his or her cohort, it must be taken the next time it is offered with another cohort. The required doctoral courses are those in the Integrative Foundations Core, the Research Component, and the Organizational Leadership Component.

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

A. Integrative Foundations Core 6 semester hours
B. Research 11 semester hours
C. Organizational Leadership
   1. Organizational Dynamics 12 semester hours
   2. Policy Analysis 6 semester hours
   3. Mentorship 4 semester hours
Cognate Area 15 semester hours
Dissertation 10 semester hours (minimum)

TOTAL 64 semester hours

GPA REQUIREMENT
In order to remain in good standing and to graduate, a student must demonstrate satisfactory progress toward completion of the degree. The student must be enrolled every semester from beginning the program through graduation and must maintain a 3.5 GPA in the Leadership Core courses and an overall GPA of 3.0 or above.
than the last day of any semester for which they are registered.

Administration provided all requirements for the Doctor of Education partnership among the doctoral student, a mentor from the University 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 student’s work organization and to redesign that piece of the organization to enhance its overall system function. Throughout the mentorship process, regular, ongoing communication among the three members of the partnership assures continuity in the various stages of program development. This process should take between 12 and 15 months.

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.

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 student’s work organization and to redesign that piece of the organization to enhance its overall system function. Throughout the mentorship process, regular, ongoing communication among the three members of the partnership assures continuity in the various stages of program development. This process should take between 12 and 15 months.

Application for 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.

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 dissertation is a project that demonstrates the application of knowledge in an organizational setting in such a way that other professionals 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

3.2 GPA in all course work completed. If a student’s GPA falls below these minimums, the student will be placed on academic probation for two consecutive semesters, and the student and adviser will immediately meet and write a plan that delineates the expectations for the student’s improvement. This plan will be signed by the student, the adviser and the department chair. A copy of the plan will be placed in the student’s file. After two consecutive semesters, if the student has not improved as defined in the plan, the adviser and chair, in consultation with the Doctoral Admission and Retention Committee, may determine that the student should not be allowed to continue in the program.

The dissertation is a project that demonstrates the application of knowledge in an organizational setting in such a way that other professionals 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
Candidates are expected to demonstrate knowledge of the project, the 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.

DOCTOR OF EDUCATION COURSES AND DESCRIPTIONS

EDLS 9800 INTEGRATIVE LEADERSHIP SEMINAR
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 to make plans to improve their effectiveness. This seminar is an integral part of the residency experience.

EDLS 9802 ETHICS OF LEADERSHIP
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
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 technique 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
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 rapport, 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
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
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. Students will also acquire skills in the dissertation style of writing.

EDLS 9830 DOCTORAL MENTORSHIP
The Doctoral Mentorship is designed to link full-time clinical experiences with academic work. The student, the school district or agency, and the University form a partnership that addresses a specific dimension of the school or agency and design or redesign that piece of the organization to enhance the overall systemic function of the building, agency, or district. The Leadership Examination provides the student with the opportunity to integrate learning from the mentorship experience with other core work. (The Mentorship and the Leadership Examination are described in the Doctoral Student Handbook.)

Credit: Four credit hours earned over four semesters: summer, fall, and spring of the first year and fall of the second year. (A grade of “IP” is awarded for the first summer, fall, and spring semesters. The final grade is awarded at the end of the second fall semester.)

EDLS 9841 ISSUES AND TRENDS IN COMPUTER-MEDIATED LEARNING AND TEACHING
This course represents an overview of the influence of computer and other instructional technology on formal learning and teaching. Attention is given to historical, social, and psychological perspectives on media and technology, followed by current research affecting learning and instruction. Students identify a specific area of interest related to
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

Change Processes and Professional Development provides 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 or her professional assignment to develop case studies of change as it has impacted on professional development decisions for himself or herself and as change has impacted the organization and its professional development needs.

EDLS 9848 ADULT DEVELOPMENT: CONTINUITY AND CHANGE 3

Adult Development is 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 life-span 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 9880 LEADERSHIP THEORY 3

This course will provide an essential theoretical understanding of leadership, authority, and group dynamics in a format designed to generate personal insights into one's own patterns of response to social forces, as well as to develop practical skills for exercising authority and leadership within groups and organizations. The history of the development of leadership will be discussed as will traditional views of leadership. An ongoing theme of the course is “leadership as service.” This course has a strong experiential component that continually provides participants with opportunities to test and integrate their learning with experience (i.e., the mentorship experience).

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 that 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 may be 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 and organizational specific content that will be used to study and develop organization-wide policies. The impact of local policies on the organization’s constituents is studied.

EDLS 9888 ECONOMICS OF EDUCATION 3
An economist looks at education as an investment. Students learn what economic research says about the role of education in economic growth, the best uses of dollars to produce educational outcomes, and equity and adequacy of education funding systems. They study and evaluate examples of various quantitative research designs used by economists and draw out implications of research for policy. The standards/accountability approach to educational reform is contrasted with the market/school choice approach.

EDLS 9889 ORGANIZATIONAL DEVELOPMENT 3
Organization development (OD) is an organizational improvement strategy that utilizes behavioral science principles and practices to increase individual and organizational effectiveness. School districts must address the opportunities and challenges in successfully managing change by applying a systems approach to planned change initiatives. Organizational development and transformation focuses on how human capital is utilized in organizations to implement successful positive change. The topics learned in this course are the dynamics of an organization and its environment, the style of internal and external OD consultants, organizational culture and processes, diagnosing an organization or its subunits to determine root causes and change opportunities, selecting and tailoring OD intervention strategies to address root causes and create positive change outcomes, and addressing resistance to change.

EDLS 9898 SEMINAR/TOPICS IN ORGANIZATIONAL LEADERSHIP 1–6
Individual and group studies of specific aspects of leadership and organizational dynamics are undertaken under this course title.

EDLS 9899 DISSERTATION 1–10
The Ed.D. dissertation is an advanced level scholarly investigation. The details of the study and means of pursuing the study are determined jointly by the candidate and the members of the dissertation committee.
**GUIDELINES FOR THE MASTER OF EDUCATION DEGREE, BACHELOR’S PLUS, AND GRADUATE LICENSURE AND ENDORSEMENT PROGRAMS**

Ashland University offers a variety of graduate education programs at its regional centers located in Ashland, Columbus, Massillon, Elyria, and Cleveland. These programs include the Master of Education (M.Ed.), Bachelor’s Plus licensure, and other licensure and endorsement programs. Not all centers include all of the above programs. See the resident program director of a given center and/or program for information regarding a specific program. Note that the Ed.D. program is offered only at the Ashland Center (see Ed.D. section for details regarding this program).

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 ensured 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 regional centers.

Admission to a graduate education 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. Students should correspond with the program director of the nearest center regarding admission or registration questions. See additional information at www.ashland.edu/graduate/education.

**LOCATIONS OF THE GRADUATE EDUCATION PROGRAMS**

**THE ASHLAND CENTER**

Instructional facilities for the Ashland M.Ed. Program are located in the Dwight Schar College of Education. The Dwight Schar College of Education houses the offices for education, with well-equipped classrooms, tutoring rooms, conference rooms, and the Becker Memorial Reading Center. The campus library is located in the center of campus and contains an instructional media center with special listening and viewing areas, computers, and curriculum materials. Recent figures indicate the current library holdings exceed 300,000 items. Online database search services are available. The library is also a depository for federal and state documents. Mr. Steve Brown is the resident M.Ed. program director at the Ashland Center, 117 Dwight Schar College of Education, located at 340 Samariaukt Ave., Ashland. His e-mail address is sbrown11@ashland.edu. The address and telephone numbers for the Ashland M.Ed. Program are Ashland University, 401 College Ave., Ashland, OH 44805, 419.289.5386 (Graduate Studies).

Mr. Ron Stevens, resident director for the Bachelor’s Plus program at the Ashland Center, is located at 123 Dwight Schar College of Education. He can be contacted at 419.289.5679 or rsteven1@ashland.edu.

**THE COLUMBUS CENTER**

The Columbus Center houses 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, three computer labs, and office spaces.

Students have access to Ashland University’s library and its databases, including OhioLINK, and many other area libraries, including the State Library. 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 M.Ed. program director at the Ashland University Center in Columbus. Dr. Crerand’s e-mail address is mcrerand@ashland.edu. The center 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 Rd., Columbus, OH 43229, 614.794.0803, extension 1121.

Mr. John Nichelson is the resident director of the Bachelor’s Plus program at the Columbus Center. He can be reached at 614.794.0803, extension 1105, or jnichels@ashland.edu.

**THE ELYRIA CENTER**

The Ashland University Program in Elyria is located at the Lorain County Community College (LCCC). 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 OhioLINK databases, the AU catalog, and books from other OhioLINK libraries are available to students. Students may use a toll-free number to request library materials from the main campus of Ashland University.

Dr. Ed Branham is the resident M.Ed. program director at the Ashland University Center in Elyria. The address, telephone number, and e-mail address are Ashland University Program in Elyria, Suite 105 University Center, 1005 N. Abbe Rd., Elyria, OH 44035; 440.366.7505; jbranham@ashland.edu.

Mr. Jim Flanigan is the resident director of the Bachelor’s Plus program at the Elyria Center. He can be contacted at 440.366.7495 or jflaniga@ashland.edu.

**THE MASSILLON/STARK CENTER**

The Ashland University Massillon/Stark Center is located in a modern facility at 2550 University Dr., S.E., Massillon, OH 44646. The building is located near U.S. 30. This center provides programs for students in the east-central Ohio area.

Mr. Steve Brown is the resident M.Ed. program director at the Massillon/Stark Center. The address and telephone number are Ashland University Massillon/Stark Center, 2550 University Dr., S.E., Massillon, OH 44646; 330.837.5244, 800.723.7655; sbrown11@ashland.edu.
THE CLEVELAND CENTER
Ashland University Cleveland offers courses leading to a master's degree 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 Rd., Suite #103, Warrensville Heights, OH 44128, 216-292-1100. Dr. Ed Branham is the resident M.Ed. program director at the Cleveland Center; e-mail address: jbranham@ashland.edu.

GRADUATE EDUCATION PROGRAM OBJECTIVES
The graduate programs offered by the Dwight Schar College of Education are designed to provide functionally integrated academic, experimental, and field-based study necessary to the personal and professional growth of educators. Toward this end the M.Ed. and licensure programs each include 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 programs are 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 experiences. The faculty believe that a professional educator is a reflective practitioner who merges theory and practice. A major objective of the programs 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 models. 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.

COLLEGE OF EDUCATION VALUES AND STUDENT LEARNER OUTCOMES
In addition to the College of Education's mission, the faculty within the College have developed five values and ten student learner outcomes that are woven into the programs and course work offered through the college. These are:

Accent on the Individual:
Candidates in the Dwight Schar College of Education (DSCOE) understand how individuals are shaped by social, economic, and psychological factors as well as gender and other characteristics. They appreciate the diverse talents, cultural understandings, and experiences of all individuals.

Collaboration:
Candidates in DSCOE listen carefully to other members of the learning community (faculty members, students, school personnel, and human service professionals). They share information and insights in order to clarify and deepen their understanding to improve society.

Knowledge:
Candidates in DSCOE continually pursue new understandings about the world and communicate the humanistic and spiritual value of learning. They draw on this knowledge to create meaningful learning experiences that employ appropriate technology and are differentiated to respond to the wide diversity among students.

Reflection:
Candidates in DSCOE use reflection as a tool to find stability in the midst of change. They demonstrate reflection by identifying professional strengths and needs and by planning for professional growth to improve future performance.

Ethics:
Candidates in DSCOE assume responsibility to be active in improving their profession. They can articulate a moral framework from which they derive standards of professional behavior in teaching, in research, and in leadership studies.

HISTORY
Ashland University’s Graduate Programs in Education were established in response to needs expressed by teachers and administrators of the area. Feasibility studies conducted by (at that time) Ashland College’s Department of Education, as well as other institutions, provided quantitative data supporting the need to develop a master's degree program that 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, was approved by the Ashland College Board of Trustees. Initial approval by the Board of Regents was given on October 17, 1975. The Ohio Board of Education provided its 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. Program support and planning assistance is also received from non-institutional personnel and agencies through advisory committee memberships. In all, the breadth of the College’s programs now encompass a doctoral degree, five M.Ed. major programs, and numerous licensures and endorsements, including the Bachelor’s Plus post-baccalaureate initial teacher licensure program.
ACCREDITATION
Ashland University currently holds accreditation by the North Central Association of Colleges and Schools at the baccalaureate and graduate degree levels. 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 Dwight Schar College of Education at Ashland University is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone 202.466.7496. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

POLICIES AND PROCEDURES FOR STUDENTS ENROLLED IN THE MASTER OF EDUCATION, BACHELOR'S PLUS, AND GRADUATE LICENSURE/ENDORSEMENT PROGRAMS
Unless otherwise stated, the following policies and procedures apply to all students enrolled in the College of Education’s M.Ed., Bachelor’s Plus, graduate licensure, and endorsement programs. Additionally, where appropriate, these also apply to transient students. See the Graduate School portion of this catalog for policies and procedures that may not appear in this section.

GENERAL ADMISSION INFORMATION
All students seeking a graduate license, endorsement, Bachelor’s Plus enrollment, and/or master’s degrees must be admitted to the Graduate School. Additionally, all transient students must be approved by the Graduate School.

Admission is open to all qualified persons of good character regardless of disabilities, religion, race, creed, gender, or national origin. Students must be admitted to the Graduate School and meet the criteria for a given program before taking courses. See individual programs for additional information.

International Student Admissions
It is essential that all candidates, including those who were educated outside of the United States, meet the academic requirements for admission to the M.Ed. programs and have at least two years of educational work experience as a teacher, administrator, or school employee providing direct services to students. For specific information regarding admissions processes for international students, see the International Students policies in the Graduate School section of this catalog.

Transient Student Admissions
A student in a graduate degree program at another accredited college or university may be admitted as a transient student upon submitting an application, an official bachelor degree transcript, the $30 application fee to the Graduate School, and a transient student form signed by a representative of the graduate school to which credits are to be transferred. Transient students must have a cumulative undergraduate grade point average of 2.75. Transient students may take no more than 12 hours of classes at Ashland University. Subsequent election to become a graduate degree-seeking student at this institution by transient students requires meeting all regular admission criteria.

Senior Student Admission
To Graduate Education 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 and the associate dean of the College of Education. Students will be required to apply for admission to the Graduate School as non-degree students, but the non-degree admission requirement that proof be shown of an undergraduate degree is waived in these circumstances. Credits and grades earned in such graduate courses are not applicable to fulfilling requirements for the baccalaureate degree.

ADVISER
Each student admitted to a graduate program in education will be assigned an adviser in his or her major or program or licensure area who will assist in defining personal and professional objectives. The first priority is to contact the adviser to formulate a projected program of study. The adviser’s responsibilities include monitoring course or program changes and departmental/institutional requirements. For M.Ed. students, the academic adviser does not have to be the capstone adviser, but will help in establishing a capstone and obtaining a capstone adviser.

ACADEMIC POLICIES AND REGULATIONS
The Graduate Programs in Education consist of a mutually arranged agreement between the student and Ashland University in which the Master of Education degree is awarded when the required studies are completed by the student. Completion of degree or licensure requirements necessitates careful planning. Care must be taken in the proper development and sequencing of courses to allow a natural progression of instructional activities and time schedules. Although most major program areas follow an orderly development, the student should understand that some modifications may become necessary because of state, institutional, or student expectations.

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:

1. 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 this 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.

2. For prior approval of credit to be transferred, the student must have the transfer approved by either a resident program director or the associate dean of the Dwight Schar College of Education. Prior assurances given verbally by faculty members or staff at Ashland must be regarded as estimates or opinions. They do not commit the University to a course of action. Transfer credits that have not been approved in advance will be considered at the discretion of the resident program director and/or associate dean of the Dwight Schar College of Education using the guidelines for accepting any previously completed and acceptable graduate credits. Transfer credit in not considered official until it has been approved by both the associate dean and registrar. Students are responsible for providing appropriate transcripts in a timely manner and confirming the transfer of credit with their respective resident program directors.

3. 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.

4. 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 graduate courses to be transferred are “B” or better or an “S.”
   - course work accepted must be no older than five years from the date of admission into the M.Ed.;
   - 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;
   - quarter hours transferred into the University will be converted into semester hours. All conversions will be rounded down to the nearest semester hour.

REGISTRATION FOR COURSES

All students registering for a course must be officially admitted into the Graduate School and a graduate program before the registration can be processed. Registration should be completed through the center at which the course is offered. 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 his or her upfront 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 or her faculty adviser and the associate dean. Petition for overload may be made through the associate dean.

