Ashland University
2014 - 2015 Graduate Catalog

Beginning our one hundred and thirty-seventh year devoted to the development of each student's personal potential.

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Accreditations/Associations Memberships

Accreditations

Ashland University is accredited by The Higher Learning Commission and a member of the North Central Association (web address: http://www.ncahlc.org and phone: 800-621-7440 or 312-263-0456). Authorization to grant bachelor, master and doctor degrees comes from the Ohio Board of Regents. In addition, individual programs are accredited by:

- Association of Theological Schools (ATS)
- Accreditation Council for Business Schools and Programs (ACBSP), including specialized accreditation in accounting.
- American Chemical Society
- Commission on Accreditation of Athletic Training Education (CAATE)
- National Association of Schools of Music (NASM)
- National Council for Accreditation of Teacher Education (NCATE)
- Council on Social Work Education (baccalaureate level)
- Ohio Board of Nursing and Commission on Collegiate Nursing Education (CCNE)
- Commission on English Language Program Accreditation (CEA) for the ACCESS Program.

University Memberships

AU holds membership in American Association of Colleges of Nursing, National Collegiate Honors Council, National League for Nursing, Institute of International Education, NAFSA: Association of International Educators, the National Collegiate Athletic Association, and Association of Independent Liberal Arts Colleges for Teacher Education.

Ashland University also is a member of Ohio Foundation of Independent Colleges, Association of Independent Colleges and Universities of Ohio, Ohio Association of Colleges for Teacher Education, Ohio Association of Private Colleges for Teacher Education, Ohio Campus Compact, Consortium for Overseas Student Teaching (COST); Association of Governing Boards; National Association of Independent Colleges and Universities (NAICU); Council of Independent Colleges (CIC); and Ohio Newspaper Association.

Departments hold memberships in American Alliance for Health, Physical Ed., Recreation and Dance; American Association of Intensive English Programs; American Council on the Teaching of Foreign Languages; American Hotel and Lodging Educational Foundation; Associated Writing Programs; Broadcast Education Association; Foundation in Art: Theory and Education; National Communication Association; Ohio Association for Health, Physical Education, Recreation and Dance; Ohio Association of Broadcasters; Ohio Biological Survey; Ohio Council of Deans and Directors of Baccalaureate and Higher Degree Nursing Programs; and Ohio League of Nursing.
Student Memberships

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, National 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 Omicron Nu, National Family and Consumer Sciences Honor Society; Omicron Delta Epsilon, the International Economics Honor Society; Phi Alpha, National Social Work Honor Society; Phi Alpha Theta, International Honor Society in History; Phi Sigma Iota, Gamma Tau chapter, 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 Honor Society 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; Theta Alpha Kappa, National Honor Society for Religious Studies and Theology; and Upsilon Pi Epsilon, International Honor Society for the Computing and Information Disciplines.

Ashland University Rights

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.

The provisions of this catalog are to be considered directive 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.

Individual Rights

Ashland University is an Equal Opportunity Institution and reasonable efforts will be made to accommodate all students regardless of disabilities, 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 1990. 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 enrollment at Ashland University.

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 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 non-university agencies for mailing purposes.

Inquiries regarding compliance may be directed to the Registrar, Ashland University, 401 College Ave., Ashland, Ohio 44805.

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
Phone Number
Parent's Name and Mailing Address
Email Address
Class
Center Attended
Dates of Attendance
Full, Half, Part time Status
Degrees and Awards Received
Previous Institutions Attended
Participation in fully recognized activities and sport
Photographs, weight, and height of athletic team members
Date and Place of Birth
Major

Student Right to Know Act

In accordance with guidelines for the Student Right to Know Act, Ashland University had a six-year graduation rate of 54% for the first-time full-time freshmen who entered in Fall 2007.
### Ashland University 2014 - 2015 Graduate School Calendar

#### Fall 2014
- Classes Begin: August 18
- Labor Day: September 1
- Fall Break: October 20-21
- Graduation Application Due: May Graduation
- Thanksgiving: November 1
- End of Semester/Finals: December 9

#### Spring 2015
- Classes Begin: January 5
- Martin Luther King Day: January 19
- Spring Break: March 2-6
- Easter Break: April 2-5
- Application Due: May 1
- Spring Commencement: May 9

#### Summer 2015
- Classes Begin: May 11
- Memorial Day (no classes): May 25
- MAHG MASTAHG Classes Begin: June 21
- Independence Day (no classes): July 4
- MAHG MASTAHG Classes End: July 17
- MFA Summer Residency Begins: July 18
- MFA Summer Residency Ends: August 1
- Classes End: August 7
- MFA Summer Residency in Paris: June 13 - 27
Welcome

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 our 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 136-year history of serving humankind. This rich tradition combines respect for persons through a commitment to 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 5,900 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, Dwight Schar Athletic Complex and the Schar College of Nursing and Health Sciences. They are second to none, combining beauty with technology to 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.

Dr. William C. Crothers, Interim President
Mission of Ashland University

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

Located midway between Cleveland and Columbus off I-71, Ashland University is home to 2,500 full-time undergraduate students. Ninety-two percent of these students are from Ohio, while students also come from 42 other states and 37 countries. The University’s total enrollment is 5,900 students, and this includes graduate programs in business, education, theology and off-campus centers in Cleveland, Columbus, Mansfield, Massillon/Stark, and Elyria.

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 off-campus centers in Columbus, Mansfield, Massillon/Stark, Elyria, Medina, 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.

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 engaged in their local, national and global responsibilities.

Identity Statement

Ashland University is a nationally recognized comprehensive university founded in 1878 by the Brethren Church. The University promotes liberal arts and professional programs for undergraduate and graduate students. Rooted in Christian faith and an unwavering commitment toward accent on the individual, the University provides students an environment that promotes Ashland University's values and respect toward each person.

Core Values

Accent on the Individual: Pledges the best individual and collective efforts to challenge and encourage each member of the University within a supportive community.

Spirituality and Faith: Affirms Christian values as a core element of the University’s institutional identity, emphasizing faith in God, moral integrity, and respect for the diversity of values and faith that is found in a community of learning.

Character Development: Promotes integrity, self-discipline, responsibility, compassion, leadership, service, and good citizenship.

Academic Freedom: Supports free, open and critical inquiry for both students and faculty that is consistent with intellectual and professional development.

Excellence in Teaching: Emphasizes teaching supported by research and scholarship as the University's central responsibility.
Admissions Procedures

Admission to the Graduate Study

Admission to the Graduate School and admission to specific degree programs at Ashland University is a two-part process. Students wishing to take graduate courses at Ashland University must follow this admission process and complete the appropriate application.

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 graduate study at Ashland University:

Students seeking a graduate degree:

1. A completed Ashland University application.
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) is required for full admission to graduate study. Individual programs may choose to admit students on a conditional basis with an undergraduate GPA less than 2.75 or a graduate GPA less than 3.0. Please note: individual graduate degree programs may require higher GPA for admission.

Transcripts, application fees paid by check or money order, or other correspondence should be mailed to:

Enrollment Services
Ashland University
401 College Avenue
Ashland, Ohio 44805

Official Electronic transcripts should be submitted to Enroll-grad@ashland.edu.

Conditional Admission to the Graduate Study

A student admitted conditionally must maintain:

a. A 3.0 GPA at the conclusion of 12 semester hours of course work. Students who do not maintain a minimum of 3.0 at the conclusion of their first 12 hours of graduate study will be subject to dismissal by the individual program.

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

Provisional Admission

Students pursuing a degree, certificate, licensure, or endorsement may be admitted provisionally to graduate study at Ashland University for one semester with unofficial transcripts. Students are blocked after their first semester of registration from taking additional courses until official transcripts are submitted to the Registrar's Office. Guest Non-Degree may not be admitted provisionally.

Readmission

Any student who has been absent from the university for three or more consecutive semesters (including summer) must apply for readmission to their program. Students reentering the university will be automatically updated to the current catalog year. Students are not required to pay an application fee or submit transcripts unless coursework was completed at another institution during their absence from AU.

