Ashland University
2015 - 2016 Graduate Catalog

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

Volume: LXXXVIII
Published annually by Ashland University
Ashland, Ohio
Non-profit rate - Permit No. 151, Ashland, Ohio

Table of Contents
Accreditations and Association Membership 2
Contact Information 3
AU Calendar 4
Message from the President 5
Mission, Identity, Core Values, Vision of AU 6
Admission Procedures 7
Finance & Administration 12
Financial Aid 13
Student Affairs 15
Religious Life 17
Athletics 17
Academic Affairs 19
Library/Instructional Resource Center 36
International Programs 37
Ashland Theological Seminary 38
Founders School of Continuing Education 40

Master of Fine Arts in Creative Writing 41
Master of Health and Risk Communication 43
Master of Arts in American History and Government 45
Master of Arts with a Specialization in Teaching American History and Government 49
Master of Business Administration 51
Dwight Schar College of Education 57
Doctor of Education in Leadership Studies 60
Master of Education 62
Bachelor's Plus, Graduate Licensure and Endorsement Programs 68
Dwight Schar College of Nursing and Health Sciences 75
Doctor of Nursing Practice 75
School Nurse Licensure 77
Master of Science in Applied Exercise Science 78
Course Descriptions 79
Index 116
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
- Accreditation Council for Education in Nutrition and Diets (ACEND) of the Academy of Nutrition and Dietetics (AND)
- Commission on Accreditation of Athletic Training Education (CAATE)
- National Council for Accreditation of Teacher Education (NCATE)
- National Association of Schools of Music (NASM)
- Council on Social Work Education (baccalaureate level)
- Commission on Collegiate Nursing Education CCNE (Accrediting Body) and Ohio Board of Nursing OBN (Program Approval) - Undergraduate Programs
- 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. The American Association of College of Nursing (AACN); Northeast Ohio Nursing Initiative (NEONI); and National Organization of Nurse Practitioner Faculties (NONPF).

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; 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, International 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, RhoNu 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

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.

Because these rules and regulations are intended to guide the student's progress through the university, each student has the obligation to become familiar with the contents of this catalog and follow the directives as stated.

Individual Rights

Ashland University is an Equal Opportunity Institution and reasonable efforts will be made to accommodate all students regardless of 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 56% for the first-time full-time freshmen who entered in Fall 2008.
# Ashland University 2015 - 2016 Graduate School Calendar

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Summer 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>August 24</td>
<td>January 11</td>
<td>MFA Summer Residency in Paris</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 7</td>
<td>May 14</td>
<td>June 13 - 27</td>
</tr>
<tr>
<td>Fall Break</td>
<td>October 26-27</td>
<td></td>
<td>MAHG MASTAHG On-Campus Classes</td>
</tr>
<tr>
<td>Graduation Application Due May Graduation</td>
<td>November 1</td>
<td>Spring Commencement</td>
<td>Begin</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>November 25-29</td>
<td>Martin Luther King Day (no classes)</td>
<td>MAHG MASTAHG On-Campus Classes End</td>
</tr>
<tr>
<td>End of Semester/Finals</td>
<td>December 15</td>
<td>Spring Break</td>
<td>Classes Begin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Easter Break</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Application Due for August and December</td>
<td>End of Semester/Finals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conferment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 2016</td>
<td>May 1</td>
<td>MFA Summer Residency Begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>July 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MFA Summer Residency Ends</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>August 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Classes End</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>August 7</td>
</tr>
</tbody>
</table>
Welcome to Ashland University. Ashland was founded with a clear sense of serving others through quality educational programs, and, as you read through these pages, you are sure to find that the heart of the University still focuses on quality and serving the individual, more than 135 years after it was established. As with any catalog, you will also find the information here that you need to navigate our many offerings, and gain insight about the Ashland University campus experience. You will read our mission, vision and values, find information on our academic programs, tuition, and so much more. Yet, we hope that you will also gain a sense of who we are, because it is the people of Ashland University, each created to fulfill a particular destiny, that make it so special.

Ashland University has a rich tradition that combines respect for each individual through a commitment to Judeo-Christian values. Ashland University’s emphasis on the unique educational interests and trajectory of every student, reflected in our recurring “accent on the individual,” has created a campus environment that is compassionate, responsive and challenging.

Established on 150 acres and set in one of the state’s most picturesque regions, AU has much of which to be proud: a faculty committed to teaching excellence; a fine staff; an exceptional student body; distinguished alumni; and a community that recognizes our campus as a vital educational, economic, and cultural resource for Northeast Ohio.

One of Ashland University’s great strengths is our rich tradition. From our humble founding in 1878 to the present day, our primary focus is on our students’ success. Our highly qualified faculty and staff offer programs that help students reach their goals. We create opportunities in and out of the classroom for students, faculty and staff to work and learn together, promoting a student-first atmosphere. We are proud that our students bring with them the unique values of their communities, and that our students gain the knowledge and skills that effectively prepare them to live and work in a rapidly changing, global world.