COURSES FOR DUAL UNDERGRADUATE AND GRADUATE CREDIT

Courses offered for undergraduate and graduate credit must require graduate students to complete additional work that is reflective of their status as practitioners.

GRADE POINT SYSTEM

The grading system of grading and point values is described in Grading System policy located in the Graduate School section of this catalog.

Students enrolled in any of the graduate education programs should note the following:

- An Incomplete (I) is given only when course work cannot be completed due to illness, accidents, or other emergencies. The grade applies only to work of acceptable quality and the required work must be completed during the next academic semester. The “I” grade becomes “F” if not removed by the date specified. It is the student’s responsibility to follow up with professors regarding courses given a grade of incomplete.
- An In Progress (IP) grade is given for a capstone that is in progress. It must be completed one year from the end of the semester or term in which the IP was given. The “IP” grade becomes an “F” if not removed by the date specified. It is the student’s responsibility to follow up with professors regarding courses given a grade of In Progress.

NOTE: Any student who receives an “I” or “IP” grade, needs access to the Angel Learning System for course completion, and is not registered for another course while working to complete course requirements will be registered for a non-credit “continuing studies” course that will allow the student access to the Angel Learning System. Registration in this course may be subject to a technology fee.

- Courses that are audited (AU) do not receive a grade or credit. As an audited course does not receive a grade, it cannot be used to replace a grade already earned for a given course. Students auditing classes are required to attend classes and complete all assignments directed by faculty.
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 or her grade point average. Both grades appear on the transcript, but only the second grade will be used in calculating the GPA.

ACADEMIC PROBATION/DISMISSAL
Anytime 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, if appropriate, the resident M.Ed. or Bachelor’s Plus program director, 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 Student Appeal Process described in the Graduate School Policies Student Appeals Policies section of this catalog.

Students who choose to appeal decisions regarding grades and other concerns should also refer to the Graduate School Policies Student Appeals Policies section of this catalog.

CAREER SERVICES CENTER
The 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. See www.ashland.edu/career.

INFORMATION SPECIFIC TO THE MASTER OF EDUCATION (M.ED.) PROGRAM

ADMISSION PROCEDURES TO THE M.ED. PROGRAM
Admission to the Master of 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:
• a completed application to the Graduate School, available online or at one of the five program centers previously listed.
• $30.00 application fee;
• an official transcript showing a bachelor’s degree from an accredited college or university;
• cumulative grade point average of 2.75 or above (4.0 system);
• a copy of the State of Ohio teaching license/certificate or its equivalent;
• a letter stating teaching experience from superintendent or principal of school. For a noncertified and/or nonteaching experienced student having a GPA of 2.75, two letters of recommendation are required;
• completion of a Good Moral Character form;
• review and sign the Memorandum of Understanding;
• a personal interview with the resident program director.

Conditional admissions procedures are based on evidence of the following:
• a completed application to the Graduate School, available online or at one of the five program centers previously listed;
• $30.00 application fee;
• an official transcript showing a bachelor’s degree from an accredited college or university;
• cumulative grade point average of 2.25 to 2.75;
• appropriate scores on aptitude tests, i.e., GRE and/or Miller Analogies;
• two letters of recommendation;
• completion of a Good Moral Character form;
• a personal interview with the resident program director.

Final determination of admisibility of M.Ed. degree candidates rests with the associate dean in consultation with the appropriate resident program 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 it 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 summer term. Applications may be submitted at any time during the year. Minimal course enrollments (six or more students) 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 resident program director.

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 three programs, which allow workshops to count toward elective credits, are (a) Curriculum and Instruction: Classroom Instruction, six semester hours; (b) Curriculum and Instruction: Literacy, six semester hours; and (c) Curriculum and Instruction: Talent Development, three semester hours. The resident program director must approve workshop credits. For information regarding Ashland University’s Professional Development Service’s work-
shops, refer to its entry in this catalog.

**TIME LIMIT**
The student must complete all requirements for the M.Ed. 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 reapply for reactivation of his or her records. There is no loss of credit, though the five-year time limit will be observed. The resident program director will reevaluate the student’s courses and recommend any course work for audit. **PLEASE NOTE:** all academic student files are shredded after ten years of inactivity and all official records (class lists and course outlines) are shredded after six years.

**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 program centers.

**SECOND M.ED. FROM ASHLAND UNIVERSITY**
Second M.Ed. degrees are awarded to students who complete all requirements for the second degree. Guidelines for the second master’s degree include:

- The second degree will be granted only if it differs significantly from that pursued for the first degree. A student may choose two from the following M.Ed. programs: M.Ed. Curriculum and Instruction, M.Ed. Educational Administration, and one M.Ed. program from the three housed within the Department of Sport Sciences. For example, students may not earn two M.Ed. degrees within two areas of concentration within the Curriculum and Instruction major.
- Core courses, completed for the first master’s degree and used for the second, are to be audited if they are older than five years.
- Students pursuing a second M.Ed. must complete a graduate application form and meet with the resident M.Ed. program director.
- Only 12 hours from the first M.Ed. may be applied to the second degree.

**M.ED. MAJOR PROGRAM AREAS**
Courses are available for this degree in the following major program areas:

**M.Ed. Curriculum and Instruction** with areas of concentration in:
- Classroom Instruction
- Classroom Instruction—Advanced Content Teaching
- Intervention Specialist—Mild/Moderate
- Intervention Specialist—Moderate/Intensive
- Talent Development Education
- Literacy
- Teacher Leader
- Technology Facilitator

**M.Ed. Educational Administration**
**M.Ed. Adapted Physical Education PreK–12**
**M.Ed. Sport Education**
**M.Ed. Sport Sciences** with areas of concentration in:
- Applied Exercise Science
- Sport Management

**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, educational administration, sport education, adapted physical education PreK–12, and sport sciences. 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 (CORE) subjects, an American Psychological Association (APA) seminar, and an appropriate culminating experience (see Options for Capstone Experience).

Graduate classes are scheduled for evening hours during the fall and spring semesters. Some classes may be available in a combination of Friday/Saturday sessions. 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. Schedules are posted on the Ashland University Web site.

**ADVANCED FIELD PRACTICUM**
All advanced programs that lead candidates to work in prekindergarten through grade 12 educational setting require a field practicum. The practicum may be completed through a specific field practicum (for example, EDUC 710 or EDIS 710), internship, or integrated into a professional course. See each program description for specific information.

**CAPSTONE EXPERIENCES**
Students in M.Ed. programs may elect one of four options in which to complete their degree.

**Option 1:** A practicum project with a written report that is based on systematic inquiry demonstrated through action research.

These include:
- EDUC 738 Practicum in Curriculum and Instruction,
- EDSS 778 Practicum in Sport Science

**Prerequisites:** Students should have completed the CORE require-
ments and a total of 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 of the practicum project.

The original and appropriate copies of practicum reports, 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 2: The inquiry seminar provides opportunities for students to collaborate and explore an area of interest identified by the professor. The choices for this option include:

- EDUC 728 Inquiry Seminar
- EDUC 788 Capstone Inquiry Seminar
- EDIS 788 Capstone Inquiry Seminar: Talent Development
- EDAD 788 Capstone Inquiry Seminar: Leading School Imp.

Prerequisites: Students should have completed the CORE requirements and a total of approximately 24 semester hours in order to begin the capstone.

The inquiry seminar is a 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 3: An internship provides students with supervised field-based experiences that enable them to apply information learned through their respective programs.

- EDUC 747 Master of Education Internship Capstone
- 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
- EDFN 747 Teacher Leader Internship Capstone

Prerequisites: Students should have completed the CORE requirements and a total of approximately 21 semester hours in order to begin the capstone.

The internship is a 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 full-time 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, videotapes, audiotapes, etc.

The Educational Administration Internship is a year-long, two-semester, six-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.

Option 4: The thesis, a scholarly paper prepared on a topic that embodies research of a specific nature, enables students to explore a topic of interest.

- EDUC 791 Thesis
- EDUC 781 Thesis Capstone in Education
- EDIS 781 Thesis Capstone in Talent Development Ed.

Prerequisites: Students should have completed the CORE requirements and a total of approximately 21–24 semester hours in order to begin the capstone.

The thesis is a capstone experience that focuses on research that focuses on a topic related to the student's field. In EDUC 781, the research may be the result of a field-based action experience pertaining to a school-based improvement project.

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.

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 Cont. Ed.: 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 Quantitative Methods in Education</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 521 Prin. &amp; Procedures of Curr. Devel.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td><strong>TOTAL HOURS:</strong></td>
<td><strong>12</strong></td>
<td></td>
</tr>
</tbody>
</table>
**M.E.D. PROGRAMS**

**M.E.D. 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><strong>Core Courses</strong></td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>Major Professional Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 645 Educ. Psychology &amp; Human Dev.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 632 Improv. Classroom Instr.</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><strong>Advanced Field Practicum</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 710 Field Practicum in Education</td>
<td>2</td>
<td>21 hours w/ CORE</td>
</tr>
</tbody>
</table>

**Capstone Experience**
(Prerequisites: 21–24 hours [see individual course listings] with CORE completed & faculty approval)
EDUC 788 Capstone Inquiry Seminar OR 3
EDUC 781 Thesis Capstone in Education (3)
TOTAL HOURS 35

**M.E.D. CURRICULUM AND INSTRUCTION: CLASSROOM INSTRUCTION—ADVANCED CONTENT TEACHING (ACT)**
A program for educators designed to merge deep study of specific content and instructional best practices. Educators will work closely with faculty from the College of Arts and Sciences in specific content fields and develop connections between that content and their practice. The ACT program challenges candidates to be experts in both content and teaching.

**ADDITIONAL CONTENT TEACHING—AMERICAN HISTORY AND GOVERNMENT**
A program that merges deep study of American History and instructional best practices.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>Major Professional Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 645 Educ. Psychology &amp; Human Dev.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 632 Improv. Classroom Instr.</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>Advanced Pedagogy Courses (choose 1)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Advanced Content Studies</td>
<td></td>
<td></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 505 The Progressive Era</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>Four Additional AHG Courses (see offerings)</td>
<td>8</td>
<td>None</td>
</tr>
<tr>
<td><strong>Content Connections Course</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHG 510 Great American Texts</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td><strong>Advanced Field Practicum</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 710 Field Practicum in Education</td>
<td>2</td>
<td>21 hours w/ CORE</td>
</tr>
</tbody>
</table>

**Capstone Experience (choose 1)**
(Prerequisites: 21–24 hours [see individual course listings] with CORE completed & faculty approval)
EDUC 788 Capstone Inquiry Seminar OR 3
EDUC 781 Thesis Capstone in Education (3)
TOTAL HOURS 36

**M.E.D. CURRICULUM AND INSTRUCTION: INTERVENTION SPECIALIST MODERATE/INTENSIVE**
A program for students seeking to teach students in grades K–12 with moderate/intensive educational needs in a variety of settings. Course work may be applied to licensure in this area.

**PREREQUISITE COURSES**
Program prerequisite courses for M.Ed. and Licensure (students with appropriate previous course work may substitute these courses):
- EDIS 507 Lang./Communication Disorders in Children and Intervention
- EDEC 564 Curr. & Meth. of Early Childhood Math
- 12 additional hours of reading, including three hours of phonics
- Prerequisites must be taken prior to taking EDIS 535, 541, 584, and 582.

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>Major Professional Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDIS 535 Curr./Meth. for Career/Daily Living</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDIS 579 Special Educ. Law, Policies, &amp; Procedures</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDIS 541 Creating Effective Learning Environ.</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDIS 542 Comm./Consult/Teaming</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 546 Intro. to Education Intervention</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 584 Comm: Interv. Spec. Mod./Inten.</td>
<td>3</td>
<td>EDIS 507 concurrent w/585</td>
</tr>
<tr>
<td>EDIS 585 Field Exp. Comm.: Interv. Spec. Mod./Inten.</td>
<td>1</td>
<td>EDIS 507 concurrent w/584</td>
</tr>
<tr>
<td>EDIS 582 Adv. Sensory Motor Interventions</td>
<td>3</td>
<td>EDIS 546 concurrent w/583</td>
</tr>
<tr>
<td>EDIS 583 Field Exp. Adv. Sensory Motor Interv.</td>
<td>1</td>
<td>EDIS 546 concurrent w/582</td>
</tr>
<tr>
<td><strong>Advanced Field Practicum</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This requirement is met through activities completed in
EDIS 583, EDIS 585, or the Capstone Experience

**Capstone Experience**
*(Prerequisites: All IS courses, EDFN 501/506/508 & faculty approval)*

EDUC 738 Practicum in Curriculum & Instruction **OR** 5
EDUC 728 Inquiry Seminar **OR** (5)
EDUC 791 Thesis **OR** (5)

**TOTAL HOURS (Excluding Prerequisites)** 40

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

**M.ED. CURRICULUM AND INSTRUCTION:**
**INTERVENTION SPECIALIST—MILD/MODERATE**
A program for students seeking to teach students in grades K–12 with mild/moderate educational needs in a variety of settings. Course work may be applied to licensure in this area.

**PREREQUISITE COURSES**
Program prerequisite courses for M.Ed. and Licensure (students with appropriate previous course work may waive these courses):
- EDEC 564 Math Methods (three hours)
- 12 additional hours of reading, including three hours of phonics
- Prerequisites must be taken prior to taking EDIS 534, 541, and 548.

**REQUIRED COURSES:**

<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>Major Professional Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDIS 546 Intro. to Educational Intervention</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 535 Curr./Meth. for Career/Daily Living</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDIS 541 Creating Effective Learning Environ.</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDIS 542 Comm./Consultation/Teaming Skills</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 548 Assess. &amp; Teaching Children with Mild/Mod. Educ. Needs</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDIS 507 Lang./Comm. Disorders in Children</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDIS 579 Special Educ. Law, Policies, and Procedures</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
</tbody>
</table>

**Advanced Field Practicum**
The requirement is met through activities completed in EDIS 541

**Capstone Experience**
*(Prerequisites: 21–24 hours [see individual course listings] with CORE completed and faculty approval)*

EDUC 788 Capstone Inquiry Seminar **OR** 3
EDUC 781 Thesis Capstone in Education **OR** (3)

**TOTAL HOURS (Excluding Prerequisites)** 36

M.ED. CURRICULUM AND INSTRUCTION:
**TALENT DEVELOPMENT EDUCATION**
The Ashland University Talent Development Education program includes an endorsement and/or the Master of Education in Curriculum and Instruction with emphasis in Talent Development Education. For the endorsement as a stand-alone, 20 semester hours are required. 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>Major Professional Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDIS 650 Nature/Needs Talented</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 651 Curriculum Development for Education of the Talented</td>
<td>3</td>
<td>EDIS 650 suggested</td>
</tr>
<tr>
<td>EDIS 652 Development and Supervision of Programs for the Talented</td>
<td>3</td>
<td>EDIS 650, 651</td>
</tr>
<tr>
<td>EDIS 653 Guidance/Counseling for the Talented</td>
<td>3</td>
<td>EDIS 650, 651</td>
</tr>
<tr>
<td>EDIS 654 Creativity for Teaching the Talented</td>
<td>3</td>
<td>EDIS 650, 651</td>
</tr>
</tbody>
</table>

**Elective Courses:**
EDUC 640 Problems in Curriculum and Instruction *(focus on Talent Development)* **OR** 3
any appropriate graduate education course **(3)**

**Advanced Field Practicum Requirement**
EDIS 710 Field Practicum in Talent Development **2** CORE & 21 hrs. incl. Talent Dev. Courses

**Capstone Experience**
*(Prerequisites: 21–24 hours [see individual course listings] with CORE completed and faculty approval)*

EDIS 781 Thesis Capstone in Talent Development Education **OR** 3
EDIS 788 Capstone Inquiry Seminar: Talent Development **(3)**

**TOTAL HOURS** 35

**M.ED. CURRICULUM AND INSTRUCTION:**
**TEACHER LEADER**
The Teacher Leader program provides an opportunity for classroom teachers to expand their skills and knowledge of teaching and leadership. They gain professional skills to create and sustain curricular and instructional change, while also learning strategies for educational change at the grade and building levels.
### M.ED. CURRICULUM AND INSTRUCTION: LITERACY