Guest Non-Degree

Guest Non-Degree graduate student status applies to a candidate who would like to take graduate course work for professional development or for personal enrichment. To apply for admission as a Guest Non-Degree student, the candidate will be required to provide proof of undergraduate degree by means of an official academic transcript. If the student decides to apply for a graduate program (change their status from a degree-seeking student) and admission is granted, full credit will be given for up to 12 credit hours completed with a grade of at least “B”, while having the non-degree status. This may vary by program. A Guest Non-degree student must receive permission from the Graduate Program administrator before registering for specific courses.

Options for Graduate Study 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. Please note: individual graduate programs/colleges may require additional criteria.
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 academic credentials of applicants educated outside of the United States will be evaluated by the Office of Admissions and evidence of English proficiency may be required of all international students. The Office of Admissions will assist international applicants with the preparation and presentation of their application to the Graduate School and program department. The Director of International Student Services will provide accepted students with immigration and orientation information and assistance.

* 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 www.ashland.edu/admissions/apply-today for an online international application and more information. Applicants will be required to submit:
1. Non-refundable application fee of $50 USD.
2. Copy of passport (also include this for any dependent that will be accompanying you).
3. Originals or certified copies of your transcripts or mark sheets, in English and the original language.
4. Copy of your most recent graduation certificate or diploma.
5. TOEFL or IELTS scores, unless seeking admission through the ACCESS program.
6. Proof of financial support.
7. Resume.

Immigration documents will note both ACCESS admission (if applicable) and the academic program (if applicable).

Admission to the Doctoral Program

The admission procedures for the Doctor of Education in 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:

Applicants for the Doctor of Education degree must:

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/graduate-admission.

The Admission portfolio for each candidate consists of the following items:
d. Documentation/description of a record of successful administrative experience and/or documented evidence of leadership activities;
e. 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;
f. An approximately two-page personal statement describing career goals and reasons for wishing to undertake a doctoral program of study;
g. 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;
h. A sample of professional writing ability, approximately five pages in length;
i. 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 February 1 each year.

Applicants are encouraged to begin to prepare materials well ahead of the February 1 deadline.
Master of Business Administration Program Admission Procedures

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, 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 possessing a bachelor’s degree from an accredited institution, with a cumulative undergraduate grade point average of at least 3.0 on a 4.0 scale, and less than two years full-time work experience may also be unconditionally accepted for admission to Ashland University’s MBA program.

An applicant without these requirements may be admitted on a conditional basis, depending on his or her situation. Students with a GPA less than 2.25 may be considered for additional admission after the additional review and approval by the Chair of the MBA program. 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 may be dismissed from the program.

Please see the Graduate Admission Policy earlier in this section of the catalog for more 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 admitted, but be required to enroll in MBA Foundations course work.

How to Apply

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

1. Completed Ashland University Application.
2. Submit a $30 application fee.
3. Submit an updated resume or vitae
4. Submit official academic transcript(s) from accredited institutions of higher education documenting all undergraduate and graduate degrees awarded.

Transcripts, application fees paid by check or money order, or other correspondence should be mailed to:

Enrollment Services
Ashland University
401 College Ave.
Ashland, OH 44805

Official Electronic transcripts should be submitted to Enroll-grad@ashland.edu.

Accelerated Accounting Program

Highly qualified undergraduate students may be admitted into the MBA program on a provisional basis before completing their undergraduate degree, as part of the accelerated BS/MBA program. To be eligible, students must have senior status at Ashland University with a declared major in Accounting, have completed a minimum of fifteen hours of course work in the Accounting major, and have a cumulative grade point average of at least 3.0 on a 4.0 scale. Provisional admission will allow students to take up to nine credit hours of graduate courses. Upon completion of a total of 120 hours or more in the accelerated BS/MBA program, including at least one internship specific to Accounting, the student can apply to the Graduate School for admission. Students will receive bachelors and masters degree concurrently at the commencement ceremony. Refer to the undergraduate catalog for more information on this program, including curriculum details.

Master of Education, Licensure, and Endorsement Programs Admission Procedures

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 may be accepted for admission to the College of Education, Certificate, Licensure, or Endorsement programs on an unconditional basis. Students with a GPA higher than 2.25, but lower than 2.75 are eligible for conditional admission to the College of Education, Certificate, Licensure, or Endorsement programs. Students with a GPA less than 2.25 may be considered for conditional admission after submission of all transcripts from all postsecondary institutions, submission of a letter of explanation, and review by the Dean of the College of Education.

How to Apply

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

1. Completed Ashland University Application.
2. Submit a $30 application fee.
3. Submit official academic transcript(s) from accredited institutions of higher education documenting all undergraduate and graduate degrees awarded.
4. Cumulative GPA of 2.75 or above.

Transcripts, application fees paid by check or money order, or other correspondence should be mailed to:

Enrollment Services
Ashland University
401 College Avenue
Ashland, Ohio 44805

Official Electronic transcripts should be submitted to Enroll-grad@ashland.edu.
Master of Arts in American History and Government (MAHG) or Master of Arts with a Specialization in Teaching American History and Government (MASTAHG) Admission Procedures

The following are required for admission to MAHG or MASTAHG programs as a degree-seeking student:

1. A completed Ashland University Application for Graduate Admission
2. Official academic transcripts from accredited institutions of higher education documenting all undergraduate and graduate degrees awarded. Additional transcripts may be requested at the discretion of the program chair.
3. A minimum undergraduate grade point average of 2.75 on a 4.00 scale, or a minimum graduate grade point average of 3.00 on a 4.00 scale.
4. A $30 application fee. The application fee is waived for applicants who have previously applied to another master's degree program at Ashland University.

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 Programs and have some work experience as a teacher, administrator, or school employee providing direct services to students.

Master of Fine Arts Program Admission Procedures

Students seeking admission to the Master of Fine Arts Program must:

1. submit all required Graduate School application materials
2. submit writing sample (10–15 pages of poetry or 20–25 pages of creative nonfiction)
3. submit two letters of recommendation

Admission is based on the following:

* acceptance into the Graduate School
* 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 Master of Fine Arts 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 Master of Fine Arts Program Web site to complete an online application: www.ashland.edu/graduate/mfa.

Master of Arts in Health and Risk Communication Admission Procedures

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 may be accepted for admission to the Master of Arts in Health and Risk Communication on an unconditional basis. Students with a GPA higher than 2.25, but lower than 2.75 are eligible for conditional admission to the Master of Arts in Health and Risk Communication. Students with a GPA less than 2.25 may be considered for conditional admission after submission of all transcripts from all postsecondary institutions, submission of a letter of explanation, and review by the Graduate Program Director.

How to Apply

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

1. Completed Ashland University Application
2. Submit a $30 application fee
3. Submit official academic transcript(s) from accredited institutions of higher education documenting all undergraduate and graduate degrees awarded.

Applications for the Master of Fine Arts 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.

BS/BSN - DNP

Applicants possessing a Bachelor of Science in Nursing from an accredited institution, with a cumulative undergraduate grade point average of at least 3.0 on a 4.00 scale, currently practicing as an RN with at least one year of clinical experience, and a successful interview will be eligible for admission to the DNP program.

MS/MSN – DNP

Applicants possessing a Master of Science in Nursing from an accredited institution, with a cumulative graduate grade point average of at least 3.0 on a 4.00 scale, current Certificate of Authority, with at least one year of experience as an Advanced Practice Nurse, and a successful interview will be eligible for admission to the DNP program.

How to Apply

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

1. Completed Ashland University Application
2. Submit a $30 application fee
3. Submit a copy of your resume or vitae
4. Submit official academic transcript(s) from accredited institutions of higher education documenting all undergraduate and graduate degrees awarded.
5. GRE scores
6. Submit a copy of your RN Licensure
7. If you are pursuing the MS/MSN to DNP submit your Certificate of Authority for advanced practice
8. Submit a 2-3 page paper on why you are pursuing the DNP degree and discussing a potential clinical area of interest for the DNP Project.

Transcripts, application fees paid by check or money order, or other correspondence should be mailed to:
Enrollment Services
Ashland University
401 College Avenue
Ashland, Ohio 44805

Official Electronic transcripts should be submitted to Enroll-grad@ashland.edu.
Finance and Administration

All tuition, fees, and other charges are set by the University and are subject to change without prior notice. Applicable tuition and fee charges for graduate courses must be paid prior to the first day of class each semester or summer session unless students qualify for corporate reimbursement (see “Corporate Reimbursement” section that follows). 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.