The Literacy program is designed to help classroom teachers at both the elementary and secondary levels to deepen their understanding of literacy processes, purposes, and development and to broaden their range of instructional and assessment approaches so that they can have the greatest possible impact on their students' learning at either the elementary or middle/secondary levels. Candidates in the program will develop the confidence to make evidence-based instructional decisions in their own classrooms and to advocate appropriate practice with parents, colleagues, administrators, and policy makers. There is a five-year limit on literacy course work that can be transferred into this program.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td><strong>Major Professional Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 560 Literacy Theory and Practice</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><strong>Literature Study:</strong> (select 1 of 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 564 Literature for Adolescents OR</td>
<td>3</td>
<td>EDCI 560 or 563</td>
</tr>
<tr>
<td>EDCI 566 Literature for Young Children (PreK–5)</td>
<td>(3)</td>
<td>EDCI 560 or 563</td>
</tr>
<tr>
<td><strong>Literacy Methods and Assessment:</strong> (select 1 of 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 567 Adv. Studies in Literacy in the Elementary Classroom OR</td>
<td>3</td>
<td>EDCI 560 or 563</td>
</tr>
<tr>
<td><strong>Advanced Field Practicum</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 561 Content Area Literacy in Middle &amp; Secondary Grades</td>
<td>(3)</td>
<td>EDCI 560 or 563</td>
</tr>
</tbody>
</table>

**Literacy Electives:**
- Any of 2 of the courses listed above AND/OR 6
- EDCI 565 Adv. Studies of Adolescent Literacy (3) EDCI 560 or 563
- EDEC 663 Intervention in Literacy Learning (3) 3 literacy courses including EDCI 560 or 563

**Capstone Experience**
- (Prerequisites: 24 hours with CORE completed and faculty approval)
- EDUC 788 Capstone Inquiry Seminar OR 3
- EDUC 781 Thesis Capstone (3)

**TOTAL HOURS**
- 35

### M.ED. CURRICULUM AND INSTRUCTION: TECHNOLOGY FACILITATOR

The Technology Facilitator program prepares teachers to serve as building/campus-level technology facilitators. Candidates completing this program will exhibit knowledge, skills, and dispositions equipping them to teach technology applications; demonstrate effective use of technology to support student learning of content; and provide professional development, mentoring, and basic technical assistance for other teachers.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td><strong>Major Professional Courses</strong></td>
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<td></td>
</tr>
<tr>
<td>EDCI 505 Intro. to the Principles of Instruct. Technology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 512 Telecom. &amp; Networking for Educ.</td>
<td>3</td>
<td>EDCI 505</td>
</tr>
<tr>
<td>EDCI 536 Instructional Design</td>
<td>3</td>
<td>EDCI 505</td>
</tr>
<tr>
<td>EDCI 537 Issues &amp; Concerns Related to Ed. Technology</td>
<td>3</td>
<td>EDCI 505</td>
</tr>
<tr>
<td>EDCI 538 Methods for Integrating Technology</td>
<td>3</td>
<td>EDCI 505</td>
</tr>
<tr>
<td>EDCI 633 Organization &amp; Management of Ed. Technology</td>
<td>3</td>
<td>EDCI 505</td>
</tr>
</tbody>
</table>

**Advanced Field Practicum**
- This requirement is met through course-related activities.

**Capstone Experience**
- (Prerequisites: 21–24 hours [see individual course listings] with CORE completed and faculty approval)
- EDUC 788 Capstone Inquiry Seminar OR 3
- EDUC 781 Thesis Capstone (3)

**TOTAL HOURS**
- 33

### M.ED. EDUCATIONAL ADMINISTRATION

The program leading to a Master of Education Degree in Educational Administration prepares leaders for school building
and central office responsibilities. Courses from this program may be applied toward a license issued by the Ohio Department of Education in one of three school administration areas: (1) Building Principal, (2) Administrative Specialist in Curriculum, Instruction, and Professional Development, or (3) Administrative Specialist in Pupil Services.

<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>
</tbody>
</table>

**Major Professional Courses**

**Required Courses:**
- EDAD 550 Intro. to School Admin. 3 None
- EDAD 552 School Law and Ethics 3 None
- EDAD 555 Human Behavior in Admin. 3 None
- EDAD 683 Educational Leadership 3 None
- EDAD 686 Admin. Prog. for Students w/Disabilities 3 None

**Advanced Field Practicum***
- EDAD 735 Education Admin. Intern. I AND 3 **
- EDAD 736 Building Princ. Internship OR 3 **
- EDAD 737 Cum. Inst. & Prog. Dev. Intern OR (3) **
- EDAD 739 Pupil Serv. Admin. Intern (3) **

**Capstone Experience**
- EDAD 788 Capstone Inquiry Seminar: Leading School Improvement 3 Faculty Approval

**TOTAL HOURS** 36

*All Educational Administration internships are year-long experience.

**Prerequisites for EDAD 735, 736, 737, and 739: CORE & 21 hours in Educational Administration or approval of department chair.

Beginning with the fall semester of 2009, all candidates for the M.Ed. Educational Administration must complete the PRAXIS II specialty area test in Educational Leadership.

**M.ED. ADAPTED PHYSICAL EDUCATION PRE K–12**

The program in Adapted Physical Education is designed to prepare physical education teachers PreK–12 to instruct students with disabilities in both regular and special education settings and to coach Special Olympics. It provides students with leadership experiences supported by course work in the Sport Sciences and Special Education, as well as research experience with special populations. Embedded within this program is an Adapted Physical Education endorsement, which is applicable only to a Physical Education PreK–12 license or certificate.

<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>(EDSS 672 (3) replaces EDFN 521*)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Major Professional Courses**

**Intervention Specialist Requirements:**
- EDIS 542 Communication, Consult., Teaming Skills 3 None
- EDIS 582 Sensory Motor-IS Mod./Intensive 3 EDIS 546; concurrent w/583
- EDIS 583 Sensory Motor—IS Mod./Intensive Field Exp. 1 concurrent w/582
- EDEC 593 Bio-Medical Issues for Childhood Professionals 3 None

**Adapted Physical Education Requirements:**
- EDPE 506 Adapted Physical Educ. and Inclusive Games 3 None
- EDPE 511 Community Inclusion and Adapted Sports 3 None
- EDSS 678 Fitness Assessment and Exercise Prescription 3 None

**Advanced Field Practicum**

This requirement is met through EDUC 747.

**Capstone Experience**

Must be in Adapted PE

(Prerequisites: Approximately 24 hours with CORE completed)

EDUC 747 Master of Education Internship Capstone 5

**TOTAL HOURS** 36

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

**M.ED. SPORT EDUCATION**

The Sport Education program is designed to prepare educators or non-educators for careers in the domain of sport and coaching. This program is appropriate for individuals who desire advanced training in coaching and/or physical education, or for anyone interested in the sport sciences. This program is very flexible in that students can address career goals and emphasize individual areas of interest through appropriate selection of elective coursework.

<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>
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<tr>
<td>(EDSS 674 (3) replaces EDFN 500*)</td>
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<td></td>
</tr>
<tr>
<td>(EDSS 672 (3) replaces EDFN 521*)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Students Select 9 Hours from Each of Core I and Core II Areas**

**Core I: Sport Management:**

**Core I Required Courses**
- EDSS 681 Legal Aspects in Sport 3 None
- EDSS 682 Sport Industry 3 None

**Core I Elective Courses** (select 1 from list below)
- EDAD 550 Introduction to School Administration 3 None
- EDAD 552 School Law and Ethics* (3) None
- EDAD 555 Human Behavior in Administration (3) None
- EDAD 683 Educational Leadership (3) None
- EDSS 680 Sport Marketing Promotions (3) None
- EDSS 671 Scientific Basis of Sport (3) None

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## M.Ed. Sport Sciences: Applied Exercise Science

The concentration in Applied Exercise Science is designed to prepare educators and non-educators for careers in the field of Strength and Conditioning. This program is appropriate for individuals interested in coaching, personal training, corporate wellness, and clinical exercise science. The Applied Exercise Science program provides learning experiences by combining exercise science theory with practical application. Students will gain the requisite knowledge, skills, and dispositions to attain the National Strength and Conditioning Specialist (CSCS) certification and/or the American College of Sports Medicine (ACSM) Health/Fitness Instructor certification.

<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>(EDSS 674 (3) replaces EDFN 500*)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(EDSS 672 (3) replaces EDFN 521*)</td>
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</tr>
<tr>
<td>Major Professional Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDSS 671 The Scientific Basis of 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>
</tr>
<tr>
<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>Elective Courses: (Select 1 from the list below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 550 Introduction to School Admin.</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>
<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>
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</tr>
<tr>
<td>EDSS 673 Analysis of Sport Instruction</td>
<td>(3)</td>
<td>None</td>
</tr>
<tr>
<td>EDSS 677 The Physiological Basis for Exercise and Sport</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>EDPE 506 Adapted Physical Education and Inclusive Games</td>
<td>(3)</td>
<td>None</td>
</tr>
</tbody>
</table>

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

## M.Ed. Sport Sciences: Sport Management

The concentration in Sport Management is designed to prepare individuals for careers in the sport industry. The program provides students with leadership experiences supported by course work in the Sport Sciences, as well as research experience in the sport industry.

<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>(EDSS 674 (3) replaces EDFN 500*)</td>
<td></td>
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<td>(EDSS 672 (3) replaces EDFN 521*)</td>
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<tr>
<td>Professional Courses</td>
<td></td>
<td></td>
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<tr>
<td>Required Courses:</td>
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<tr>
<td>EDSS 680 Sport Marketing and 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>Elective Courses: (select 3 from list below)</td>
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<tr>
<td>EDAD 555 Human Behavior in Administration</td>
<td>3</td>
<td>None</td>
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<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>
</tbody>
</table>
EDSS 673 Analysis of Sport Instruction (3) None
EDSS 675 Scientific Foundation of Nutrition in Sport (3) None
EDSS 671 The Scientific Basis of Sport (3) None
EDSS 676 Psychology of Coaching (3) None
EDSS 677 The Physiological Basis for Exercise and Sport (3) None
EDSS 678 Fitness Assessment and Exercise Prescription (3) None
EDSS 679 Principles of Strength Training and Conditioning (3) None

Capstone Experience
(Prerequisites: Majority of course work, EDFN 501, 506, 508, and faculty approval.)
Selection of EDUC 788 or EDUC 747 requires an elective (3 semester hours) from list above.
EDUC 781 Thesis Capstone in Education OR 6
EDUC 788 Capstone Inquiry Seminar OR (3)
EDSS 778 Practicum in Sport Sciences OR (5)
EDUC 747 Master of Education Internship Capstone (3)
TOTAL HOURS 35–36

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

BACHELOR’S PLUS, GRADUATE LICENSURE, AND ENDORSEMENT PROGRAMS
In addition to the Ed.D. and M.Ed. programs, the Dwight Schar College of Education offers a number of licensure and endorsement programs for individuals who would like to earn an initial teaching license or add additional licenses and endorsements to existing licenses or certificates.

NATIONAL REPORT CARD
Pursuant to Federal Law, the College of Education is required to report their pass rates for the Praxis II, Principles of Learning and Teaching (PLT) exam. Ninety-eight percent of those completing the AU Teacher Education program passed this exam in 2009–2010.

THE BACHELOR’S PLUS INITIAL LICENSURE PROGRAM AT THE GRADUATE LEVEL
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 19 different options in the Bachelor’s Plus Program 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 (PreK–3)
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
Integrated Mathematics
Integrated Science
Integrated Social Studies
Chemistry
Earth Science
Life Science
Physical Science: Chemistry & Physics

Multi-Age
Visual Arts
Foreign Languages: French & Spanish
Intervention Specialist Mild/Moderate
Music
Physical Education

Career-Technical (4–12)
Integrated Business Education
Family & Consumer Science

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 by 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 values, 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 completed near the end of the program. Note that these school-based experiences require students to be available during regular school hours. 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.

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, four-year, resident educator 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 his or her content field, education methods courses, classroom field experiences, student teaching, required PRAXIS tests, an exit assessment, and a criminal background 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 from accredited colleges or universities may apply to this program, if they match Ashland University course content. A grade of C- or higher is required to be accepted for credit. No course work taken pass/fail will be accepted for credit.
- Prior to beginning the first field experience, students must complete a BCI/FBI background check.
- 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.

**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 2.75 or higher on a 4.0 grading scale. Applicant with less than a 2.75 may apply for conditional admittance.
3. Completion of all Pre-Admittance Program Application forms (may apply online).
4. A completed application to the Graduate School, available online or at one of the five program centers previously listed, and a $30.00 application fee.
5. An acceptable, completed Good Moral Character Form.
6. Official bachelor's degree transcripts from accredited colleges or universities must be submitted for review. Check sheets of required tests and courses will be composed. The completed check sheets will be provided to the candidate.
7. 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.
8. Personal interview with a resident Bachelor's Plus director or assistant director at a program center.
9. Demonstrated proficiency of oral, interpersonal, and written communication skills on a continuing basis.
10. Take and receive a passing score of 172 or higher on each of the 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.

11. Upon admission to the program, students working toward licensure in foreign language (French or Spanish) are required to take the Oral Proficiency Interview (OPI) and must attain an Intermediate-High level. They must also take the Writing Proficiency Test (WPT) and earn a score of Intermediate-High or above. See the resident Bachelor's Plus director at a program center for specific details.
12. Bachelor's Plus students admitted with or without conditional status must maintain a GPA of 3.0 in all course work recorded on their official Ashland University transcript in order to continue in the program. This includes field experiences and student teaching/internship. Refer to the Academic Probation/Dismissal requirements listed for graduate education programs in this catalog.
13. No course (undergraduate or graduate) taken from other accredited colleges and universities and used as an equivalent course for credit is used in the calculation of the student’s GPA.

**ADMISSION TO THE M.ED. PROGRAM FROM THE BACHELOR'S PLUS PROGRAM**

Bachelor's Plus students interested in the Master of Education Degree Program should contact the resident M.Ed. director to schedule an appointment during the latter part of their licensure program. A student cannot be formally admitted to the master's program until he or she has completed his or her licensure program, nor can any courses count as master's credit until the student is officially admitted into master’s program. Some graduate courses may count as credit toward a Master of Education Degree.

**BACHELOR'S PLUS PROGRAM: EARLY CHILDHOOD EDUCATION (PRE K–3) LICENSURE**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Courses: Graduate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 505 Introduction to the Principles of Instructional Technology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 515 Foundations of Literacy*</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 523 Curr. and Methods for Early Childhood Social Studies</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 563 Advanced Studies in Language Arts*</td>
<td>3</td>
<td>EDFN 586</td>
</tr>
<tr>
<td>EDCI 566 Advanced Literature for Young Preschool–Grade 5*</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 540 Phonics and the English Language*</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 564 Curr. and Methods of Early Childhood Mathematics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 568 Curr. and Methods for Early Childhood Science</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 586 Effective Instruction</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>FCS 594 Advanced Study of Child Development in the Context of Life Span</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 603 Early Intervention &amp; Integration for Young Children with Special Educational Needs</td>
<td>3</td>
<td>FCS 594</td>
</tr>
</tbody>
</table>
### BACHELOR’S PLUS PROGRAM: MIDDLE GRADES EDUCATION (4–9) LICENSURE

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Courses: Undergraduate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDEC 631 Foundations of Early Childhood and EC Intervention</td>
<td>3</td>
<td>FCS 594</td>
</tr>
<tr>
<td>Specialist Education for New Educators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDEC 638 Advanced Classroom and Individual Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 669 Assess. with &amp; Eval. of Young Children w/ Special</td>
<td>3</td>
<td>A course in Child Devel.</td>
</tr>
<tr>
<td>Ed. Needs</td>
<td></td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td>EDFN 587 Multicultural Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td>EDFN 588 Assessment, Instruction, Evaluation &amp; Intervention Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td>EDFN 589 Teaching Skills Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
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</tbody>
</table>

**Professional Courses: Graduate**

<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>EDCI 505 Intro. to the Principles of Instruct. Tech.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 521 Principles &amp; Procedures of Curriculum Dev.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 546 Intro. to Education Intervention</td>
<td>3</td>
<td>EDFN 586</td>
</tr>
<tr>
<td>EDCI 561 Content Area Literacy in Middle &amp; Secondary Grades*</td>
<td>3</td>
<td>EDFN 586, EDFN 586</td>
</tr>
<tr>
<td>EDCI 563 Advanced Studies in the Language Arts*</td>
<td>3</td>
<td>EDFN 586, EDFN 586</td>
</tr>
<tr>
<td>EDCI 564 Adv. Studies of Lit. for Adolescents*</td>
<td>3</td>
<td>EDFN 586, EDFN 586</td>
</tr>
<tr>
<td>EDFN 586 Effective Instruction</td>
<td>3</td>
<td>EDFN 586</td>
</tr>
<tr>
<td>EDCI 596 Middle Grades Methods</td>
<td>3</td>
<td>EDFN 586</td>
</tr>
<tr>
<td>EDCI 597 Middle Grades Philosophy, Org., &amp; Climate</td>
<td>3</td>
<td>EDFN 586</td>
</tr>
<tr>
<td>EDFN 587 Multicultural Field Experiences</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td>EDFN 588 Assess., Instruction, Evaluation, &amp; Intervention Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td>EDFN 589 Teaching Skills Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
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</table>

**Internship**

(Prerequisites: EDFN 587, 588, 589)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
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<tbody>
<tr>
<td>EDCI 601 Internship for Middle Childhood</td>
<td>5</td>
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**TOTAL HOURS**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>62–69</td>
<td></td>
</tr>
</tbody>
</table>

*Meets Reading requirements for Ohio Standards.

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### BACHELOR’S PLUS PROGRAM: ADOLESCENT TO YOUNG ADULT (7–12) LICENSURE

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Courses: Undergraduate</strong></td>
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<td></td>
</tr>
<tr>
<td>PSYC 218 Adolescent Psychology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 306 Middle/Secondary School Reading Inst.*</td>
<td>3</td>
<td>None</td>
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**Professional Courses: Graduate**

<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>EDCI 505 Intro. to the Principles of Instruct. Tech.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 521 Principles &amp; Procedures of Curriculum Dev.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 546 Intro. to Education Intervention</td>
<td>3</td>
<td>EDFN 586</td>
</tr>
<tr>
<td>EDCI 561 Content Area Literacy in Middle &amp; Secondary Grades*</td>
<td>3</td>
<td>EDFN 586, EDFN 586</td>
</tr>
<tr>
<td>EDFN 586 Effective Instruction</td>
<td>3</td>
<td>EDFN 586</td>
</tr>
<tr>
<td>EDFN 587 Multicultural Field Experience</td>
<td>3</td>
<td>EDFN 586</td>
</tr>
<tr>
<td>EDFN 588 Assess., Instruction, Evaluation, &amp; Intervention Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td>EDFN 589 Teaching Skills Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
</tbody>
</table>

**Professional Courses: Methods**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
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<tbody>
<tr>
<td>Select one of the following courses:</td>
<td>3</td>
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<tr>
<td>PSYC 209 Psychology of Growth &amp; Dev.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PSYC 218 Psychology of Adolescence</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>FCS 270 Lifespan Human Development</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

**Professional Courses: Undergraduate**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following courses:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSYC 209 Psychology of Growth &amp; Dev.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PSYC 218 Psychology of Adolescence</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>FCS 270 Lifespan Human Development</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

**Professional Courses: Methods**

For designated content area. Select appropriate course(s) (all of the following methods courses require EDFN 586):

- EDCI 383 Teaching Voc. Int. Business Sciences Method (3)
- EDCI 389 Voc. Family & Consumer Sciences Method (3)
- ENG 432 Teaching English/Language Arts (3)
- MATH 432 Teaching Mathematics (3)
- EDCI 432 Teaching Science (3)
- EDCI 432 Teaching Social Studies (3)

**Internship**

(Prerequisites: EDFN 587, 588, 589)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 602 Intern. for Adol./Young Ad. 7-12</td>
<td>5</td>
<td>None</td>
</tr>
</tbody>
</table>

**TOTAL HOURS**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>38–43</td>
<td></td>
</tr>
</tbody>
</table>

*Meets Reading requirements for Ohio Standards.
### Bachelor’s Plus Program Special Field (Pre K–12) Multi-Age Licensure

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Courses: Graduate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 500 Cont. Educ.: Issues &amp; Topics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 505 Intro. to the Principles of Instruct. Tech.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 521 Principles &amp; Procedures of Curriculum Dev.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 546 Intro. to Educational Intervention</td>
<td>3</td>
<td>EDFN 586</td>
</tr>
<tr>
<td>EDCI 561 Content Area Literacy in Middle &amp; Secondary Grades*</td>
<td>3</td>
<td>EDFN 546, EDFN 586</td>
</tr>
<tr>
<td>EDFN 586 Effect. Inst.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 587 Multicultural Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td>EDIS 588 Assess., Instruction, Evaluation, &amp; Intervention Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td>EDFN 589 Teaching Skills Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td><strong>Professional Courses: Undergraduate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• PSYC 209 Psychology of Growth &amp; Development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• PSYC 218 Psychology of Adolescence (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• FCS 270 Lifespan Human Development (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Courses: Methods</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For designated content area. Select one area:</td>
<td>5–9</td>
<td></td>
</tr>
<tr>
<td>(Visual Arts, Foreign Language, and Music Education methods courses require EDFN 586 as a prerequisite)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Visual Arts: ART 221 (3) &amp; ART 432 (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Foreign Language: FL 636 (3) &amp; FL 637 (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Music Education: MUSIC 204 (3), MUSIC 325 (3), &amp; MUSIC 395 or 396 (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Physical Education: PE 320 (3) &amp; PE 216 (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Internship</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Prerequisites: EDFN 587, 588, 589)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 607 Internship for Multi-Age Pre-K-12 5 or 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL HOURS</td>
<td>41–49</td>
<td></td>
</tr>
</tbody>
</table>

*Plus the content of the teaching field.

**Meets Reading requirements for Ohio Standards.

**Foreign language licensure programs do not require EDCI 561 (3) as the content of the programs is covered in their course work.

### Bachelor’s Plus Program for Intervention Specialist Mild/Moderate (ISMM) Program, K–12 Licensure

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• MATH—Must emphasize Statistics, Probability, or Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• HUMAN DEVELOPMENT—Must Include Full Lifespan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• EDUC PSYCHOLOGY—Must Emphasize Teaching and Learning Processes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Professional Courses:** See the Bachelor’s Plus licensure checklist for a specific list of prerequisites.

- EDCI 505 Intro. to the Principles of Instruct. Tech. | 3 | None |
- EDIS 507 Communication Disorders in Children | 3 | EDFN 546 |
- EDIS 534 Transitions & Curriculum Meth. for Children w/Mild/Moderate Disabilities—Bach Plus (concurrent w/EDIS 589) | 3 | EDFN 546 |
- EDEC 540 Phonics and the English Language* | 3 | None |
- EDIS 540 Developing Classroom Learning Environments—Bach Plus (concurrent w/EDIS 588) | 3 | EDFN 546 |
- EDIS 542 Communication, Consultation, & Teaming Skills | 3 | None |
- EDIS 546 Intro. to Educational Intervention | 3 | None |
- EDIS 549 Assess. & Teach. Child. w/Mild/Mod. Ed. Needs (concurrent w/EDIS 587) | 3 | EDFN 546 |
- EDCI 560 Literacy Theory & Practice* | 3 | EDFN 546 |
- EDCI 561 Content Area Literacy in Middle & Secondary Grades* | 3 | EDFN 546 |
- EDCI 563 Adv. Studies in the Language Arts* | 3 | EDFN 546 |
- EDFN 586 Effective Instruction | 3 | None |
- EDIS 587 Elementary Intervention Specialist Field Exp. (Prereqs. PRAXIS I and ISMM Program prereqs. requirements, and concurrent w/EDIS 549) | 3 | Praxis 1 Tests |
- EDCI 596 Middle Grades Methods & Assess. | 3 | EDFN 546, EDFN 586 |

**Internship**

(Prerequisites: All methods courses & Bachelor’s Plus program requirements.)

- EDIS 606 Internship Intervention Specialist Mild/Moderate | 10 | |

**TOTAL HOURS** | 58 |

*Meets Reading requirements for Ohio Standards.

### Other Graduate Licensure and Endorsement Programs

In addition to the initial licenses offered through the Bachelor’s Plus program, the Dwight Schar College of Education offers a variety of second licensure and endorsement programs that are approved by the Ohio Department of Education. Depending upon the program, students may need to have a current teaching license. Additionally, students may be required to complete a criminal background check before beginning field experiences. See individual licensure and endorsement programs for these details.
ADMISSION TO TEACHER LICENSURE AND ENDORSEMENT PROGRAMS
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 graduate student can achieve second licensure through Ashland University by completing the following requirements.

1. A completed application to the Graduate School, available online or at one of the five program centers previously listed, and a $30.00 application fee. The licensure areas of interest should be indicated on the form.

2. The candidate will also need to submit a copy of his or her teaching license and an official transcript indicating a bachelor’s degree in education from an accredited college or university. A cumulative undergraduate grade point average of 2.75 or above is required.

3. A prospective student is to contact a regional M.Ed. program director or Mr. Steve Willeke, director of Teacher Testing and Licensure, to request an official evaluation of his or her transcripts to be completed on the Ashland University program check sheets. Mr. Willeke can reached at 419.289.5373.

4. After receiving the official evaluation, the appropriate resident program director is contacted by the student for admission and interview purposes. If required, copies of any licenses held must be on file at Ashland University. Additionally, a signed copy of the Good Moral Character form is to be included in the above materials.

5. 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 criminal 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.

6. The student shall then apply for new licenses 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 or licenses are the responsibility of employed teachers with their superintendents, or if not employed, by the teacher and the state division of teacher licensure directly.)

Second licensure programs include:
• Early Childhood Intervention Specialist License
• Intervention Specialist: Mild/Moderate License
• Intervention Specialist: Moderate/Intensive License
• Building Principal’s License
• Administrative Specialist License in Curriculum, Instruction, and Professional Development
• Administrative Specialist License in Pupil Services
• School Superintendent’s License
• School Treasurer/Business Manager License
• School Nurse License (see The Dwight Schar College of Nursing section of this catalog)

Endorsement programs include:
• Reading Endorsement
• Gifted Intervention Specialist Endorsement
• Prekindergarten Special Needs Endorsement
• Early Childhood Generalist (Grades 4–5) Endorsement
• Technology Facilitator Endorsement
• Adapted Physical Education PreK–12 Endorsement
• Middle Grades Endorsement Generalist (Grades 4–6) Endorsement

EARLY CHILDHOOD INTERVENTION SPECIALIST LICENSE
A program for students seeking to qualify for State of Ohio Licensure to teach young children ages three through eight (Pre-K through grade three) with mild/moderate/intensive education needs. Students must fulfill prerequisites and concurrent course work. Praxis and Specialty exams will be required.

Course Number and Title Hrs. Prerequisites
Professional Courses
EDIS 581 Assistive and Instructional Tech. 3 None
EDIS 582 Adv. Sensory/Motor Intervention 3 None
EDIS 583 Field Sensory/Motor (concurrent w/EDIS 582) 1 None
EDIS 592 Internship 5–10
TOTAL HOURS 24–29

INTERVENTION SPECIALIST: MILD/MODERATE LICENSE
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.

Course Number and Title Hrs. Prerequisites
Professional Courses
EDIS 582 Adv. Sensory/Motor Intervention 3 None
EDIS 584 Math Methods (3 hours)
EDIS 535 Curr./Meth. for Career/Daily Living Skills for Students with Needs for Mild/Dwight Schar College of Education
### INTERVENTION SPECIALIST: MODERATE/INTENSIVE LICENSE

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
- EDEC 564 Math Methods (3 hours) is required for persons holding license in other than Early or Middle Childhood, Special Education, or Elementary Education.

#### PREREQUISITE COURSES
(Students with appropriate previous course work may substitute these courses):
- EDIS 581 Assistive & Inst. Technology for Inter. Spec. (3 hours)
- EDIS 507 Lang./Communication Disorders in Children and Intervention (3 hours, EDIS 546 is a prerequisite)
- 12 additional hours of reading, including 3 hours of phonics
- These must be taken prior to taking EDIS 535, EDIS 541, EDIS 584, and EDIS 582

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDIS 535 Intro. to Education Intervention</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDIS 542 Creating Effective Learning Environment</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDIS 579 Special Educ. Law, Policies, and Procedures for Intervention Specialists</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDIS 584 Comm.: Interven. Spec. Mod./Inten.</td>
<td>3</td>
<td>EDIS 546, 507, w/585</td>
</tr>
<tr>
<td>EDIS 585 Field Exp. Conn: Interven. Spec. Mod./Inten.</td>
<td>1</td>
<td>(Concurrent w/ EDIS 584)</td>
</tr>
<tr>
<td>EDIS 582 Adv. Sensory Motor Interventions</td>
<td>3</td>
<td>EDIS 546, w/583</td>
</tr>
<tr>
<td>EDIS 583 Field Exp. Adv. Sensory Motor Interven.</td>
<td>1</td>
<td>(Concurrent with EDIS 582)</td>
</tr>
<tr>
<td>EDIS 592 Internship</td>
<td>5–10</td>
<td></td>
</tr>
</tbody>
</table>

#### TOTAL HOURS (Excluding Prerequisites) 26–31

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.

### BUILDING PRINCIPAL’S LICENSE

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.

#### REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 681 Resource Management in Admin.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 682 Educational Politics, Policies, &amp; School/Community Relations</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 688 Technology in Administration</td>
<td>(3)</td>
<td>None</td>
</tr>
</tbody>
</table>

#### ELECTIVE COURSES
(May be Required if Not in Previous M.Ed. Program)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 550 Introduction to School Admin.</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 Educ. 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 Programs for Students with Disabilities</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 735 Educational Administration Internship I</td>
<td>3</td>
<td>CORE &amp; 21-24 hrs.</td>
</tr>
<tr>
<td>EDAD 736 Building Principal Internship</td>
<td>3</td>
<td>EDAD 735</td>
</tr>
<tr>
<td>EDAD 788 Capstone Inquiry Seminar: Leading School Improvement</td>
<td>3</td>
<td>Faculty Approval</td>
</tr>
</tbody>
</table>

#### TOTAL HOURS 45

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

ADMINISTRATIVE SPECIALIST LICENSE
IN CURRICULUM, INSTRUCTION,
AND PROFESSIONAL DEVELOPMENT
This is a program for persons seeking licensure as a central office administrator supervising or administering educational programs in the areas of curriculum, instruction, and/or 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. Candidates must also have a Master's Degree and must pass the Praxis II specialty area test in Educational Leadership.

Course Number and Title | Hrs. | Prerequisites
--- | --- | ---
REQUIRED COURSES
Professional Courses (Select 3 of 4)
EDAD 681 Resource Management in Admin. | 3 | None
EDAD 682 Educational Politics, Policies, and School/Community Relations | 3 | None
EDAD 684 Prof. Development for Admin. | 3 | None
EDAD 688 Technology in Administration | (3) | None
Elective Courses (May be Required if Not in Previous M.Ed. Program)
Core Courses
EDAD 550 Introduction to School Administration | 3 | None
EDAD 552 School Law and Ethics | 3 | None
EDAD 555 Human Behavior in Educ. Admin. | 3 | None
EDAD 683 Educational Leadership | 3 | None
EDAD 686 Admin. of Prog. for Students with Disabilities | 3 | None
Advanced Field Practicum
EDAD 735 Educ. Admin. Internship I | 3 | CORE & 21-24 hours
EDAD 737 Curriculum, Instruction, and Prof. Development Internship | 3 | EDAD 735
Capstone
EDAD 788 Capstone Inquiry Seminar: Leading School Improvement | 3 | Faculty Approval

TOTAL HOURS | 45

NOTE:
1. EDUC 735 and 737 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 LICENSE
IN PUPIL SERVICES
A program for persons seeking licensure as a central office administrator supervising or administering educational programs dealing with 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, and speech and hearing. In addition, the program is appropriate for teachers desiring a graduate-level program leading to licensure as an intervention specialist supervisor.

Course Number and Title | Hrs. | Prerequisites
--- | --- | ---
REQUIRED COURSES
Professional Courses (Select 3 of 4)
EDAD 681 Resource Management in Admin. | 3 | None
EDAD 682 Educational Politics, Policies, & School/Community Relations | 3 | None
EDAD 684 Prof. Development | 3 | None
EDAD 688 Technology in Administration | (3) | None
Elective Courses (May be Required if Not in Previous M.Ed. Program)
Core Courses
EDAD 550 Introduction to School Administration | 3 | None
EDAD 552 School Law and Ethics | 3 | None
EDAD 555 Human Behavior in Educ. Admin. | 3 | None
EDAD 683 Educational Leadership | 3 | None
EDAD 686 Admin. of Prog. for Students with Disabilities | 3 | None
Advanced Field Practicum
EDAD 735 Educational Administration Internship I | 3 | CORE & 21-24 hours
EDAD 739 Pupil Services Administration Internship | 3 | EDAD 735
Capstone
EDAD 788 Capstone Inquiry Seminar: Leading School Improvement | 3 | Faculty Approval

TOTAL HOURS | 45

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 II Specialty area test in Education Leadership.