University Fees

<table>
<thead>
<tr>
<th>Program</th>
<th>Tuition/Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Education</td>
<td>$627.00</td>
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<tr>
<td>Doctor of Nurse Practice</td>
<td>$635.00</td>
</tr>
<tr>
<td>Master of Arts in American History and Government</td>
<td>$535.00</td>
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<tr>
<td>Audit</td>
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<tr>
<td>Online</td>
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<td>Master of Business Admin.</td>
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<td>Audit</td>
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<td>Foundation</td>
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<td>Seminar, credit</td>
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<td>Seminar, non-credit</td>
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<tr>
<td>Master of Education</td>
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<tr>
<td>Audit</td>
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<tr>
<td>Master of Fine Arts</td>
<td>$711.00</td>
</tr>
<tr>
<td>Master of Health and Risk Communication</td>
<td>$725.00</td>
</tr>
<tr>
<td>Bachelor's Plus/Licensure</td>
<td>$488.00</td>
</tr>
<tr>
<td>School Nurse Licensure</td>
<td>$474.00</td>
</tr>
</tbody>
</table>

Payment Options

1. Check or credit card payment can be made online through WebAdvisor. Service fees apply.
2. MasterCard, Discover, Visa, or American Express. Service fees apply. Non-Ohio residents call 1.800.882.1548; Ashland County residents call 1.419.289.5085.
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, 2014. 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 ashland.afford.com.

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 $40.00 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 2014–2015 school year are:

Fall 2014: January 9, 2015
Spring 2015: June 5, 2015
Summer 2015: September 4, 2015

To secure corporate reimbursement deferment, students must complete the requested information appearing on the registration form 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.

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(es)—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; or
   - The midpoint of the term for a student who leaves without notifying the institution; or
   - 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 earned in a prorated manner on a per day basis up to the 60% point in the term. Title IV, state and institutional aid is viewed as being 100% earned after the 60% point in time.
   - A refund (if there is one) and an adjusted bill will be sent to the student’s home address following withdrawal.
   - There are no refunds for courses for which a grade of “I” (incomplete) or “IP” (in progress) is received.
   - In accordance with federal regulations, when financial aid is involved, refunds are allocated in the following order: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal Graduate Plus Loan, Federal TEACH Grant, and finally, to the student.

Financial Aid
To apply for financial aid, go to www.ashland.edu/graduate/financial-aid. Information concerning financial aid may also be obtained by contacting the office at 419.289.5003.

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>
</thead>
<tbody>
<tr>
<td>6 or more</td>
<td>full-time</td>
</tr>
<tr>
<td>3–5</td>
<td>half-time</td>
</tr>
<tr>
<td>1–2</td>
<td>less-than-half-time</td>
</tr>
</tbody>
</table>

3. Satisfactory Course Completion is a final grade of “C–” or higher, “S” (Satisfactory) or “CR” (Credit).
4. A repeated course is one taken again 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 Warning 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 not be eligible for aid. (Students in the MFA program who receive all “U” grades within a term 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 Warning. 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.
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 include:

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 Christian values such as compassion, integrity, and honesty.
* Affirm the value of each individual.

Local, national and 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.

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, 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.

Career Service Center
Career Services Center provides career consultation, programs, and a resource room for 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 https://www.ashland.edu/student-affairs/career-services

Commuter Services
Commuter Services is committed to assisting commuter students by identifying available resources and providing services that foster a successful college experience. Through service programs, and advocacy, commuter students’ learning and individual student development are enhanced. For information about commuter services, please visit https://www.ashland.edu/student-affairs/getting-involved/orientation-commuter-services/commuter-services.

Health Center
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.

Diversity
Diversity supports the academic, cultural, and social interests of under-represented students. The office provides programs, seminars, and workshops to promote cultural awareness and provides a comfort zone for diverse students. Major programs include student mentoring, peer advising, a Martin Luther King Jr. celebration, and special event programming. The office also advises Black Student Union.

Recreational Services
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 gymnasia, a 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/sports clubs field. Membership to the Recreation center is open to all students, seminary, faculty, and staff of Ashland University. Graduate Students may opt into membership with a semester fee. Please visit https://www.ashland.edu/admissions/campus-life/recreational-services.
International Student Services

International Student Services provides international immigration advising for approximately 250 international students from over 30 countries; programming, cultural and academic guidance for undergraduate and graduate international students; and international outreach through International Club and AU Ambassadors Program. For more information visit https://www.ashland.edu/iss/.

Safety Services

Safety Services on the Ashland campus serves a wide variety of student needs with officers on duty 24 hours a day. These services at the Ashland campus include crime prevention and emergency response, dispatch/security services offers 24 hours a day, Clery Act compliance (required crime statistics), lockouts, vehicle assistance and parking permit program. For more information visit https://www.ashland.edu/student-affairs/health-safety/safety-services.

For emergencies, please call 911 or Safety Services at the Ashland campus at 419-207-5555. Sexual harassment/violence, discrimination, Title IX and Clery Act information is found at the Ashland University website. Contact Sue Heimann, Vice President for Student Affairs, at sheimann@ashland.edu or 419.289.5324 for more information or assistance.
Religious Life

Executive Director of Religious Life Network and The Call

Jason Barnhart

Ashland University is a liberal arts university committed to Christian values. The Center of Religious Life exists to support, stimulate, and encourage those values in student life and among the various departments of Ashland University. As such, the Center of Religious Life sponsors and cosponsors a large number of student organizations and activities oriented to the Christian life. In addition, the Center sponsors all-campus convocations each year for the President's Convocation, Christmas, and Martin Luther King Jr. Day. Also a baccalaureate service is planned each year highlighting the graduating class.

Some of the student organizations and activities sponsored by Religious Life are The Well, Fellowship of Christian Athletes, Alabaster (creative arts ministry), HOPE Fellowship (retreats), Isaiah Project (ministry opportunities—campus, community, and world), and several different worship opportunities. For more information, see the website, or call the Religious Life office, ext. 5489.

Athletics

Interim Athletic Director

Al King

Ashland University offers 19 intercollegiate sports - 10 for women and nine for men.

Men’s       Women’s
baseball    basketball
basketball  cross country
cross country  golf
football    indoor track
golf        outdoor track
indoor track  soccer
outdoor track  softball
wrestling    swimming
swimming    tennis
volleyball

The 2013-14 academic year was another very strong year for Ashland University athletics. Across the board, from fall through the spring, the Eagles celebrated a wide range of team and individual accomplishments with 13 of AU’s 19 teams competing in NCAA postseason play. Seven teams ended the year in the nation’s Top 20 and AU student-athletes accounted for six national championships. AU had 39 student-athletes recognized as All-Americans. For the spring semester, AU student-athletes had a 3.18 grade point average. The cumulative grade point average for all AU student-athletes was 3.11.

Some of the highlights of the year were:

Football defensive end Jamie Meder was a first team All-American. He signed a free agent contract with the NFL’s Baltimore Ravens. AU has had a player either sign or be drafted in the NFL for five consecutive years.

At the end of the regular season for outdoor track and field, the AU men were ranked third and the AU women were ranked fifth.

Freshman Delainey Phelps reached the NCAA Cross Country Championships in Spokane, Washington.

First-year women’s soccer head coach Dan Krispinsky led the Eagles to the GLIAC Tournament semifinals. AU was one of the most improved teams in the Midwest Region.

Three wrestlers secured All-America honors. Michael Lahry was third in the nation at 133 pounds, Joe Brandt was fifth at 197 pounds and Bryson Hall was eighth at 184 pounds. The Eagles also were included in the nation's Top 20 teams for academic performance. The Eagles had the 14th best grade point average in the nation.
The men's swimming team finished 18th at nationals and the women were 20th. Hannah Mattar, a sophomore in 2013-14, advanced to nationals for the second straight year and was third in the 200 breaststroke, eighth in the 200 IM and 11th in the 200 butterfly. Both AU teams were honored as All-Scholastic Teams by the College Swimming Coaches.

Drew Windle won his second consecutive track national championship indoors in the 800 meters. Windle was named the 2014 NCAA Division II men's national track athlete of the year. At that same championship meet, Jessica Bridenthal won a gold medal in the weight throw and the men's distance relay won a national title. The AU men were third and the Ashland women were fifth.

Trent Mack was recognized as the national men's assistant coach of the year for men's track and field.

Senior guard Alyssa Miller led the women's basketball team to the GLIAC Tournament. Miller completed her career as a three-time selection to the GLIAC All-Defensive Team and was named to the All-GLIAC Team twice.

Miller was named AU's 2013-14 Outstanding Female Student-Athlete of the Year. Swimmer Alex Sheil was selected as the 2013-14 AU Outstanding Male Student-Athlete of the Year.

The softball team advanced to the NCAA playoffs for the sixth consecutive year.

At the end of the regular season for outdoor track and field, the AU men were ranked third and the AU women were ranked fifth.

Teams within the GLIAC conference are:

- Ashland University
- Ferris State University
- Grand Valley State University
- Hillsdale College
- Lake Erie College
- Lake Superior State University
- Malone University
- Michigan Technological University
- Northern Michigan University
- Northwood University
- Ohio Dominican University
- Saginaw Valley State
- Tiffin University
- University of Findlay
- Walsh University
- Wayne State University
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.

This catalog, its policies, programs, and course offerings represent institutional policy and program requirements at the time of print. Students should contact their adviser to discuss any changes to programs or course offerings after print. Revisions to the printed catalog for academic policy changes are available on the Registrar's web page at www.ashland.edu/registrar.

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. Intellectual Development and Wisdom
   Intellectual development, at the advanced level of study, comprises the information and knowledge that students gain during their graduate courses and programs of study. They will continue to improve and strengthen their critical thinking skills and their ability to analyze information. They will refine their ability to develop questions and find appropriate information gathering and research skills. Wisdom as evidenced by insight, discernment, and good judgment comes from the students’ maturing lives and added experiences as well as advanced study.

2. Ethical Behavior and Justice
   As our students develop ethically, they acquire an understanding of what is right and moral and learn how to put into action both the general and specific principles, values, and codes that may serve to guide and influence their conduct in life and work. Development of ethical values will enable students to live their lives in such a way that they will seek justice and behave honorably and fairly to others.

3. Preparation for Living and Working Citizens
   Students entering a graduate program at Ashland University will enhance their status as a productive citizen and develop the ability to fully achieve their career potential by pursuing a rigorous course of study in their field and sharing the career knowledge and experience of faculty and fellow students. By integrating theory and research with practical application, graduate study will enable each student to further improve the specialized knowledge and skills required for their chosen profession.

4. Global Responsibilities
   An active awareness of global responsibilities comes from understanding one's role in what is increasingly a global economy. Whether by traveling to other countries, studying cultures outside of our own, or by experiencing the diverse cultures and peoples within our own borders, competence in fulfilling these global responsibilities comes as our graduate students examine other cultures through personal interactions and well as through formal study.

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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 non-university workplace experience. As a result, students are exposed to teacher-scholars who are also aware of the expectations of the workplace. Because of the nature of Ashland University, professors are not only expected to be experienced and continuously engaged in scholarly activity, but 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, therefore, are available to help students gain valuable insights into the influences that shape their fields.

Ashland offers master's degree programs on the main campus, online, 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. The part-time faculty used have practical and often concurrent experience in their fields of expertise. These faculty 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.

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.

Graduate Programs Offered

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

* Doctor of Education in Leadership Studies
* Doctor of Nurse Practice
* Master of Education
* M.Ed. Adult Education
* M.Ed. Curriculum and Instruction with areas of concentration in:
  - Teaching & Learning in the 21st Century
  - Intervention Specialist—Mild/Moderate
  - Intervention Specialist—Moderate/Intensive
  - Talent Development Education
  - Reading & Literacy
  - Educational Technology
* M.Ed. Educational Administration
* Master Business Administration
* Master of Arts
  - American History and Government
  - Specialization in Teaching American History & Government
  - Health & Risk Communication
* Master of Fine Arts in Creative Writing
* School Nurse Licensure
Graduate Council

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 the graduate curriculum and, in general, advises the dean of the Graduate School. 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.

Registrar's Services

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/transcript.
2. Processing loan deferment forms. Forms can be faxed to 419.289.5939, emailed to regis@ashland.edu, or mailed to Ashland University, Registrar's Office, 401 College Avenue, Ashland, Ohio 44805.
3. Receiving applications for graduation. Graduation applications are accepted through WebAdvisor or through a completed form found at https://www.ashland.edu/administration/registrar/graduation-information.
4. Recording the transfer of approved hours toward the completion of an Ashland University's Masters degree.

Registration Deadlines

Registration for courses must occur during the open registration dates applicable to each program.

Registering for Courses

All students registering for a course must be officially approved before the registration can be processed. Payment must accompany the registration unless other arrangements have been made with Student Accounts.

Six semester hours is considered full time for financial aid purposes. Some graduate programs are designed to accommodate more hours. 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 dean. Petition for overload may be made through the dean for some programs.

Courses By Conference

Courses by conference are not allowed in most program areas. Permission must be granted by the department.

Schedule Changes

Doctor of Education

Students need to register for Doctoral classes at least one week prior to the beginning of the term. 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 Leadership Studies Office one week prior to beginning the activity. After the second class meeting, the Leadership Studies Office will send official class lists to instructors for verification with their signatures. Instructors must return a verified class list to the Leadership 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.

MA History and Government and Specialization in Teaching American History and Government

Registration for all MAHG and MASTAHG students is conducted at the programs’ website, www.ashland.edu/mahg. Students who wish to make changes to their schedule after the submission of a registration but before the start of the course should notify the program office by email at mahg@ashland.edu. Students may not add or drop courses with an AHG-prefix via WebAdvisor.

Students who wish to drop a course at academic penalty must do so no later than:
- For summer on-campus courses, students must notify the program office in writing at mahg@ashland.edu or in person no later than 12:30 pm on the second day of the class (Monday).
- For online courses, students must notify the program office in writing at mahg@ashland.edu or in person prior to the start of the second class meeting.

Students who wish to add a course to their registration must do so no later than:
- For summer on-campus courses, students must notify the program office of a drop within these deadlines will receive a full refund of tuition and a prorated refund for room and board charges (if applicable).

Master of Business Administration

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.

All student registration follows the approved drop, add, and withdrawal dates for the courses set by the Registrar.

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 Master of Business Administration 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 Master of Business Administration Office stating the course to be dropped;
2. the section of the course;
3. a brief but complete reason for withdrawal from the course;
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 Master of Business Administration Office and approval of the request, a registration change (drop slip) will be completed.

Changes in the student's schedule will be made with the consent of the director 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.

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.

Program Change

Any student wishing to change their major within or between colleges after initial registration must apply for admission to the new program. Students changing specializations are not required to reapply for admission. Students are not required to pay an application fee or submit transcripts.

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 graded status. 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. Auditing is not an option in every program.

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.

Master of Fine Arts 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.

Grade Point System

The following system of grading and point values applies to the Doctor of Education, Master of Education, Master of Arts, and Master of Business Administration Programs:

- A ............ 4.00 quality points
- A– ............ 3.67 quality points
- B+ ............ 3.33 quality points
- B ............ 3.00 quality points
- B– ............ 2.67 quality points
- C+ ............ 2.33 quality points
- C ............ 2.00 quality points
- C– ............ 1.67 quality points
- F ............ 0.00 quality points

The following system of grading applies to the Master of Fine Arts Program:

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).

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, accident, 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.

Grade Reports

Final grades are reported at the close of each term (available on WebAdvisor) and become part of the student's permanent record. These grades determine academic status, i.e., "good standing," "probation," or "dismissal."

It is the responsibility of the students to report to the registrar any discrepancy on their grade reports within 60 days of the end of the grading period.

Academic Probation/Dismissal

Anytime a student's cumulative grade point average falls below a 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.

For information about academic probation or dismissal, please see your Program Director.

Medical Withdrawal

In the event that a student is unable to complete the semester due to a medical condition that prohibits making up missed work, a withdrawal may be processed providing that the following conditions are met:

1. Class absences and missed work can be directly attributed to the medical condition.

2. A qualified health professional verifies in writing that the medical condition prohibits completion of the semester requirements in one of two ways.
   a.) A "non-specific" medical withdrawal notice should be presented in writing to the Registrar. This medical notice (signed by a physician) should state that a medical condition prohibits completion of the semester requirements; and, assign a date of condition onset (to verify times classes were missed).
   B.) A notice of "specific" diagnostic information including all recommendations must be sent to the Health Center Director or Director of Psychological Counseling Services, as warranted. This is to ensure confidentiality and coordinate any recommended treatment or follow-up in the event of readmission.