SCHOOL SUPERINTENDENT LICENSE
Candidates must have a teaching license. 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 suc-
cessfully complete 60 semester hours, including hours required for the master’s degree, to qualify for superintendent’s license.

**ADDITIONAL POST MASTER’S 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>
<tr>
<td>EDAD 693 School Finance</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 694 Org. Mgt. Sem. &amp; Intern. for Superintendents</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

**TOTAL HOURS** 15

**NOTE:** Beginning with the fall semester of 2009, all superintendent license candidates must successfully complete a Comprehensive Exam created by the faculty of the Department of Educational Administration.

**SCHOOL TREASURER/BUSINESS MANAGER LICENSE**

A program for persons seeking licensure as a school treasurer or school business manager.

**PREREQUISITE BEFORE BEGINNING PROGRAM**

* Must have undergraduate degree in business or have taken nine semester hours of undergraduate accounting.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 552 School Law and Ethics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 693 School Finance and Economics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 733 Internship School Treasurer/ Business Manager OR</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>*2 years’ applicable experience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL HOURS** 11

* The 2 years applicable experience is at the level of chief financial officer or assistant chief financial officer of a public or private business or institution.

**READING ENDORSEMENT**

The post-baccalaureate Reading Endorsement Program, which enables its completers to teach reading in grades K-12, is currently being reviewed by the Ohio Board of Regents. Pending its approval, the program will be available to students.

Students interested in the program should contact the M.Ed. program directors at their program center for additional information.

**GIFTED INTERVENTION SPECIALIST ENDORSEMENT**

The Talent Development endorsement prepares teachers to teach gifted and talented students K–12 in Ohio. It can also be obtained through the Master of Education in Curriculum & Instruction: Talent Development program.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDIS 650 Nature/Needs Talented</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 651 Curr. Dev.-Talented</td>
<td>3</td>
<td>EDIS 650</td>
</tr>
<tr>
<td>EDIS 652 Dev./Super./Talented</td>
<td>3</td>
<td>EDIS 650, 651</td>
</tr>
<tr>
<td>EDIS 653 Guidance/Counseling for the Talented</td>
<td>3</td>
<td>EDIS 650, 651</td>
</tr>
<tr>
<td>EDIS 654 Creativity for Teaching the Talented</td>
<td>3</td>
<td>EDIS 650, 651</td>
</tr>
</tbody>
</table>

**Internship**

(Prerequisite: Approval of Director of Talent Development)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDIS 591 Student Teaching for Talented Programs OR</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>EDIS 796 Talented Education Internship (5)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL HOURS** 20

**EARLY CHILDHOOD GENERALIST (GRADES 4-5) ENDORSEMENT**

The Early Childhood Generalist Endorsement is designed as an addition to an earned Early Childhood License, which would allow that candidate to also teach in grades 4 and 5. The program focuses on the unique developmental characteristics of the middle childhood student and teaching methods and strategies to best educate the young adolescent. The endorsement is available to graduate students who possess an Early Childhood License or Bachelor’s Plus candidates who are seeking such a license.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 597 Middle Grades Philosophy, Organization, &amp; Climate</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 596 Middle Grades Methods &amp; Assessment</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>HIST 239 History of Ohio</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MATH 218 Geometry for Middle Grades Teachers</td>
<td>3</td>
<td>MATH 217</td>
</tr>
</tbody>
</table>

**TOTAL HOURS** 12

Candidates must complete six hours in each of the following areas (science, social studies, English/language arts, and math) and pass the Praxis Elementary Education Content test. Courses from above may be applied to the six hours in each of the four areas.
TECHNOLOGY FACILITATOR ENDORSEMENT
The Technology Facilitator endorsement prepares teachers to serve as building/campus-level technology facilitators. Candidates completing this endorsement will exhibit knowledge, skills, and dispositions equipping them to teach technology applications; demonstrate effective use of technology to support student learning of content; and provide professional development, mentoring, and basic technical assistance for other teachers. It can also be obtained through the Master of Education in Curriculum and Instruction: Technology Facilitator degree program.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 505 Intro. to the Prin. of Instruct. Tech.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 512 Telecom. &amp; Networking for Educ.</td>
<td>3</td>
<td>EDCI 505</td>
</tr>
<tr>
<td>EDCI 536 Instructional Design</td>
<td>3</td>
<td>EDCI 505</td>
</tr>
<tr>
<td>EDCI 537 Issues &amp; Concerns Related to Ed. Technology</td>
<td>3</td>
<td>EDCI 505</td>
</tr>
<tr>
<td>EDCI 538 Methods for Integrating Technology</td>
<td>3</td>
<td>EDCI 505</td>
</tr>
<tr>
<td>EDCI 633 Organization &amp; Management of Ed. Technology</td>
<td>3</td>
<td>EDCI 505</td>
</tr>
<tr>
<td><strong>TOTAL HOURS</strong></td>
<td><strong>18</strong></td>
<td></td>
</tr>
</tbody>
</table>

ADAPTED PHYSICAL EDUCATION
PRE K–12 ENDORSEMENT
The Adapted Physical Education Endorsement may be added only to PreK–12 Physical Education licensure. It is not available to other students. Students must fulfill prerequisites and concurrent course work. *(Pending approval of the revised endorsement by the Ohio Board of Regents.)*

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention Specialist Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDIS 542 Communication, Consultation, Teaming Skills</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDIS 582 Sensory Motor—IS Mod./Intensive</td>
<td>3</td>
<td>EDIS 583</td>
</tr>
<tr>
<td>EDIS 583 Sensory Motor—IS Mod./Intensive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Experience</td>
<td>1</td>
<td>EDIS 582</td>
</tr>
<tr>
<td>EDEC 593 Bio-Medical Issues for Child. Prof.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Adapted Physical Education Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDPE 506 Adapted Physical Educ. and Inclusive Games</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDPE 511 Community Inclusion and Adapted Sports</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><strong>TOTAL HOURS</strong></td>
<td><strong>19</strong></td>
<td></td>
</tr>
</tbody>
</table>

MIDDLE CHILDHOOD GENERALIST (GRADES 4-6) ENDORSEMENT
This endorsement, along with the comprehensive major in middle grades (4–9), enables the candidate to teach all four subject areas in grades 4–6. Successful completion of appropriate Praxis II exam(s) required. See the undergraduate catalog for additional information.
elementary, middle, or high school instructional programs.

EDUC 710 FIELD PRACTICUM IN EDUCATION 2
Prerequisites: CORE requirements and 21 semester hours.
Students receive a grade of S/U for this course.
A field experience which emphasizes the application of knowledge gained in the M.Ed. program (Curriculum and Instruction). Candidates collaborate to select instructional strategies and technologies that create meaningful learning experiences for all students and explain how their choices reflect a thorough understanding of the school, family, and community context in which they work. They implement those instructional strategies and then analyze student performance data to make data-driven decisions about strategies for teaching and learning.

EDUC 728 INQUIRY SEMINAR 5
Prerequisites: EDFN 501, 506, 508, faculty approval, completion of majority of course work, and signed intent form.
The inquiry seminar is organized around broad themes relating to school improvement, integrating instructor and student interest. Students will participate in extensive readings and in-depth discussions. Students will conduct, write, and present their own research on a specific topic connected to the overall theme. The seminar may occur over 1–2 semesters. (Intent fee required.)

EDUC 738 PRACTICUM IN CURRICULUM AND INSTRUCTION 5
Prerequisites: EDFN 501, 506, 508, faculty approval, completion of majority of course work, and 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. (Intent fee required.)

EDUC 747 MASTER OF EDUCATION INTERNSHIP CAPSTONE 3 or 5
Prerequisites: CORE requirements and approximately 24 semester hours of course work, and signed intent form.
The capstone internship is a planned, supervised, and evaluated 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. EDU preceding the course number must be taken in conjunction with EDUC 748 unless special permission is granted due to unique circumstances. (Intent fee required.)

EDUC 748 MASTER OF EDUCATION INTERNSHIP CAPSTONE II 3
Prerequisites: CORE requirements and approximately 24 semester hours of course work, and signed intent form. Taken 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 planning, implementing, and evaluating selected internship experiences, put theoretical knowledge to work, and acquire new knowledge and skills in their field of study. EDU preceding the course number must be taken in conjunction with EDUC 748 unless special permission is granted due to unique circumstances. (Intent fee required.)

EDUC 749 MASTER OF EDUCATION INTERNSHIP CAPSTONE III 3
Prerequisites: CORE requirements and approximately 24 semester hours of course work, and signed intent form. Taken 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. EDU preceding the course number must be taken in conjunction with EDUC 748 unless special permission is granted due to unique circumstances. (Intent fee required.)

EDUC 781 THESIS CAPSTONE IN EDUCATION 3-6
Prerequisites: CORE requirements and 21 semester hours of course work, and signed intent form.
A coordinated research experience in which the student will design a study, implement, document and write an acceptable thesis pertaining to an education-related issue. This may be a coordinated field-based action experience in which the student will design, develop, implement, document and write an acceptable report pertaining to a school improvement project. (Intent fee required.)
EDUC 788 CAPSTONE INQUIRY SEMINAR 3
Prerequisites: CORE requirements and 24 semester hours of
course work, and signed intent form.
Participants work collaboratively to explore a topic or issue
related to curriculum, instruction, or such foundational con-
cepts as the social, cultural, political, and psychological factors
that influence schools and learning. Students will participate
in extensive reading of professional literature and in-depth
discussions. The seminar may also involve study of media re-
sources or firsthand experiences such as travel, service learning,
or action research. Students will produce final products that
show evidence of in-depth understanding of the topic and care-
ful reflection about implications for future practice or research.
( Intent fee required.)

EDUC 791 THESIS 5
Prerequisites: EDFN 501, 506, 508, faculty approval, completion
of majority of course work, and signed intent form.
An independent research thesis with in-depth findings related
to the student’s field. (Intent fee required.)

EDUC 795 INTERNSHIP/LICENSURE 5–10
A supervised teaching experience for the practicing profession-
al 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 and copies/
materials to students.

THE DEPARTMENT OF
EDUCATIONAL ADMINISTRATION

Mission Statement of the Department of Educational
Administration
The mission of faculty and staff in the Department of Educational
Administration is to provide a high-quality education for aspir-
ing 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
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 administra-
tor 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 knowl-
dge 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
Prerequisites: EDAD 550, 555, and 683
This course provides school administrators with information
and skills to effectively organize, manage, supervise, and pro-
vide 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 administra-
tive 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 publics with which the successful school leader must
interact, and the various process 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 AND FACILITIES 3
The course explores present and future facility planning and
equipment needs of schools. This program examines the ef-
ficiency 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 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 is 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 is 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 procedures are developed. Effective school-community relations programs are analyzed.

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.

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, 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
Prerequisite: Building Administrator or Educational Specialist license This course is designed to explore executive leadership.

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: EDAD 552 and 693
The School Treasurer/Business Manager Internship is a planned, supervised, and evaluated field-based experience designed as the intense internship experience for the School Treasurer/Business Manager license. The internship will allow students to observe the functions of a school treasurer or business manager and assume 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. (Intent fee required.)
EDAD 735 EDUCATIONAL ADMINISTRATION INTERNSHIP I 3
Prerequisites: Students should have completed the CORE requirements and approximately 21 semester hours in Educational Administration, or approval of the department chair.
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. EDAD 735 must be taken in conjunction with EDAD 736, 737, or 739. (Intent fee required.)

EDAD 736 BUILDING PRINCIPAL INTERNSHIP 3
Prerequisites: Students should have completed the CORE requirements and approximately 21 semester hours in Educational Administration, or approval of the department chair 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. EDAD 736 must be taken in conjunction with EDAD 735, Educational Administration Internship I. (Intent fee required.)

EDAD 737 CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT INTERNSHIP 3
Prerequisites: Students should have completed the CORE requirements and approximately 21 semester hours in Educational Administration, or approval of the department chair, 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. (Intent fee required.)

EDAD 739 PUPIL SERVICES ADMINISTRATION INTERNSHIP 3
Prerequisites: Students should have completed the CORE requirements and approximately 21 semester hours in Educational Administration, or approval of the department chair, 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, and speech and hearing. (Intent fee required.)

EDAD 758 PRACTICUM FOR SCHOOL TREASURER/BUSINESS MANAGER 5
Prerequisites: Students should have completed the CORE requirements and approximately 21–24 semester hours in order to begin the internship.
The practicum is an applied field experience that 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. (Intent fee required.)

EDAD 788 CAPSTONE INQUIRY SEMINAR: LEADING SCHOOL IMPROVEMENT 3
Prerequisites: Students need to have completed 24 graduate semester hours in the M.Ed. program and all M.Ed. CORE courses.
Students work individually and collaboratively to explore successful school turnaround and transformation projects, with special emphasis on the three stages of school turnaround for schools and school districts: (1) Stopping the decline and creating conditions for early improvement; (2) Ensuring survival and realizing early performance improvements; (3) Achieving satisfactory performance and aspiring to much more. Students will produce final products that show evidence of in-depth understanding of the Seminar topic and careful reflection about implications for future practice and/or research. (Intent fee required.)

**THE DEPARTMENT OF CURRICULUM AND INSTRUCTION**

**Mission Statement of the Department of Curriculum and Instruction**

The mission of the Department of Curriculum and Instruction at Ashland University is to create an interactive and collegial learning community in which faculty, pre-service and practicing teachers and other school personnel collaborate in an ongoing effort to critically examine and develop curriculum and to seek effective instructional practices.

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 faculty across the Department challenges and supports all members of the learning community as they explore best 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 505 INTRODUCTION TO THE PRINCIPLES OF INSTRUCTIONAL TECHNOLOGY**

This course offers students an introduction to the theories and principles of instructional technology. There are five main areas of focus in this course: (a) technology operations and concepts, (b) planning and designing learning environments and experiences, (c) teaching, learning, and the curriculum, (d) assessment and evaluation, and (e) productivity and professional practice. To assist in developing a link between theory and practice, students will also have 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**

This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 507. The title has not changed.

**EDCI 512 TELECOMMUNICATIONS & NETWORKING FOR EDUCATORS**

*Prerequisite: EDCI 505 (or equivalent)*

This course focuses on incorporating telecommunications and networking to support classroom instruction and classroom management. Attention is also given to 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 520 ORIENTATION TO DEAFNESS AND INTRODUCTION TO AMERICAN SIGN LANGUAGE**

This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 520. The title has not changed.

**EDCI 535 CURRICULUM/METHODS FOR CAREER DAILY LIVING AND SKILLS FOR STUDENTS WITH NEEDS FOR MILD/MODERATE/INTENSIVE EDUCATIONAL INTERVENTION**

This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 535. The title has not changed.

**EDCI 536 INSTRUCTIONAL DESIGN**

*Prerequisite: EDCI 505 (or equivalent)*

This course introduces the process and foundations of instructional design. Students will apply the instructional design process to plan, design, and model effective learning environments.

**EDCI 537 ISSUES AND CONCERNS RELATING TO TECHNOLOGY IN EDUCATION**

*Prerequisite: EDCI 505 (or equivalent)*

This course offers students the understanding of social, ethical, legal, and human issues surrounding the use of technology in PreK–12 schools and assists students in applying the understanding in their practice. This course focuses on four main areas: (a) legal and ethical practice related to technology use, (b) application of technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, (c) promotion of safe and healthy technology resources, and (d) facilitation of equitable access to technology resources for all students.

**EDCI 538 METHODS FOR INTEGRATING TECHNOLOGY**

*Prerequisite: EDCI 505 (or equivalent)*

This course provides students with foundations in implementing curriculum plans for schools and school districts. This course focuses on methods and strategies for utilizing technology to maximize student learning with an emphasis also placed on applying technology to enhance and improve personal productivity and professional practice.
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
This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 541. The title has not changed.

EDCI 542 COMMUNICATION, CONSULTATION, AND TEAMING SKILLS 3
This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 542. The title has not changed.

EDCI 546 INTRODUCTION TO EDUCATIONAL INTERVENTION 3
This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 546. The title has not changed.

EDCI 548 ASSESSING AND TEACHING CHILDREN WITH MILD/MODERATE EDUCATIONAL NEEDS 3
This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 548. The title has not changed.

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 IN MIDDLE AND SECONDARY GRADES 3
Prerequisite: EDCI 560 or 563
This course is designed to provide teachers of older students to integrate literacy learning with content learning in all subject areas. The course will examine the unique role of content area teachers in supporting older students’ development of advanced levels of literacy. Participants will also learn theoretically supported instructional strategies that enable all students to use reading, writing, speaking, listening, viewing, and visual production as 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 storytelling 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 literary 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 567 ADVANCED METHODS OF LITERACY IN THE ELEMENTARY CLASSROOM

Prerequisite: EDCI 560 or 563
This course is designed to broaden and deepen knowledge of instructional practices and assessment tools appropriate to literacy in an elementary classroom. The major focus of the class will be to examine a wide range of methods, materials, and assessments to plan and evaluate effective reading and writing instruction and to create a classroom environment that fosters literacy learning.