3. The medical withdrawal process is initiated by the student, the physician, and/or the parent/guardian, not AU.

4. The medical condition fits in one of the following categories: medical illness; mental illness (must include date of psychiatric hospitalization and date of clinical assessment); drug or alcohol addiction; or surgery.

   All medical withdrawals need to be initiated by contacting the Registrar. Once the Registrar has the documentation to support the withdrawal, a "W" will be assigned and the faculty will be notified. Any refunds will be determined based on the effective date of withdrawal.

Readmission after Medical Withdrawal

A notice of "specific" diagnostic information including all recommendations as they apply to readmission must be sent to the Health Center Director or Director of Psychological Counseling Services, as warranted. This is to ensure confidentiality and coordinate any recommended treatment or follow-up. Until this is complete, no readmission can occur.

Transfer of Credit

Doctor of Education

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 for courses taken within five years of admission to the program.

Master of Arts

Students in the Master of Arts program in American History and Government are limited to six hours of transfer credit. Students in the Master of Arts with a Specialization in Teaching American History and Government are limited to nine hours of transfer credit. Students in the Master of Arts in Health and Risk Communication are limited to six hours of transfer credit.

1. The course work should have been completed within five years prior to application at Ashland University. Health and Risk Communication students must have completed coursework within the past six years.

2. Course work must be comparable with the Ashland University Program course work. Comparability of transfer credit is determined by the program director.

3. The final grades in the courses to be transferred must be “B” or higher.

4. Transfer credit does not affect the cumulative grade point average established with Ashland University.

5. Quarter hours transferred into the university will be converted to semester hours.

Master of Business Administration

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:

* 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.

Quarter hours transferred into the University will be converted into semester hours.

The student’s academic advisor approves credit transfers. Any exceptions to this policy, which are granted rarely, must be approved by the program’s faculty committee.

To transfer credit, a student should ask the registrar of the institution where the credit was earned to send an official, sealed 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:

Enrollment Services  
Ashland University  
401 College Avenue  
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 guarantee exists 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.

The maximum number of transfer credits accepted toward degree requirements may be reduced depending upon the number of semester credit hours the student earns in online courses.

Master of Education

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 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 a dean of the Dwight Schar College of Education using the guidelines for accepting any previously completed and acceptable graduate credits. Transfer credit is not considered official until it has been approved by both the 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 dean of the Dwight Schar College of Education;
   * Quarter hours transferred into the University will be converted into semester hours.

Master of Fine Arts

No more than nine credit hours of graduate creative writing classes can be transferred into the MFA program.

Graduate Course Work Opportunity Policy

Ashland University undergraduate students wishing to take graduate courses under the Graduate Course Work Opportunity Policy should consult the undergraduate catalog.

Transient Student Registration

1. Students who are Post Baccalaureate and wish to attend courses but not apply to a program may do so with a transient status and should complete the Application for Transient Student Admission through the appropriate program office.

2. A copy of your official transcript from your home institution is required.
3. Students from other institutions interested in attending Ashland University graduate level courses prior to obtaining an undergraduate degree should complete the Application for Transient Student Admission through the appropriate program office. Students should be senior status at the time of the course and possess a cumulative GPA of 3.0 or better from their home institution. A faculty reference along with an official transcript must accompany the application.

4. All enrollments are at the discretion of the dean or director of the program and application is on a per semester basis.

**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 are definitions for the Ashland University Graduate School in determining graduate credit:

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.

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.

**Degree Application Deadlines**

The University has three graduation dates: December, May, and August, with one ceremony in May. 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/students/registrar/graduation-information. All applications are to be returned to the Registrar’s Office, 206 Founders Hall.

December Graduates: May 1
May Graduates: November 1
August Graduates: May 1
Conferral and Commencement for Graduate Students

May Conferral and Commencement – Students to be conferred for May are permitted to walk in May commencement, provided that they have a documented plan for degree completion; degree evaluation must have a status of “pending” or approved by the program director.

August Conferral - Students to be conferred for August are permitted to walk in the previous May commencement, provided that they have a documented plan for degree completion; degree evaluation must have a status of “pending” or students must have arranged transfer credit through the departmental offices. Students with an August conferral date will be published in the previous May commencement program only. Diplomas for August graduates will be mailed after conferral. Diploma covers will be given at commencement only.

☐ December Conferral – Students with a December conferral date will be permitted to walk in the following May commencement. December conferrals will be printed in the following May commencement program only. Diplomas will be mailed with covers after conferral.

Conferral and Commencement for Doctoral Students

May Commencement – Only Students who have the approval of the doctoral program will be permitted to walk in May commencement ceremonies. All students who participate will be announced; however, only students who are approved prior to program preparation will have their names in the program.

☐ August Conferral – Doctoral students with an August conferral will be permitted to participate in the following May commencement. Diplomas and covers will be mailed after conferral. Names will appear in the following May commencement program only.

December Conferral – Doctoral students with a December conferral will be permitted to participate in the following May commencement. Diplomas and covers will be mailed after conferral. Names will appear in the following May commencement program only.

Questions about the graduation process should be directed to the Registrar’s Office at 419.289.5027

Simultaneous Degree Candidacy in More Than One Graduate Program

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.

Second Master’s Degree

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.

Students may pursue a second M.Ed. following completion of a master’s degree providing that they meet the requirements for admission to the second master’s degree.

Second M.Ed. degrees are awarded to students who complete all requirements for the second degree. Guidelines for the second master’s degree include:

* 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.
* 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.
* The second degree will be granted only if it differs significantly from that pursued for the first degree. A student may choose from either of the following M.Ed. Programs: M.Ed. Curriculum and Instruction, M.Ed. Educational Administration. For example, students may not earn two M.Ed. Degrees within two areas of concentration within the Curriculum and Instruction degree program.

Waivers of Degree Requirements

Waivers of degree requirements are not available for all programs and will be granted rarely. Any such waivers must be submitted in writing to the program director.

Degree Completion Time Limits

Time limits for degree completion vary by program. Students should refer to program areas within this catalog for specific information.
Master of Arts in American History and Government and Master of Arts Specializing in Teaching American History and Government

Students must complete all requirements for the Master of Arts programs in American History and Government within ten years. The period begins with the date of the earliest course and ends with the last coursework applied toward the degree. In extraordinary circumstances, a time extension may be granted through the approval of the program's faculty committee.

Master of Business Administration

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

Master of Education

The student must complete all requirements for the Master of Education Degree within five years. The time limit normally is from the beginning date of the formal admission to the Master of Education 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.

Master of Arts

Master of Arts in Health & Risk Communication students have a minimum length of 18 months to complete the MAHRC program. The maximum length to complete the program is five years. 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.

Master of Fine Arts

The minimum length to complete the Master of Fine Arts 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.

Distinguished Graduate Student Awards

Awards are presented at each commencement ceremony honoring those students who, by the determination of their respective program administrators, have exemplified outstanding academic achievement.

Phi Delta Kappa International is the premier professional association for educators. For more than 100 years, it has focused its work on the tenets of service, research, and leadership. Specifically, PDK is one of the largest education associations in the world and has thousands of members dedicated to improving education, including teachers, principals, superintendents, and higher education faculty and administrators. PDK’s mission is to support education, particularly public education, as the cornerstone of democracy. Its vision is to be the experts in cultivating great educators for tomorrow while continuing to ensure high-quality education for today.

Kappa Delta Pi, International Honor Society in Education, founded by Dr. William Bagley in 1911 at the University of Illinois, was established to foster excellence in education and promote fellowship among those dedicated to teaching. The founders chose the name from the Greek words to represent knowledge, duty, and power. Pioneering from its beginning by including women as well as men, Kappa Delta Pi grew from a local chapter to the international organization it is today. Kappa Delta Pi is to sustain an honored community of diverse educators by promoting excellence and advancing scholarship, leadership, and service.

Master of Business Administration students who have completed at least one-half of the Master of Business Administration requirements with a GPA of 3.8 or higher are eligible for membership in Delta Mu Delta, an international honor society in business. Candidates must receive faculty approval to be accepted.

Disability Services

Disability Services is located in the Center for Academic Success, 7th floor of the library. More information may be obtained by contacting 419.289.5953.

Students must be able to document fundamental limitations as they apply to academic access, in order to receive services. Documentation must be from a licensed professional and clearly support the need for accommodations. Students who have received interventions in the past or suspect they may have a disability are encouraged to inquire.
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 media 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.

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

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 following semester.

Student Appeal Policy

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 and Appeals Concerning Academic Integrity

Academic Integrity Policy

The Ashland University community strives to model leadership which is based upon 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
- Cheating
- Collusion
- Fabrication
- Facilitating academic dishonesty

These forms of academic dishonesty are considered very serious matters and are addressed through the academic integrity policy.
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

These examples are not meant to be exhaustive. Further, they refer only to academic areas; appropriate action may also be undertaken by other agencies.

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.

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, he or she shall first inform the student of the allegation, then file a report with the Registrar with supporting documentation.

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 Registrar, 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.

ADA Accommodation

If you have a disability and are in need of any accommodations for the Academic Integrity Hearing, please contact the Office of Disability Services at 419.289.5904, or visit the Library, 7th Floor at your earliest convenience. The Registrar will work with the Office of Disability Services to accommodate any documented disability.

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 to 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 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 chair of the Department of Leadership Studies, in the case of a Doctor of Education student;

*The director of the Master of Fine Arts program, in the case of a Master of Fine Arts 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. Therefore, the following is not all-inclusive.

A. Safety

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


2. Harassment: Threatening to harm, intentionally harassing, hazing, 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. Inappropriate behavior violations by persons representing Ashland University 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
Please see Ashland University's Student Handbook. Those rights are incorporated by reference herein.

VI. Complainant's/Victim's Rights
Please see Ashland University Student Handbook. Those rights are incorporated by reference herein.

VII. Judicial Process
a. Initiation of Incident Report
When the conduct of a graduate student reasonably appears to constitute a violation of any rule or regulation of Ashland University, any member of the University community may file an Incident Report with the appropriate administrator. Such Incident Report shall contain facts upon which the person filing the document believes constitute the violation of a rule or regulation of Ashland University.
b. Reasonable Grounds Determination
If, in the opinion of the appropriate administrator, there exists grounds to believe a graduate student has violated a rule or regulation of Ashland University, such appropriate administrator shall prepare and file a complaint, setting forth the conduct alleged to be a violation of a rule or regulation of Ashland University, the place or places, and the date or dates on which such conduct occurred and shall state the specific rule or regulation alleged to have been violated. The appropriate administrator shall sign such complaint.
c. Notice to the Graduate Student
A copy of the complaint shall be delivered to the graduate student, along with a notice of the date and place a judicial conference hearing shall take place. Such notice shall include an indication of the penalties capable of being imposed. Where suspension or dismissal is a possible penalty, the notice shall specifically state that fact. The notice shall be delivered in person or by certified mail, return receipt requested.
d. Judicial Conference Hearing
No sooner than three (3) nor later than twenty (20) business days after the filing of a complaint, a judicial conference hearing shall be held. For good cause, this hearing may be continued for a reasonable period. The administrator filing the complaint shall be the hearing officer at such hearing. At the beginning of the hearing, the hearing officer shall indicate the nature of the offense, the rule or rules alleged to have been violated, and the possible penalty or penalties capable of being imposed. The graduate student shall admit or deny the allegations contained in the complaint.

In the event of an admission by the graduate student, the hearing officer may reach an agreed disposition with the graduate student. In such event, a document stating the conduct, the rule or regulation that has been admitted to have been violated, and the disposition because of such admission shall be prepared and signed by the hearing officer and the graduate student. Such document shall be a final decision for the purposes of imposing a penalty as well as an appeal.

In the event an agreed disposition cannot be reached or the complaint is denied by the graduate student, the hearing officer shall refer the matter to a Judicial Committee.

e. Judicial Committee Hearing
1. Members of the Committee
In the event it becomes necessary to convene a Judicial Committee, at least three (3) University faculty and/or staff employees shall be selected by the graduate dean, or in his or her absence, the provost, to serve on the Committee. The graduate student may challenge the selection of any member of the Committee for cause. The members so chosen shall not be familiar with the graduate student nor have a direct interest in the matter constituting the grounds for the complaint. Mere employment by Ashland University of any faculty member or staff employee shall not constitute cause of recusal.

2. Time for Hearing
Within fifteen (15) business days after the matter has been referred to a Judicial Committee, a hearing shall be held. For good cause, this hearing may be continued for a reasonable period. The purpose of such hearing shall be to resolve any defects in the procedure to date as well as to identify any defenses presented by the graduate student. Any affirmative defenses shall be asserted at this hearing. Both the appropriate administrator and the graduate student shall identify the names of any party who may be called to give testimony in the matter. The Committee shall set a date certain for an adjudication of the complaint.

3. Representation at the Adjudicatory Hearing
The graduate student shall have, but is not required to have, a resource person who may be an attorney. In the event the graduate student may be subject to suspension or 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.
Library and Research Resources

Library

Located near the center of the Ashland University Campus, the library symbolizes the University's commitment to the values of learning, research, and exploration in the educational experience of its students. In addition to the main library system, the library at the Ashland Theological Seminary campus is a part of the University system. The resources of both libraries are available to off-campus teaching centers and students through the Internet. The combined holdings of both libraries include of 300,000 items. The library has several study rooms and offers a welcoming space where students are encouraged to research, study, or work in groups.

Ashland University students are able to enjoy online access to the library catalog and the library's digital resources from both on and off campus. The library is a member of OhioLINK, a consortium of academic, public, and special libraries across Ohio. Through OhioLINK, Ashland students have access to over 50 million items from all eighty-nine of the participating libraries and more than 100 electronic research databases containing thousands of scholarly journal titles.

The library serves as the federal government document depository for Ashland County. Special collections areas within the library are the Instructional Resource Center, the Lulu Wood Library of Children's Literature, the Harold E. Andrews Collection of Special and Rare Books, the John F. Kennedy Reading Area, the Richard Snyder Poetry Collection, and the Leo and Laura Thomas Numismatic Center. Also housed in the library building are the Center for Academic Support, the John M. Ashbrook Center for Public Affairs, and a 135-seat lecture room.

The library staff is committed to enhancing each student's academic experience by providing the resources, skills and confidence to access, evaluate and synthesize information. To that end, professional reference librarians introduce the basics of information literacy to every incoming freshman class, schedule course-specific research classes for upper-level courses, offer individual research appointments for any student project, and provide reference assistance in person, by phone and by e-mail. Instructional classes are held in the Library Instruction Classroom, a thirty-workstation facility including projection capabilities, which offers students immediate hands-ons practice in the skills being taught.

Instructional Resource Center (IRC)

The IRC is located on the second floor of the Ashland University Library. Its collection, Library of Congress Classification L - education, juvenile and young adult literature, and the IRC collections, support the teaching programs and curriculum of the Dwight Schar College of Education.

The IRC circulating collection includes K-12 student and teacher edition curriculum textbooks, activity books, and book kits. Be sure to browse our extensive juvenile collection featuring picture books, juvenile fiction, juvenile non-fiction, big books, chapter books, graphic novels, young adult fiction and young adult non-fiction, and book kits.

Available IRC technology resources include computers, scanners, AU print quota and color printing. AU Library's IRC is a self-serve work area for all Ashland University students, faculty, and staff, offering laminating, binding, resources, Ellison Die Cut Machines, and a library of Ellison dies. The Instructional Resource Center is staffed by a faculty librarian and student workers.

Visit the IRC web site for more information including hours of operation and links to the IRC blog, IRC Twitter, and IRC Pinterest sites. Call the IRC directly at 419-289-5406, on campus ext. 5406.
International Programs

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. Opportunities to study, work, travel, and teach away from campus enrich the educational experience by increasing awareness and understanding of other cultures, languages, and lifestyles.

Office of International Student Services

At Ashland University, the presence of international students enhances the educational experience. These students bring new perspectives through participation in classroom and extracurricular activities. Staff members of the Office of International Student Services and the Center for English Studies (ACCESS) work to meet their special academic, linguistic, cultural, and immigration needs. Programs of community outreach facilitate interaction between AU's international students and the residents of Ashland. Promotion of understanding among people and the development of an appreciation of global issues are the twin goals of our international programs.