EDCI 579 SPECIAL EDUC. LAW, POLICIES, AND PROCEDURES FOR INTERVENTION SPECIALISTS

This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 579. The title has not changed.

EDCI 581 ASSISTIVE AND INSTRUCTIONAL TECHNOLOGY FOR INTERVENTION SPECIALISTS

This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 581. The title has not changed.

EDCI 582 ADVANCED SENSORY/MOTOR INTERVENTION

This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 582. The title has not changed.

EDCI 583 ADVANCED SENSORY/MOTOR INTERVENTION SPECIALIST FIELD

This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 583. The title has not changed.

EDCI 584 COMMUNICATION: INTERVENTION SPECIALIST MODERATE/INTENSIVE

This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 584. The title has not changed.

EDCI 585 COMMUNICATION FIELD—INTERVENTION SPECIALIST MODERATE/INTENSIVE

This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 585. The title has not changed.

EDCI 587 ELEMENTARY INTERVENTION SPECIALIST FIELD EXPERIENCE

This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 587. The title has not changed.

EDCI 588 MIDDLE SCHOOL INTERVENTION SPECIALIST MULTICULTURAL FIELD EXPERIENCE

This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 588. The title has not changed.

EDCI 589 HIGH SCHOOL INTERVENTION SPECIALIST FIELD EXPERIENCE

This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 589. The title has not changed.

EDCI 591 INTERNSHIP FOR TALENTED PROGRAMS

This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 591. The title has not changed.

EDCI 592 INTERNSHIP FOR INTERVENTION SPECIALIST

This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 592. The title has not changed.

EDCI 596 MIDDLE GRADES METHODS & ASSESSMENT (4–9)

This course is designed for persons in the 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, AND CLIMATE

This course is designed for persons in the Bachelor's Plus Program who are seeking the middle grades license (4–9). Emphases 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 INTERNSHIP FOR MIDDLE CHILDHOOD

Prerequisites: EDFN 586, 589 and Praxis I tests
For students who desire licensure and who have completed all of the requirements for internship
Supervised Field Experience instruction for Middle Childhood students. Fee required to cover cost of mileage expense for travel by supervisor and copies/materials to students.

EDCI 602 INTERNSHIP FOR ADOLESCENT/ YOUNG ADULT

Prerequisites: EDFN 586, 589, and Praxis I tests
For students who desire licensure and who have completed all of the requirements for internship
Supervised Field Experience instruction for Adolescent/Young
Adult 7–12 students. Fee required to cover cost of mileage expense for travel by supervisor and copies/materials to student.

EDCI 606 INTERNSHIP INTERVENTION SPECIALIST MILD/MODERATE 5–10
This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 606. The title has not changed.

EDCI 607 INTERNSHIP FOR MULTI-AGE PRE K–12 5–10
For students who desire licensure and who have completed all of the requirements for internship
Supervised Field Experience instruction for Multi-age PreK–12 students. Fee required to cover cost of mileage expense for travel by supervisor and copies/materials to student.

EDCI 611 GRADUATE LITERACY INTERNSHIP 3
Prerequisites: EDCI 663 and 664
An internship that emphasizes the application of knowledge gained in the post-baccalaureate reading endorsement program. Candidates consider the effects of school, family, and community contexts on the performance of struggling readers. They select and administer assessments and analyze student performance data to make data-driven decisions about instructional strategies, and technologies that create meaningful learning experiences for one or more students who are struggling with literacy learning. They document the ongoing effects of the intervention and present a final report of student response to the intervention.

EDCI 633 ORGANIZATION AND MANAGEMENT OF EDUCATIONAL TECHNOLOGY 3
Prerequisite: EDCI 505 (or equivalent)
This course focuses on the development of leadership and vision in educational technology. This course focuses on the following key issues: (a) the relationship between technology facilities and resources and classroom instruction, (b) managing the process of change in schools, (c) applying effective group process skills, and (d) technology planning and implementation.

EDCI 636 FOREIGN LANGUAGE EDUCATION CURRICULUM AND INSTRUCTION 3
This course is now in the Department of Foreign Languages and is identified as FL 636. The title has not changed. See the “Additional Approved Courses for Graduate Credit -- College of Arts and Sciences” section of this catalog.

EDCI 637 THE TEACHING OF FOREIGN LANGUAGES K–12 3
This course is now in the Department of Foreign Languages and is identified as FL 637. The title has not changed. See the “Additional Approved Courses for Graduate Credit — College of Arts and Sciences” section of this catalog.

EDCI 641 TRANSFORMING THE MIDDLE SCHOOL 3
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
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
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 interdisciplinary context.

EDCI 644 SEMINAR IN PROFESSIONAL GROWTH AND INSTRUCTIONAL LEADERSHIP 3
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
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 SCHOOL EDUCATION 3
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
This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 650. The title has not changed.

EDCI 651 CURRICULUM DEVELOPMENT FOR EDUCATION OF THE TALENTED 3
This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 651. The title has not changed.

EDCI 652 DEVELOPMENT AND SUPERVISION OF PROGRAMS FOR THE TALENTED 3
This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 652. The title has not changed.

EDCI 653 GUIDANCE AND COUNSELING FOR THE TALENTED 3
This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 653. The title has not changed.

EDCI 654 CREATIVITY STUDIES FOR TEACHERS OF THE TALENTED 3
This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 654. The title has not changed.

EDCI 663 INTERVENTION IN LITERACY LEARNING 3
Prerequisites: 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 caregivers 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 Literacy Center or approved site under the supervision of an Ashland University instructor.

EDCI 664 INTERVENTIONS AND ASSESSMENTS FOR THE SECONDARY LEARNER 3
Prerequisites: Completion of the 12-hour Ohio Literacy Core requirement or its equivalent.
This course focuses on a comprehensive approach to teaching reading and best practices in interventions and assessments for the secondary learner. It provides students with the knowledge and skills they need to implement these methods in their own classrooms. The course will address research and theory related to the difficulties faced by struggling readers at the secondary level. It will focus on specific reading strategies, interventions, and assessments that are appropriate for those readers. A supervised field experience provides opportunity to apply knowledge and skills related to assessment and instruction with secondary students.

EDCI 666 LITERACY LEADERSHIP I 3
Enrollment in a Master's Program and a Reading Endorsement; Literacy Leadership I must be taken concurrently with EDCI 667 Literacy Leadership Practicum I.
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 LITERACY LEADERSHIP PRACTICUM I 3
Enrollment in a Master's Program and the Literacy Endorsement; Literacy Leadership I must be taken concurrently with EDCI 666 Literacy Leadership I.
The Literacy Leadership Practicum I is a semester-long, planned, supervised, and evaluated field-based experience within a school setting. It is designed to be taken concurrently with EDCI 666 Literacy Leadership I.

EDCI 668 LITERACY 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 Literacy Leadership II Practicum.
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
EDCI 769 LITERACY LEADERSHIP II PRACTICUM  3
Enrollment in a Master’s Program and a Reading 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 course work 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, and 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 course work 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, and miscellaneous expenses.

EDCI 796 TALENTED EDUCATION INTERNSHIP  5–10
This course is now in the Department of Inclusive Services and Exceptional Learners and is identified as EDIS 796. The title has not changed.

THE DEPARTMENT OF EARLY CHILDHOOD

Mission Statement of the Department of Early Childhood
The mission of the Department of Early Childhood at Ashland University is to prepare Early Childhood and Early Childhood Intervention Specialist preservice and practicing teachers to positively impact children, schools, and society. We support and implement the five principles of Knowledge, Collaboration, Ethics, Accent on the Individual, and Reflections, which are advocated by the Dwight Schar College of Education.

EDEC 515 FOUNDATIONS OF LITERACY  3
A course designed to promote understanding of the development of literacy. The knowledge necessary to make and apply appropriate programmatic and instructional decisions including knowledge of the learner, the reading and writing processes, instructional strategies, materials and learning environments will be the focus of the course. This course is restricted to Early Childhood initial licensure students and graduate students who must complete the state-mandated, 12-semester hour reading methods course work. Credit from this course may not be applied to a masters-level program.

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 that 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 prekindergarten 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.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>EDEC 568</td>
<td>CURRICULUM AND METHODS FOR EARLY CHILDHOOD SCIENCE</td>
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<td>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.</td>
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<td>EDEC 580</td>
<td>EARLY CHILDHOOD INTERVENTION FOUNDATIONS</td>
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<td>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.</td>
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<tr>
<td>EDEC 593</td>
<td>BIO-MEDICAL ISSUES FOR CHILDHOOD PROFESSIONS</td>
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<td>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 are examined.</td>
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<tr>
<td>EDEC 594</td>
<td>ADVANCED STUDY OF CHILD DEVELOPMENT IN THE CONTEXT OF THE LIFE SPAN</td>
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<td>This course is now in the Department of Family and Consumer Sciences and is identified as FCS 594. The title has not changed.</td>
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<td>EDEC 595</td>
<td>PARENTAL AND NON-PARENTAL ADULT-CHILD RELATIONSHIPS</td>
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<td>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.</td>
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<td>EDEC 600</td>
<td>INTERNSHIP FOR EARLY CHILDHOOD</td>
<td>5-10</td>
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<td>Prerequisites: EDFN 586, 589, and PRAXIS I tests</td>
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<td>Supervised Field Experience instruction for Early Childhood students. Fee required to cover cost of mileage expense for travel by supervisor and copies/materials to student.</td>
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<td>EDEC 603</td>
<td>EARLY INTERVENTION AND INTEGRATION FOR YOUNG CHILDREN WITH SPECIAL EDUCATIONAL NEEDS</td>
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<td>Prerequisite: FCS 594</td>
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<td></td>
<td>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.</td>
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<td>EDEC 631</td>
<td>FOUNDATIONS OF EARLY CHILDHOOD AND EC INTERVENTION SPECIALIST EDUCATION FOR NEW EDUCATORS</td>
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<td>Prerequisites: EDFN 500 and FCS 594</td>
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<td>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.</td>
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<td>EDEC 638</td>
<td>ADVANCED CLASSROOM AND INDIVIDUAL MANAGEMENT</td>
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<td>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.</td>
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<td>EDEC 661</td>
<td>COMMUNICATION INTERVENTIONS AND INSTRUCTIONAL TECHNOLOGY FOR ECIS</td>
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<td>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.</td>
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<td>EDEC 663</td>
<td>INTERVENTION IN LITERACY LEARNING</td>
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<td>This course is now in the Department of Literacy and Instruction and is identified as EDCI 663. The title has not changed.</td>
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<tr>
<td>EDEC 669</td>
<td>ASSESSMENT WITH AND EVALUATION OF YOUNG CHILDREN WITH SPECIAL EDUCATIONAL NEEDS</td>
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<td>Prerequisite: A course in Child Development</td>
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<td>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 at-risk and/or handicapped young children.</td>
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EDEC 673 ADVANCED PROGRAM DESIGN AND ASSESSMENT 3
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 3
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 3
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 and copies/materials to students.

EDEC 794 EDUCATION OF YOUNG CHILDREN WITH DIVERSE ABILITIES SPECIALIST 3
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 birth–2 and 3–5 settings. Fee required to cover cost of mileage expenses for travel by supervisor and copies/materials to students.

EDFN 500 CONTEMPORARY EDUCATION: ISSUES AND TOPICS 3
A Foundations course designed to study contemporary education through historical theoretical-philosophical, political, and sociocultural lenses.

EDFN 501 APA SEMINAR 0
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 502 CRITICAL DIALOGUES IN THE TEACHING AND LEARNING PROFESSIONS 3
Critical theory, critical pedagogy, and critical discourse analysis emerged following World War I in Europe, and entered American education from the 1970s onward. Through these perspectives, education professions can learn to identify sources of socio-cultural power that shape, control, limit and empower the practice of education as an institution of culture. The perception of the classroom teacher by society, individual communities, and the teachers themselves is shaped by a complex intersection of political power, economics, gender and sexual discourses, and historical meta-narratives. This course will provide an overview of these discourses through the lens of critical theory to discuss the nature and characteristics of the teaching profession in contemporary U.S. schooling.

EDFN 506 QUALITATIVE RESEARCH 3
A course designed to acquaint students with school-based Qualitative Inquiry. In addition to providing an introduction to the theoretical perspectives informing qualitative research, the course focuses on techniques for and issues in gathering, analyzing, writing up, and using qualitative data. The social and ethical issues of research are emphasized.

EDFN 508 QUANTITATIVE METHODS IN EDUCATION 3
A course designed to make the graduate student an informed consumer of descriptive and inferential statistics through the use of research methods in education. The focus of the course is on understanding the role of quantitative analysis in the classroom rather than computation. Introduction to research techniques, sampling procedures, and interpretation of statistical procedures are emphasized.

EDFN 509 INTERMEDIATE STATISTICS 2
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.

NOTE: No “Core” course (EDFN 500, 501, 506, 508, 521) may be taken by conference
EDFN 521 PRINCIPLES AND PROCEDURES OF CURRICULUM DEVELOPMENT 3
A survey course in curriculum development which encompasses the elementary school, the middle school, and the high school. Students examine the impact of curriculum theories and practices, including contemporary curriculum discourses; technology 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 students, teachers, administrators, scholars, parents, and other groups in shaping curriculum. Current literature and research are emphasized.

EDFN 525 HISTORY OF EDUCATION IN THE UNITED STATES 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 sociocultural concepts such as race, class, and gender have impacted and have been impacted by the historical narrative of education. In this vein, EDFN 525 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, and/or 589 field experiences and other course work
This is an entry-level course in the Bachelor’s Plus Program. Opportunities are provided for students to explore and/or confirm their entry into a teaching field. Fundamental knowledge essential for a beginning student is 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 socioeconomic 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 and 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 and 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 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 and copies/materials to student.

EDFN 590 INTERNSHIP 5-10
Prerequisites: EDFN 586, 589, and PRAXIS I tests
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 and copies/materials to students.

EDFN 620 ETHICS AND RESPONSIBILITIES OF TEACHER LEADERSHIP 3
Prerequisite: Admission to the Teacher Leader Program
The focus of Ethics and Responsibilities of Teacher Leadership is on becoming a leading learner in one's educational setting. The course will consist of readings and discussions, as well as developing plans to empower others by building communities and a culture of respect in classrooms and schools.

EDFN 621 COACHING AND MENTORING FOR SCHOOL IMPROVEMENT 3
Prerequisite: EDFN 620
This course focuses on developing the knowledge, skills, and dispositions necessary for Teacher Leaders to provide high levels of effective coaching and mentoring focused on improving teaching practices and learning for all students. The course will focus on the relationships among teacher leadership, professional learning and inquiry communities, and systematic analysis of school and classroom data to drive instruction and programmatic planning.
EDFN 622 UNDERSTANDING GROUP DYNAMICS IN SCHOOLS  
*Prerequisite: EDFN 621*

The focus of this course is on recognizing and understanding the mechanisms and implications of the social processes involved in group dynamics as they pertain to 21st century classrooms and schools. The emphasis will be on understanding both classrooms and schools as “miniature societies” and the role of the teacher leader within those societies.

EDFN 623 PROFESSIONAL LEARNING COMMUNITIES AND PROFESSIONAL DEVELOPMENT  
*Prerequisite: EDFN 622*

Professional Learning Communities and Professional Development will provide teacher leaders with the knowledge, experiences, and dispositions that will enable them to develop, implement, refine, and institutionalize programs of professional development and renewal for all members of the professional community.

EDFN 632 IMPROVING CLASSROOM INSTRUCTION  

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  

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  

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  

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. Addi-

THE DEPARTMENT OF INCLUSIVE SERVICES AND EXCEPTIONAL LEARNERS

Mission Statement of the Department of Inclusive Services and Exceptional Learners

The mission of the Department of Inclusive Services and Exceptional Learners is to prepare teachers to develop and maintain collaborative learning communities that support the growth and development of exceptional learners. We are committed to improving the access of all learners to inclusive, equitable, and effective education through our teaching, service, and research.

Taskstream Statement: Electronic Portfolio System

The Intervention Specialist team has chosen the Taskstream system to support the comprehensive program outcomes of the licensure programs. Taskstream is a subscription online portfolio system that provides students with lesson, unit, and portfolio building tools through its Web site, www.taskstream.com. Please note there will be required Taskstream class assignments and program portfolios that will be due during student’s course of study at Ashland University. While some classes will not have Taskstream assignments, students are responsible for maintaining their completed assignments for possible future use in the online program portfolio.

EDIS 507 LANGUAGE/COMMUNICATION DISORDERS IN CHILDREN AND INTERVENTION  
*Prerequisites: EDIS 546; student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited four-year institution.*
of higher education. Please see Taskstream Statement under Mission Statement.
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.

EDIS 520 ORIENTATION TO DEAFNESS AND INTRODUCTION TO AMERICAN SIGN LANGUAGE 3
Please see Taskstream Statement under Mission Statement.
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.

EDIS 534 TRANSITION AND CURRICULUM METHODS FOR CHILDREN WITH MILD/MODERATE EDUCATIONAL NEEDS—BACHELOR'S PLUS 3
Prerequisite: EDIS 546; this section is only for the Bachelors Plus initial licensure students for ISMM. This course is taken concurrently with the field experience EDIS 589. Please see Taskstream Statement under Mission Statement.
Emphasis is on curriculum, methods, materials, and technology to be used in teaching career/self-care/community living/personal-social/occupational skills to students with needs for mild/moderate/intensive educational intervention.

EDIS 535 CURRICULUM/METHODS FOR CAREER DAILY LIVING AND SKILLS FOR STUDENTS WITH NEEDS FOR MILD/MODERATE/INTENSIVE EDUCATIONAL INTERVENTION 3
Prerequisites: EDIS 546; student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited four-year institution of higher education. Please see Taskstream Statement under Mission Statement.
Emphasis is on curriculum, methods, materials, and technology to be used in teaching career/self-care/community living/personal-social/occupational skills to students with needs for mild/moderate/intensive educational intervention.

EDIS 540 DEVELOPING CLASSROOM LEARNING ENVIRONMENTS—BACHELOR'S PLUS 3
Prerequisites: EDIS 546. This course is only for Bachelor's Plus initial licensure students in the ISMM program. This course must be taken concurrently with EDIS 588. Please see Taskstream Statement under Mission Statement.
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 focuses on the dignity of the student will be emphasized.

EDIS 541 CREATING EFFECTIVE LEARNING ENVIRONMENTS 3
Prerequisites: EDIS 546; student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited four-year institution of higher education. Please see Taskstream Statement under Mission Statement.
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.

EDIS 542 COMMUNICATION, CONSULTATION, AND TEAMING SKILLS 3
Prerequisites: Student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited four-year institution of higher education. Please see Taskstream Statement under Mission Statement.
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.

EDIS 546 INTRODUCTION TO EDUCATIONAL INTERVENTION 3
Please see Taskstream Statement under Mission Statement.
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.

EDIS 548 ASSESSING AND TEACHING CHILDREN WITH MILD/MODERATE EDUCATIONAL NEEDS 3
Prerequisites: EDIS 546; student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited four-year institution of higher education. Please see Taskstream Statement under Mission Statement.
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.
EDIS 549 ASSESSMENT AND INTERVENTION FOR CHILDREN WITH MILD/MODERATE EDUCATIONAL NEEDS—BACHELOR’S PLUS 3
Prerequisite: EDIS 546. This course is only for students in the Bachelor’s Plus initial licensure ISMM program. This course is taken concurrently with EDIS 587. Please see Taskstream Statement under Mission Statement.
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 small group of children.

EDIS 579 SPECIAL EDUC. LAW, POLICIES, AND PROCEDURES FOR INTERVENTION SPECIALISTS 3
Prerequisite: EDIS 546. Please see Taskstream Statement under Mission Statement.
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.

EDIS 581 ASSISTIVE AND INSTRUCTIONAL TECHNOLOGY FOR INTERVENTION SPECIALISTS 3
Prerequisites: EDIS 546; student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited four-year institution of higher education. Please see Taskstream Statement under Mission Statement.
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.

EDIS 582 ADVANCED SENSORY/MOTOR INTERVENTION 3
Prerequisites: EDIS 546; student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited four-year institution of higher education. Please see Taskstream Statement under Mission Statement.
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.

EDIS 583 ADVANCED SENSORY/MOTOR INTERVENTION SPECIALIST FIELD 1
30 Field hours. Prerequisites: EDIS 546; student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited four-year institution of higher education. Please see Taskstream Statement under Mission Statement.
A field placement taken concurrently at the graduate level with EDIS 582, Advanced Sensory/Motor Intervention, to be completed in an inclusive educational setting. Individuals seeking Intervention Specialist licensure must complete this field in an inclusive setting.

EDIS 584 COMMUNICATION: INTERVENTION SPECIALIST MODERATE/INTENSIVE 3
Prerequisites: EDIS 507 concurrent with EDIS 585; student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited four-year institution of higher education. Please see Taskstream Statement under Mission Statement.
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.

EDIS 585 COMMUNICATION FIELD—INTERVENTION SPECIALIST MODERATE/INTENSIVE 1
30 Field hours. Prerequisites: EDIS 507 concurrent with EDIS 584; student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited four-year institution of higher education. Please see Taskstream Statement under Mission Statement.
A field placement taken concurrently at the graduate level with EDIS 584, Communication: Intervention Specialist Moderate/Intensive, to be completed in an inclusive educational setting. Individuals seeking Intervention Specialist licensure must complete this field in an inclusive setting.

EDIS 587 ELEMENTARY INTERVENTION SPECIALIST FIELD EXPERIENCE 3
88 field hours, taken concurrently with EDIS 549. Prerequisites: Student must hold a bachelor’s degree and admission to the Ashland University Bachelor’s Plus Graduate Program in Classroom Teacher Licensure. Please see Taskstream Statement under Mission Statement.
A.U. graduate students are instructed in the use of both formal and informal assessment techniques to gain a well-rounded perspective of the student’s present level of performance across
a variety of skill areas. The graduate education students are instructed in the interpretation of the gathered data and how to translate such information into practical goals and objectives from which tutorial lessons can be designed, conducted, and evaluated. An emphasis is placed on applying practices based on sound research. All activities are conducted under supervision in a neighboring school thus allowing immediate and systematic feedback as the teaching students apply a variety of techniques. Fee required to cover cost of mileage expense for travel by supervisor and copies/materials to students. Individuals seeking Intervention Specialist Licensure must complete this field in an inclusive setting.

**EDIS 588 MIDDLE SCHOOL INTERVENTION SPECIALIST MULTICULTURAL FIELD EXPERIENCE 3**

92 field hours, taken concurrently with EDIS 534. Prerequisites: A bachelor’s degree and admission to the Ashland University Bachelor’s Plus Graduate Program in Classroom Teacher Licensure required. Please see Taskstream Statement under Mission Statement. 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 socioeconomic 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 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. Individuals seeking Intervention Specialist Licensure must complete this field in an inclusive setting.

**EDIS 589 HIGH SCHOOL INTERVENTION SPECIALIST FIELD EXPERIENCE 3**

92 field hours; taken concurrently with EDIS 534. Prerequisites: A bachelor’s degree and admission to the Ashland University Bachelor’s Plus Graduate Program in Classroom Teacher Licensure. Please see Taskstream Statement under Mission Statement. 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. Individuals seeking Intervention Specialist Licensure must complete this field in an inclusive setting.

**EDIS 591 INTERNSHIP FOR TALENTED PROGRAMS 5**

Prerequisites: EDFN 586, 589, and Praxis I tests. Supervised field experience instruction of school-aged students identified as gifted and talented. Fee required to cover cost of mileage expense for travel by supervisor and copies/materials to students.

**EDIS 592 INTERNSHIP FOR INTERVENTION SPECIALIST 5–10**

Prerequisites: EDFN 586, 589, and Praxis I tests; all methods courses must be complete before internship. Please see Taskstream Statement under Mission Statement. Supervised field experiences in teaching for intervention specialist. Fee required to cover cost of mileage expense for travel by supervisor and copies/materials to students. Individuals seeking Intervention Specialist Licensure must complete this field in an inclusive setting.

**EDIS 606 INTERNSHIP INTERVENTION SPECIALIST MILD/MODERATE 5–10**

12 weeks. Prerequisites: Candidate must have completed all methods courses and post-baccalaureate (Bachelor’s Plus) program requirements in preparation for initial licensure. Please see Taskstream Statement under Mission Statement. Supervised field experience with an intervention specialist in a school setting. Fee required to cover cost of mileage expense for travel by supervisor and copies/materials to student.

**EDIS 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 endorsement for Intervention Specialist/Gifted.

**EDIS 651 CURRICULUM DEVELOPMENT FOR EDUCATION OF THE TALENTED 3**

Prerequisite: EDIS 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 the endorsement.

**EDIS 652 DEVELOPMENT AND SUPERVISION OF PROGRAMS FOR THE TALENTE**

| 3 |

Prerequisites: EDIS 650 and 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 practice, trends, and pertinent research within the field of gifted education and talent development education.

**EDIS 653 GUIDANCE AND COUNSELING FOR THE TALENTE**

| 3 |

Prerequisites: EDIS 650 and 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 and SHB 282, 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 Endorsement.

**EDIS 654 CREATIVITY STUDIES FOR TEACHERS OF THE TALENTE**

| 3 |

Prerequisites: EDIS 650 and 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 or her creative, (2) the creative process, and (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 Endorsement.

**EDIS 710 FIELD PRACTICUM FOR TALENT DEVELOPMENT IN EDUCATION**

| 2 |

Prerequisites: Students should have completed the required courses in the Talent Development program. M.Ed. candidates must have completed the CORE requirements and 21 semester hours to be eligible for the Field Practicum.

A field experience which emphasizes the application of knowledge gained in the M.Ed. Talent Development program (Curriculum and Instruction). Candidates collaborate to select instructional strategies and technologies that create meaningful learning experiences for all students, focusing on Talented/Gifted students, and explain how their choices reflect a thorough understanding of the school, family, and community contexts in which they work. They implement those instructional strategies, and then analyze student performance data to make data-driven decisions about strategies for teaching and learning.

**EDIS 781 THESIS CAPSTONE IN TALENT DEVELOPMENT EDUCATION**

| 3-6 |

Prerequisites: CORE requirements and 21 semester hours of course work, and signed intent form.

A coordinated research experience in which the candidate will design and conduct an in-depth study of an issue or innovation in talent development education, either through field-based gathering of data or extensive reading and synthesis of the professional literature. Candidates will work with an advisor to develop and implement an inquiry project that will be assigned from 3 to 6 hours of credit depending on its scope and depth. Students will document the project in a 3-5 chapter written document that follows guidelines that are specified in the thesis handout. (Intent fee required.)

**EDIS 788 CAPSTONE INQUIRY SEMINAR: TALENT DEVELOPMENT**

| 3 |

Prerequisites: CORE requirements and 24 semester hours of course work, and signed intent form.

Participants work collaboratively to explore a topic or issue related to Talent Development in the areas of curriculum, instruction, or such foundational concepts as the social, cultural, political, and psychological factors that influence schools and learning. Students will participate in extensive reading of professional literature and in-depth discussions. The seminar may also involve study of media resources or firsthand experiences such as travel, service learning, or action research. Students will produce final products that show evidence of in-depth understanding of the topic and careful reflection about implications for future practice or research. (Intent fee required.)

**EDIS 796 TALENTE**

| 5-10 |

Prerequisites: EDIS 650, 651, 652, 653, 654, or permission of Program Team Leader

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 of Education in Curriculum and Instruction with emphasis in Talent Development Education. (Fee required to cover costs.)

**THE DEPARTMENT OF SPORT SCIENCES**

Mission Statement of the Department of Sport Sciences

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.

EDPE 506 ADAPTED PHYSICAL EDUCATION AND INCLUSIVE GAMES 3
This course will introduce the graduate students to a wide spectrum of disabilities, theories, methodologies, and an understanding of adapting physical education for individuals with disabilities. Upon completion of this course, students will have had an opportunity to view community programs, inclusion models, and observation of selected programs.

EDPE 511 COMMUNITY INCLUSION AND ADAPTED SPORTS 3
The course explores the issues affecting inclusion and adapted sports. A variety of inclusion topics and investigation of adapted sports for all disabilities will be reviewed. Field trips and field experiences are a part of this course.

EDPE 513 MOVEMENT EDUCATION AND CREATIVE RHYTHMS 3
The study of the creative process of learning through movement including basic movement, creative rhythms, movement exploration, mechanical analysis of motor skills, progressive motor development, and problem solving.

EDPE 594 FIELD STUDY FOR ADAPTED PHYSICAL EDUCATION FOR SPECIAL POPULATIONS 2
Prerequisite: PE 506 or taken concurrently with PE 506
The course is a field-based study of sensory-motor and early intervention techniques for mild/moderate/intensive interventions involving physical activity and motor/physical development for PreK–12 special populations.

EDSS 670 SPORT MEDICINE PRINCIPLES FOR SPORT PROFESSIONALS 3
This course will study the latest research techniques and controversial topics in the field of sports medicine. Sports professionals will be able to better prepare their athletes, teams, and athletic staffs in decisions regarding health care.

EDSS 671 THE SCIENTIFIC BASIS OF SPORT 3
An introduction to the basic exercise sciences as they relate to the improvement of sport performance. Basic principles of Biomechanics, Functional Kinesiology, and Sports Physiology will be introduced.

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
A 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 their 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 the fundamentals of economics, and the organizing of the sport enterprise for financial management.

EDSS 778 PRACTICUM IN SPORT EDUCATION  5
Prerequisites: EDFN 501, 506, 508, faculty approval, completion of majority of course work, and 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. (Intent fee required.)
MISSION STATEMENT:
The mission of the Dwight Schar College of Nursing is to educate individuals to become professional nurses committed to nursing practice, leadership and service. Our guiding values are integrity, caring, accountability, respect, and excellence. Our vision is to be recognized as the premier nursing college in the Midwest educating graduates to serve a global and diverse society.

DEAN
Faye Grund, Interim Dean, Dwight Schar College of Nursing

PROGRAM DIRECTOR
Holly Finks

The School Nurse Licensure Program, administered by the Dwight Schar College of Nursing, is open to actively licensed, BSN prepared nurses. The program consists of six courses and a school nurse internship. Upon completion of the didactic and internship requirements, the student is eligible to apply for licensure through the Ohio Department of Education. For information, contact Dwight Schar College of Nursing, 419.520.2631 or www.ashland.edu/students/programs/school-nurse-licensure.

CURRICULUM: SCHOOL NURSE LICENSURE
(BSN is required for acceptance)

REQUIRED COURSES:
Course Number and Title Hrs. Prerequisites
EDFN 402 Social & Professional Issues in Education OR 3 Senior Status or Permission
EDFN 500 Contemporary Education: Issues and Topics (3) Senior Status or Permission
EDIS 250/546 Introduction to Educational Intervention 3 None
EDUC 470 Internship OR 5 or 10* Permission
EDUC 795 Internship/Licensure (5 or 10)* Permission
FCS 270 Lifespan Human Development 3 None
HS 318 School Health Environment & Services 3 Waived for Nursing Students
NUR/HS 309 Nursing Process: Int’l./Trans-cultural Perspectives OR 3 None
SOC 301 Race, Ethnic, & Minority Issues (3) None
NUR 320 Educational Strategies for Nurses 3 None

TOTAL HOURS 23-28

*NOTE: The amount of internship credit required is determined by the CON School Nurse Licensure Director.

COURSE DESCRIPTIONS

EDFN 402 SOCIAL & PROFESSIONAL ISSUES IN EDUCATION 3
Please see the description of this course located in the Department of Educational Foundations (EDFN) “Course Descriptions” section of the undergraduate catalog.

EDFN 500 CONTEMPORARY EDUCATION: ISSUES AND TOPICS 3
Please see the description of this course located in the College of Education’s Department of Educational Foundations (EDFN) “Courses and Descriptions” section of this catalog.

EDIS 250 INTRODUCTION TO EDUCATIONAL INTERVENTION 3
Please see the description of this course located in the Department of Inclusive Services and Exceptional Learners (EDIS) “Course Descriptions” section of the undergraduate catalog.

EDIS 546 INTRODUCTION TO EDUCATIONAL INTERVENTION 3
Please see the description of this course located in the College of Education’s Department of Inclusive Services and Exceptional Learners (EDIS) “Courses and Descriptions” section of this catalog.

EDUC 470 INTERNSHIP 5 or 10
Please see the description of this course located in the Education-General (EDUC) “Courses Descriptions” section of the undergraduate catalog.

EDUC 795 INTERNSHIP/LICENSURE 5 or 10
Please see the description of this course located in the College of Education’s (EDUC) “Courses and Descriptions” section of this catalog.