Office of Global Education

The Global Education Office promotes learning opportunities for all eligible Ashland University students to gain an understanding of other regions, countries, languages, and cultures through educational travel in the U.S. and abroad.

The opportunities available to graduate students include:

AU IN COSTA RICA
The best way to learn a language is through an immersion experience. AU in Costa Rica offers students the opportunity to study Spanish for 4-8 weeks, live with a host family, visit exciting sites and even receive customized Spanish Language instruction for their particular career field.

FACULTY-LED TOURS [1-3 weeks]
Each year Ashland University coordinates faculty-led tours to locations all over the world, from England to Africa to China. These academic programs allow students to accompany one or more faculty members as they explore a focused topic that uses the destination as the classroom. Past programs have traveled to Austria, Belgium, China, Costa Rica, England, France, Germany, Greece, Hong Kong, India, Ireland, Italy, Massachusetts, Mississippi, South Africa, and Spain.

STUDENT TEACHING ABROAD [6 weeks]
The College of Education’s Cross-Cultural Internships in Teacher Education (CITE) program offers pre-service teachers the opportunity to complete their student teaching requirement outside of Ohio. Students are assigned to a school that utilizes English as the language of instruction. International locations include: Australia, Bahamas, China, Costa Rica, Ecuador, Finland, Germany, Greece, India, Ireland, Italy, Netherlands, New Zealand, Puerto Rico, South Africa and Taiwan.

PRE-APPROVED PROGRAMS [Semester/Academic Year/Summer]
Ashland University has pre-approved programs offered by the College Consortium for International Studies (CCIS), the University Studies Abroad Consortium (USAC), and Spanish Studies Abroad through the Center for Cross-Cultural Study (CC-CS). Summer, semester and academic year programs are available in a variety of locations.

Ashland Center for English Studies (ACCESS)
The Ashland Center for English Studies (ACCESS) equips international professionals, undergraduate, and graduate students with the knowledge, skills and experiences in English needed to fully engage with the intellectual, professional and social communities on campus and in university classrooms and acquaint them with American people and culture through real-world experiences, both inside and outside the classroom.
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
Paul Chilcote, Academic Dean, Ashland Theological Seminary

Faculty
Richard E. Allison, Professor Emeritus of Christian Education
David W. Baker, Professor of Old Testament and Semitic Languages
Matthew Bevere, Assistant Professor of Ministry
John Byron, Professor of New Testament and Greek
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
Tony Donofrio, Associate Professor of Counseling
Jerry R. Flora, Professor Emeritus of Theology and Spiritual Formation
Claudia J. Sadler-Gerhardt, Associate Professor of Counseling
L. Daniel Hawk, Professor of Old Testament and Hebrew
Darrell Johnson, Assistant Professor of Counseling
Walter J. Kime, Associate Professor Emeritus of Field Education
Matt Lewis, Assistant Professor of Practical Theology
Douglas L. Little, Professor Emeritus of Pastoral Counseling
David P. Mann, Professor of Counseling
Dawn Morton, Assistant Professor of Christian Formation and Leadership
Terence Mournet, Associate Professor of New Testament
William H. Myers, Professor of New Testament and Black Church Studies
Paul Overland, Professor of Old Testament and Semitic Languages
William P. Payne, Professor of Evangelism/Missions
Melissa W. Corbin Reuschling, Professor of Ethics and Theology
Michael Reuschling, Professor of Counseling

John C. Shultz, Professor of Counseling
Mitzi J. Smith, Associate Professor of New Testament and Early Christianity
Ronald L. Sprunger, Professor Emeritus of Music
Dale R. Stoffer, Professor of Historical Theology
John Swope, Assistant Professor of Practical Theology
Michael B. Thompson, Professor of Practical Theology
O. Kenneth Walther, Professor Emeritus of Greek and New Testament
Terry Wardle, Professor of Practical Theology
JoAnn Ford Watson, Professor of Christian Theology and Spiritual Formation
Lee Wetherbee, Professor of Counseling

President’s Cabinet
Glenn R. Black, Associate Vice President for Enrollment and Student Services
Paul Chilcote, Academic Dean
Kevin Dudley, Director of Strategic Partnership
William Gravitt, Vice President of Institutional Advancement
Carrie Hudson, Associate Dean for Academic Advising and Scheduling
John C. Shultz, President of Ashland Theological Seminary
Jim Thomas, Director of Operations

Administration
Laura Bedocs, Assistant Registrar, Doctor of Ministry
Matthew Bevere, Associate Dean, Doctor of Ministry Program
Charlotte Cole, Executive Assistant to the President
Wanda Coleman, Director of Recruitment, Doctor of Ministry Program
Michael Cook, Program Administrator, City Gates Initiative
Doug Cooper, Director of Lifework Leadership
Thomas Gilmore, Coordinator of Education, Cleveland Center
Carrie Hudson, Associate Dean for Academic Advising and Scheduling
Aaron Huestis, Director of Instructional Technology
Brad Imhoff, Director of the Smetzer Counseling Center
Jerrolyn Johnson, Assistant Director, Detroit Center, Director of Detroit Counseling Program
Renee Johnson, Enrollment Counselor, Coordinator of Admissions
Miles Larson, Enrollment Counselor, Coordinator of Student Life
Lynne Lawson, Assistant Director of the Institute of Formational Counseling
Matt Lewis, Director for Excellence in Leadership
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 of 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.
Founders School of Continuing Education

**Director**
Eugene Linton

**Mission Statement**
The mission of the Founders School of Continuing Education is to provide high quality educational opportunities for adult learners in unique, innovative and collaborative environments that meet the 21st century needs of the business, education and professional communities.

**Professional Development Services**
**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.

**Directors:**
Executive Director of Professional Development Services, Main Campus/Telego Center for Educational Improvement, Eugene Linton, Ph.D.
Director of Professional Development Services, Columbus Center, Georgine Collette
Director of Professional Development Services, Elyria Center, Renee Yoder-Elias
Director of Professional Development Services, Massillon Center, Paul Stellar
Director of Professional Development Services, Southwest Center, Patrick Crahan

**Gill Center for Business and Economic Education**
**Director:**
John Dowdell

**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.

**Telego Center for Educational Improvement**
**Director:**
Dr. David Silverberg

**Mission:**
Our mission is to provide schools and other institutions with customized services that address education and business issues and represent the highest possible levels of professional expertise.
The Master of Arts in Health & Risk Communication (MAHRC) is delivered 100% online in an asynchronous format allowing for flexible schedules. Students can study at their convenience, minimizing the sacrifice of time dedicated to job and family. The program is designed to be completed by working professionals in as little as 18 months.

Mission Statement
The MARHC will prepare students with theory, data, and skills that will be applicable to a wide range of cultures and people. An understanding of the role of communication within national and global healthcare and the role of communicating risk to affected publics together with the ability to effectively relay information during crises will make student better able to formulate message strategies and campaigns that effectively reach their intended publics in efforts to contain the crises and relay appropriate risk information. This program will provide students with the skills and knowledge to understand, analyze, and respond to some of the most impactful events at local, national, and international levels.

Dean
Dawn Weber, Dean, College of Arts and Sciences

Faculty
Ashland University Graduate Faculty
Theodore Avtgis, Chair, Professor of Communication Studies
Dariela Rodriguez, Assistant Professor of Communication Studies
Kimberly Field-Springer, Assistant Professor of Communication Studies

Honored Visiting Graduate Faculty
Rebecca M. Chory, Ph.D., Professor of Communication Studies, West Virginia University
Rachel DiCioccio, Ph.D., Associate Professor, Director of Graduate Studies, University of Rhode Island
Evonne Kaplan-Liss, M.D., M.P.H., F.A.A.P., Clinical Associate Professor of Preventive Medicine, Program in Public Health, School of Journalism and Pediatrics, Stony Brook School of Medicine
Marc Hickson, Ph.D., Professor of Communication Studies, University of Alabama-Birmingham
Katherine Kelley, Ph.D., Assistant Professor of Communication Studies, Fort Hays State University
Corey Liberman, Ph.D., Assistant Professor of Communication Studies, Marymount Manhattan College
Lisa L. Massi Lindsey, Ph.D., Associate Professor of Management Communication, Naval Postgraduate School
Nicole Ploeger, Ph.D., Assistant Professor of Speech Communication, University of Arkansas at Little Rock
Andrew Rancer, Ph.D., Professor of Communication, University of Akron
Kevin Real, Ph.D., Associate Professor Department of Communication, University of Kentucky
Don Stacks, Ph.D., Professor of Communication Studies, University of Miami
Sally Vogl-Baver, Ph.D., Professor of Communication, University of Wisconsin-Whitewater
Elaine Wittenberg-Lyles, Ph.D., Associate Professor of Communication Studies, University of Kentucky

Administrators
Theodore A. Avtgis, Program Director
Wendy Hall, Administrative Director

Curricular Structure
Each course in the program is offered for three (3) semester credit hours, with the exception of Introduction to Graduate Studies in Communication (one semester credit), Informatics in Health and Risk Communication (one semester credit), and Capstone in Communication Studies (one semester credit). Courses are offered in an online format only. The program is delivered in an asynchronous format.