FCS 270 LIFESPAN HUMAN DEVELOPMENT 3
A study of development, behavior, and interpersonal competence through the life span; emphasis on developing a good self-concept, workable value system, attitudes about self and others, good interpersonal relationships. Trends and current concerns in areas of human growth and development considered.
HS 318 SCHOOL HEALTH ENVIRONMENT & SERVICES 3
A study of standards necessary for developing and maintaining a healthful school environment and of the broad areas of responsibility for school health services and health education.

NUR/HS 309 INTERNATIONAL/TRANSCULTURAL PERSPECTIVES IN NURSING 3
The focus of this course is to gain an international perspective of health care issues. Through small group work, students will compare health-related values, beliefs, and practices in selected countries outside the United States with health-related values, beliefs, and practices within the United States. Incorporating this knowledge, students will then develop appropriate professional interventions for a specific subcultural group.

NUR 320 EDUCATIONAL STRATEGIES FOR NURSES 3
This course provides an overview of educational strategies for nurses. The focus of the study is specific roles and responsibilities of the professional nurse to educate patients, peers, and the community. Curriculum concepts emphasized are adult learning theory, learner needs, teaching methods, styles of learning, professional responsibility, program and learner evaluation, and supportive and active learning environments. Students in the school nurse track will consider concepts specifically in the context of school health education for adolescent and adult populations.

SOC 301 RACE, ETHNIC, & MINORITY ISSUES 3
An exploration of the question, “Is there an American culture?” The course will examine the interaction between dominant and minority cultures in the United States. The concept of culture will be discussed in terms of both the majority culture that provides the societal framework that encourages assimilation and fusion, and the minority subculture that strives and struggles to maintain a sense of identity, reflecting pluralistic tendencies. The consequences of living in a multi-ethnic, multi-faith, multicultural society will be examined.
MISSION STATEMENT:
The mission of Ashland University Professional Development Services is to support and provide high quality professional learning opportunities that integrate 21st Century skills with high expectations for educators and other professionals.

Executive Director of Professional Development Services, Main Campus/Telego Center for Educational Improvement
Marilyn Troyer

Director of Professional Development Services, Southwest Center
James Quatman

Director of Professional Development Services, Columbus Center
Patty Canupp

Director of Professional Development Services, Elyria Center
Larry Pfrogner

Director of Professional Development Services, Massillon Center
Paul Stellar

MISSION STATEMENT:
One of the building blocks of a free society is a market economy where individual choice is valued and individual effort is rewarded. These concepts imply responsibility both for oneself and to the community. While we believe that freedom is natural to humans, we also believe that it must be nourished through education.

The Gill Center specifically promotes increased knowledge of the private enterprise system in its various education, public, business, and government constituencies.

Director, Gill Center for Business and Economic Education
John Dowdell

Coordinator, Special Projects, Strategic Initiatives Centers for Economic Education
Paula Aveni

Director, Centers for Economic Education
Russell Harris

PROFESSIONAL DEVELOPMENT SERVICES AND GILL CENTER FOR BUSINESS AND ECONOMIC EDUCATION PROGRAM OFFERINGS

Workshops, classes, 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, ECED 584: SITE SPECIFIC WORKSHOPS/CLASSES
[Specific subtitles added based on class 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.)
Ashland Theological Seminary is a graduate division of Ashland University under the governance of the same Board of Trustees. The Seminary seeks to fulfill the identity statements of the University, while at the same time being true to its own unique calling as found in its mission statement and other identity statements.

**MISSION STATEMENT:**
Ashland Theological Seminary integrates theological education with Christ-centered transformation as it equips men and women for ministry in the church and the world.

**DEAN**
Dale R. Stoffer, Academic Dean, Ashland Theological Seminary

**FACULTY**
David W. Baker, Professor of Old Testament and Semitic Languages
Paul W. Chilcote, Professor of Historical Theology and Wesleyan Studies
Brenda Colijn, Professor of Biblical Interpretation and Theology
David deSilva, Trustees’ Professor of New Testament and Greek
Jerry R. Flora, Professor Emeritus of Theology and Spiritual Formation
L. Daniel Hawk, Professor of Old Testament and Hebrew
Douglas L. Little, Professor Emeritus of Pastoral Counseling
David P. Mann, Professor of Counseling
Marvin A. McMickle, Professor of Homiletics
William H. Myers, Professor of New Testament and Black Church Studies
Paul Overland, Professor of Old Testament and Semitic Languages
Melissa W. Corbin Reuschling, Professor of Ethics and Theology
Michael Reuschling, Professor of Counseling
John C. Shultz, Professor of Counseling
Ronald L. Sprunger, Professor Emeritus of Music
Dale R. Stoffer, Professor of Historical Theology
O. Kenneth Walther, Professor Emeritus of Greek and New Testament
Terry Wardle, Professor of Church Planting and Spiritual Formation
JoAnn Ford Watson, Professor of Christian Theology and Spiritual Formation
Lee Wetherbee, Professor of Counseling
John Byron, Associate Professor of New Testament and Greek
Tony Donofrio, Associate Professor of Counseling
J. Robert Douglass, Associate Professor of Worship and Music
Walter J. Kime, Associate Professor of Field Education
William P. Payne, Associate Professor of Evangelism/Missions
Mitzi J. Smith, Associate Professor of New Testament and Early Christianity
Michael B. Thompson, Associate Professor of Practical Theology
Terence Mournet, Assistant Professor of New Testament
Claudia J. Sadler-Gerhardt, Associate Professor of Counseling
Dawn Morton, Instructor of Christian Formation

**PRESIDENT’S CABINET**
John C. Shultz, President of Ashland Theological Seminary
Dale R. Stoffer, Academic Dean
Leroy A. Solomon, Vice President of Institutional Advancement
Glenn R. Black, Director of Enrollment Management
Jim Thomas, Director of Operations

**ADMINISTRATION**
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Matthew Bevere, Interim Director, Doctor of Ministry Program
Ramone Billingsley, Student Specialist, Cleveland Center
Wanda Coleman, Director of Recruitment, Doctor of Ministry Program
David Cooksey, Director of Church Relations
Janice Glenn, Executive Assistant to the President
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Carrie Hudson, Coordinator of Academic Support Services
Jerrolynn Johnson, Director of Detroit Counseling Program
Renee Johnson, Enrollment Counselor
Miles Larson, Enrollment Counselor
Lynne Lawson, Assistant Director of The Formational Counseling Institute
Matt Lewis, Director for Excellence in Leadership
Sylvia Locher, Library Director
Lori Lower, Registrar – Seminary
Pamela Pangborne, Student Specialist, Detroit Center
Bridget Ross, Coordinator of Smetzer Counseling Center
Dawn West, Director of Development

**PHILOSOPHY OF THEOLOGICAL EDUCATION**
In order to carry out its mission, Ashland Theological Seminary brings together faculty with shared commitment to biblical, evangelical faith; the pursuit of excellence in teaching; professional development through continuing education and research; and service to the church and the world. The interdenominational team of educators attempts to create both a community of fellowship and a climate for learning. The faculty recognizes teaching supported by research and scholarship as their central and most important responsibility.

Learners are challenged to ground their Christian identity in an intimate relationship with God as they grow and mature in Christ under the guidance of the Holy Spirit. This growth takes place in the context of a nurturing community that encourages learners to develop and exemplify a Christ-like character. Through the classroom and co-curricular experiences, learners
are challenged to clarify their unique calling in the Kingdom of God. The curriculum is designed to develop competence in hermeneutics, biblical studies, history, and theology, as well as ministry areas such as preaching, teaching, leadership, worship, pastoral care, counseling, spiritual formation, missions and evangelism.

The Seminary creates a learning environment that emphasizes both biblical conviction and tolerance. This climate facilitates the appreciation of persons and ideas from diverse Christian traditions within a cross-cultural perspective. Learners are encouraged to deepen their understanding of and involvement in their own denominational traditions. The Seminary models and fosters a commitment to servant leadership according to the example of Jesus and to lifelong learning which balances ministry and family life.

The administration and staff serve an essential role in helping faculty fulfill the mission Ashland Theological Seminary. Modeling an attitude of servant-leadership, they seek to provide all the necessary institutional resources for all members of the Ashland Theological Seminary community to excel in their areas of ministry and responsibility.

CENTERS

ASHLAND, OH – The campus is located in a garden like residential neighborhood within Ashland’s historical district. Three academic buildings, two administrative buildings, a library, chapel, archeology collection and several residential facilities make up the campus. We are located at 910 Center Street, Ashland, OH 44805.

CLEVELAND, OH – Students in metropolitan Cleveland can earn a Diploma of Christian Studies, Master of Arts in Practical Theology, Master of Arts (Religion) or Master of Divinity degree completely at our Cleveland Center. We are conveniently located at 4645 Richmond Road, Suite 103, Warrensville Heights, OH 44128.

COLUMBUS, OH – Our Columbus Center is housed at 1900 E. Dublin Granville Road, Columbus, OH 43229. Full degrees are available in the Diploma of Christian Studies, Master of Arts in Practical Theology, Master of Arts (Religion), Master of Divinity and Master of Arts in Clinical Counseling (2012).

DETROIT, MI – The Detroit Center offers the Diploma of Christian Studies, Master of Arts in Practical Theology, Master of Arts (Religion), Master of Arts in Counseling, Master of Divinity and courses leading to the Doctor of Ministry. You will find the Center at 23100 Providence Drive, Suite 380, Southfield, MI 48075.

DEGREE PROGRAMS

In selecting a degree program, students should consider the unique calling that God places on each person. The following degree programs are available:

Diploma of Christian Studies 44 quarter hours

Master of Divinity (General) 144 quarter hours

Master of Divinity (Concentration Options) 144 quarter hours
  - Christian Formation
  - Evangelism/Church Renewal
  - Chaplaincy
  - Black Church Studies
  - Worship
  - Pastoral Counseling & Care
  - Spiritual Formation
  - Church History
  - Christian Theology
  - Old Testament
  - Bible
  - New Testament

Master of Divinity Counseling (Detroit Only) 164 quarter hours

Master of Divinity Clinical Counseling (Ohio Only) 182 quarter hours

Master of Arts in Practical Theology 86 quarter hours
  - Christian Formation
  - Evangelism/Church Renewal
  - Chaplaincy
  - Black Church Studies
  - Worship
  - Pastoral Counseling & Care
  - Spiritual Formation
  - Specialized Ministry
  - General Ministry

Master of Arts in Counseling (Michigan Only) 96 quarter hours

Master of Arts in Clinical Counseling (Ohio Only) 114 quarter hours

Master of Arts (Religion) 88 quarter hours

Master of Arts (Biblical, Historical, Theological Studies) 96 quarter hours
  - Old Testament
  - New Testament
  - Christian Theology
  - Church History
  - Anabaptist & Pietist Studies

Doctor of Ministry 45 quarter hours
  - Transformational Leadership
  - Formational Counseling
  - Wesleyan Practices
  - Spiritual Formation
  - Black Church Studies
  - Canadian Church Studies
  - Independent Design

Details on all degree programs can be found in the complete Seminary catalog available on our website or you can call the office of Enrollment Management to request a print or digital copy today.
## TUITION AND FEES

<table>
<thead>
<tr>
<th>Tuition Type</th>
<th>Fee Details</th>
</tr>
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<tbody>
<tr>
<td>Master's Tuition</td>
<td>$375 per quarter hour</td>
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<tr>
<td>One 4 qt. hr. course</td>
<td>$1,500</td>
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<tr>
<td>Comprehensive Fee (12-16 hours)</td>
<td>$4,500 per quarter</td>
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<tr>
<td>Technology Fee</td>
<td>$15 per course (max of $60 per quarter)</td>
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<tr>
<td>Doctoral Tuition</td>
<td>$350 per quarter hour</td>
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<tr>
<td>One 5-qt. hr. course</td>
<td>$1,750 per course</td>
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<tr>
<td>Continuation Fee</td>
<td>$250 per quarter</td>
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<tr>
<td>Technology Fee</td>
<td>$15 per course</td>
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<tr>
<td>Other Fees</td>
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<tr>
<td>Independent/Directed Study</td>
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<td>Counseling CEU</td>
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<td>Audit</td>
<td>$250</td>
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<tr>
<td>IT 500 Course Fee</td>
<td>$50 (one time)</td>
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<tr>
<td>MDIV Fee</td>
<td>$25 per quarter</td>
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<tr>
<td>Midwest Counseling Lab Fee</td>
<td>$50 per quarter</td>
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</tbody>
</table>

Scholarship, Internships and Graduate Assistantships are all available at the Seminary. Please contact the Office of Enrollment Management for details. Application deadline for Scholarships is May 15 each year.

Ashland has housing available including efficiency, one-two-three bedroom apartments, houses and overnight housing.

Optional chapel services and spiritual formation groups assist students in their personal and spiritual development.

Students at Ashland Theological Seminary come from over 75 denominations. 52% are women and 35% represent minority communities.

There are several opportunities for you to learn more about Ashland Theological Seminary.

1. Call today and schedule a personalized visitation day with one of our Enrollment Counselors.
2. Attend one of our Experience Ashland Preview Days where you join other future students visiting a class, lunching with professors and living the life of a student for the day.
3. Explore our website to find information on our academic, spiritual and formational community.

The Office of Enrollment Management
419.289.5166
1.866.ATS.OHIO

http://seminary.ashland.edu
The Ohio Department of Education has granted approval for teacher education licensure in early childhood, middle grades, grades 7-12 content areas, pre-K-12 specialist areas; intervention specialist areas; and school nurse programs. Ashland University is accredited by the National Council for the Accreditation of Teacher Education (NCATE), currently has partnerships with state and university, providing assistance from the National Association of State Accrediting Councils; Commission on Accreditation of Athletic Training Education (CAATE), National Association of Schools of Music (NASM); The National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036, 202.686.7494, which covers the B.S.Ed., M.Ed., and Ed.D. programs; the Council on Social Work Education (at the baccalaureate level); College Consortium for Overseas Student Teaching (COST); Association of Governing Boards; National Association of Independent Colleges and Universities (NAICU); Council of Independent Colleges (CIC); the Ohio Board of Nursing; and The Commission on Collegiate Nursing Education (CCNE). Authorization to grant degrees to students is maintained by Ashland University, and the University reserves the right to make changes in student policies and procedures and to make, at any time, the changes it deems advisable in the offerings, rules, and regulations of the University. Each student has the obligation to become familiar with the contents of this catalog and follow the directives as stated.

The purpose of this Act is to require educational institutions and agencies to conform to fair information practices. Ashland University will not release personally identifiable student records on file without prior student consent. Exceptions to this are (1) Ashland University school officials or teachers who have a legitimate educational interest in the student, (2) another school to which the student has applied and intends to enroll, (3) authorized federal and state officials, (4) persons dealing with a student's application for financial aid, and/or (5) parents. It is Ashland University policy that no data from student records be provided to nonuniversity agencies for mailing purposes. Access to information regarding a student's personal file will not be permitted to any other party, except those indicated above, without written consent of the student. Inquiries regarding compliance may be directed to the Registrar, Ashland University, 401 College Ave., Ashland, OH 44805.

Ashland University is a member of the Council of Graduate Schools, Accreditation/Association Memberships

Ashland University is a member of The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (web address: http://www.ncahlc.org; phone 312.263.0456). In addition, individual programs are accredited by the American Association of Colleges of Pharmacy (AACP); American Chemical Society; Commission on Accreditation of Athletic Training Education (CAATE); National Association of Schools of Music (NASM); The National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036, 202.686.7494, which covers the B.S.Ed., M.Ed., and Ed.D. programs; the Council on Social Work Education (at the baccalaureate level); College Consortium for Overseas Student Teaching (COST); Association of Governing Boards; National Association of Independent Colleges and Universities (NAICU); Council of Independent Colleges (CIC); the Ohio Board of Nursing; and The Commission on Collegiate Nursing Education (CCNE). Authorization to grant degrees to students is maintained by Ashland University, and the University reserves the right to make changes in student policies and procedures and to make, at any time, the changes it deems advisable in the offerings, rules, and regulations of the University. Each student has the obligation to become familiar with the contents of this catalog and follow the directives as stated.

Individual Rights

Ashland University is an Equal Opportunity Institution and reasonable efforts will be made to accommodate all students regardless of dis- abilities, sex, age, race, color, religion, and national or ethnic origin, as per Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the American Disabilities Act of 1991. Each applicant for admission to Ashland University is considered on individual merit. Each applicant’s record is reviewed for academic achievement, aptitude, and interest in order to admit those students who possess the ability and motivation to benefit from their enroll- ment at Ashland University. The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act

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