Each course is 12 weeks in length, with the exception of Introduction to the Graduate Studies in Communication, Health Informatics, and Capstone in Communication Studies courses which are 4 weeks in length.

The degree requires a total of 30 semester credit hours and may be completed in as little as 18 months.

Prerequisites
The prerequisite of COM 510 Introduction to Graduate Studies in Communication will be waived when taken concurrently with COM 520 Research Methods in Communication and/or COM 530 Theories of Communication.

Program Time Limits
The minimum length to complete the Master of Arts in Health and Risk Management is 18 months. The maximum length to complete the program is five years. 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.
Capstone

Students will be required to complete the capstone course to be eligible for graduation from the Master of Arts in Health & Risk Communication program. Students will be required to create an original project that will need to be approved by the instructor and will be guided by the instructor through the capstone completion process. For the capstone project, students will be required to identify an area of health and/or risk communication need, identify a communication theory that can be used to research the issues, identify the appropriate method for investigating the needs, and execute the study. Student projects will be a culmination of research, theory, and methods that the student has learned while in the graduate program.

Grade and 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 their grade point average. Both grades will appear on the student's transcript. However, only the second grade will be used in calculating the GPA.

COURSE OF STUDY

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 510 Introduction to Graduate Studies in Communication</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>COM 520 Research Methods in Communication</td>
<td>3</td>
<td>COM 510*</td>
</tr>
<tr>
<td>COM 530 Theories of Communication</td>
<td>3</td>
<td>COM 510*</td>
</tr>
<tr>
<td>COM 540 Health Communication</td>
<td>3</td>
<td>COM 510, 520, 530</td>
</tr>
<tr>
<td>COM 550 Crisis Communication</td>
<td>3</td>
<td>COM 510, 520, 530</td>
</tr>
<tr>
<td>COM 610 Risk Communication</td>
<td>3</td>
<td>COM 510, 520, 530</td>
</tr>
<tr>
<td>COM 620 Strategic Communication</td>
<td>3</td>
<td>COM 510, 520, 530</td>
</tr>
<tr>
<td>COM 630 Interpersonal Communication</td>
<td>3</td>
<td>COM 510, 520, 530</td>
</tr>
<tr>
<td>COM 640 Organizational Communication</td>
<td>3</td>
<td>COM 510, 520, 530</td>
</tr>
<tr>
<td>COM 710 Informatics in Health and Risk Communication</td>
<td>1</td>
<td>COM 510, 520, 530</td>
</tr>
<tr>
<td>COM 750 Seminar in Health and Risk Communication</td>
<td>3</td>
<td>COM 510, 520, 530</td>
</tr>
<tr>
<td>COM 780 Capstone in Communication Studies</td>
<td>1</td>
<td>All Courses in Program</td>
</tr>
</tbody>
</table>

30 hrs.

* Prerequisite will be waived when taken concurrently with COM 520 and/or COM 530.
Communication

**COM 510**  INTRODUCTION TO GRADUATE STUDIES IN COMMUNICATION  
*Prerequisite:* The course will focus on the development of skills necessary for graduate study in the field of Communication Studies. Students will be introduced to the discipline of communication from both theoretical and applied standpoints. The course will provide students with an introduction to the culture and expectations of the Health and Risk graduate program, introduction to research methodologies, and research literature, and the writing skills necessary for success in graduate studies.

**COM 520**  RESEARCH METHODS IN COMMUNICATION  
*Prerequisite:* COM 510 
This course involves the study of research methods and research design commonly employed in the field of Health and Risk Communication. Research methodologies to be explored include survey research, experimental design, available data research, and field research. Emphasis will be put on research design, application, and assessment. The course will also discuss the ethical issues associated with conducting research with human subjects as well as appropriate ways to measure any given communication phenomena.

**COM 530**  THEORIES OF COMMUNICATION  
*Prerequisite:* COM 510 
This course involves the study of communication theory and theory evaluation. Emphasis will be put on theory development specific to health and risk communication. The philosophy of communication theory building will be explored with an emphasis on theory testing and modification. Application of theories to health and risk settings will be explored and analyzed.

**COM 540**  HEALTH COMMUNICATION  
*Prerequisite:* COM 510, 520, 530 
This course provides instruction and practice of theories used in health communication. A broad range of topics will be discussed including physician-patient communication, health campaigns in public relations, the impact of culture on health communication and health care organizations. Emphasis will be placed on how to effectively integrate health communication theory into practice.

**COM 550**  CRISIS COMMUNICATION  
*Prerequisite:* COM 510, 520, 530 
This course provides an explanation of crisis communication, crisis communication theory, and research of events that require the use of crisis communication messages. A broad range of topics will be discussed including many real world situations that have required a crisis approach to achieve effective resolution. Topic will include a review of crisis management in the public and private sectors, health care organizations, as well as cultural issues that influence how a crisis should be approached and interventions implemented.

**COM 610**  RISK COMMUNICATION  
*Prerequisite:* COM 510, 520, 530 
This course focuses on the theory, research, and application of risk communication strategies. Topics include setting preparedness plans and goals, crafting messages that result in danger control, audience analysis, developing appropriate media channel strategies, and assessing the efficacy of risk and preparedness plans.

**COM 620**  STRATEGIC COMMUNICATION  
*Prerequisite:* COM 510, 520, 530 
This course provides instruction and practice of strategic communication at the interpersonal and organizational levels. Communication theory in persuasion, interpersonal, and organizational communication will be utilized to show students how strategic communication can be used in relational and business settings. The emphasis of the course will focus on when specific styles of strategic communication can and should be used in multiple situations specifically within health and risk organizations.

**COM 630**  INTERPERSONAL COMMUNICATION  
*Prerequisite:* COM 510, 520, 530 
This course provides instruction and practice of interpersonal communication. Topics of interpersonal communication that will be discussed include theory building small group communication, relational communication, family communication, and nonverbal communication. Emphasis will be on how interpersonal communication theory can and should be used in various situations including both professional organizations and in one-on-one communication encounters.

**COM 640**  ORGANIZATIONAL COMMUNICATION  
*Prerequisite:* COM 510, 520, 530 
This course focuses on communication systems and behaviors within organizations. Topics include the relevance of communication to management operations, employee motivation and leadership, communication networks, superior-subordinate relationships, organizational climate and culture, as well as ethics within organizations.

**COM 710**  INFORMATICS IN HEALTH AND RISK COMMUNICATION  
*Prerequisite:* COM 510, 520, 530 
This course will focus on the study of how information is generated, exchanged, and utilized within health and risk related contexts and the impact that information has on strategic messaging. Topics include information seeking, information gathering, and information processing, impact of electronic medical records, personal health records, SMART technology, e-medicine, tele-health, e-training, robotics, risk messaging and crisis containment.

**COM 750**  SEMINAR IN HEALTH AND RISK COMMUNICATION  
*Prerequisite:* COM 510, 520, 530 
This course will focus on the advanced study of health and risk communication. Students will conduct analyses of health and risk situations, develop elaborate messaging strategies, execute those message strategies, and assess message effectiveness. Emphasis will be put on the application of theory and research specific to health and risk communication.
COM 780 CAPSTONE IN COMMUNICATION 3 STUDIES

Prerequisite: ALL COURSE WORK

Students will be required to complete the capstone course to be eligible for graduation from the Master of Arts degree in Health and Risk Communication. The capstone will be a project in the area of health and/or risk communication that will encapsulate the communication theory, research, and methodology content that has been taught throughout the program. The capstone course will be guided/directed by the instructor.