This catalog will be a guide for you, as you literally and figuratively navigate your way through Ashland’s programs, places and people. From your first semester through a graduate program, the details, contact information and general knowledge you need will be found right here.

At Ashland University, we promise “extraordinary happens,” and if you look closely, you will find the extraordinary here. You will find it in our extraordinary faculty, who capture the wonder of learning and transmit it to our students. You will find it on our beautiful campus. You will find it in our academics and athletics, in our Greek societies and the renowned Ashbrook Center. But, most importantly, we hope you will find the extraordinary in yourself. Because, it is Ashland University’s people -- its students, alumni, faculty and staff -- where the extraordinary resides and transforms the ordinary and shapes the future.

Thank you for being a part of Ashland University and Eagle Nation, a place filled with tradition that invites you to devise your own and add to the legacy of this special place.

Carlos Campo, PhD
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. Application fee
3. 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.
4. 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.

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 an 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.

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.
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. Original 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 Programs

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.
Doctor of Nursing Practice (D.N.P.) Admission Requirements

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. Three letters of recommendation; two academic and one professional.
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.

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.

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 conditional 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 transcripts(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 bachelor's and master's degree concurrently at the commencement ceremony. Refer to the undergraduate catalog for more information on this program, including curriculum details.

Master of Education Program from the Bachelor's Plus Program

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

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 of 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, 20–25 pages of creative nonfiction, or 20-25 pages of fiction),
3. Submit two letters of recommendation

Admission is based on the following:
* acceptance into the Graduate School
* 10–15 pages of poetry, 20–25 pages of creative nonfiction, or 20-25 pages of fiction deemed by the MFA faculty to be of sufficient quality for admittance to the program

10
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.

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.
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.

Program Fees

<table>
<thead>
<tr>
<th>Program</th>
<th>Tuition/Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate, Leadership Studies</td>
<td>$637.00</td>
</tr>
<tr>
<td>Doctorate, Nurse Practitioner</td>
<td>$650.00</td>
</tr>
<tr>
<td>Master of Arts in American History and Government</td>
<td>$535.00</td>
</tr>
<tr>
<td>MAHG Audit</td>
<td>$268.00</td>
</tr>
<tr>
<td>MAHG Online</td>
<td>$400.00</td>
</tr>
<tr>
<td>Master of Business Admin.</td>
<td>$632.00</td>
</tr>
<tr>
<td>MBA Audit</td>
<td>$316.00</td>
</tr>
<tr>
<td>MBA Foundation</td>
<td>$632.00</td>
</tr>
<tr>
<td>MBA Seminar, credit</td>
<td>$800.00</td>
</tr>
<tr>
<td>MBA Seminar, non-credit</td>
<td>$400.00</td>
</tr>
<tr>
<td>Master of Education</td>
<td>$498.00</td>
</tr>
<tr>
<td>MED Audit</td>
<td>$249.00</td>
</tr>
<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>Master of Science</td>
<td>$498.00</td>
</tr>
<tr>
<td>Bachelor's Plus/Licensure</td>
<td>$498.00</td>
</tr>
<tr>
<td>School Nurse Licensure</td>
<td>$489.00</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 multiple months, with payments due on or before the 15th of the month. 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 2015–2016 school year are:
- Fall 2015: January 8, 2016
- Spring 2016: June 3, 2016
- Summer 2016: September 2, 2016

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

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

Return of Title IV Funds/Institutional Refund Policy

This applies to students who withdraw or are expelled. Refunds for these students are determined according to the following policy:
1. The term “Title IV Funds” refers to the federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal Graduate Plus Loan, and Federal TEACH Grant.

2. A student’s withdrawal date is:
   - the date the student began the institution’s official withdrawal process or officially notified the institution of intent to withdraw; 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.

Student Health Insurance

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

Financial Aid

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:
   - Graduate Degree Credit Hours: 6 or more
   - Bachelor's Plus Credit Hours: 12 or more
   - Status: full-time
   - 3–5 Credit Hours: 6-11
   - Status: half-time
   - 1–2 Credit Hours: 1-5
   - Status: less-than-half-time
3. Satisfactory Course Completion is a final grade of “C–” or higher, “S” (Satisfactory) or “CR” (Credit).
4. A repeated course is one taken again 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.
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 gymnasiums, 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

www.ashland.edu/campus-life/religious-life/

Executive Director of Religious Life Network
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

www.goashlandeagles.com

Athletic Director
Al King

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

<table>
<thead>
<tr>
<th>Men’s</th>
<th>Women’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>swimming</td>
<td>tennis</td>
</tr>
<tr>
<td>baseball</td>
<td>basketball</td>
</tr>
<tr>
<td>basketball</td>
<td>cross country</td>
</tr>
<tr>
<td>cross country</td>
<td>golf</td>
</tr>
<tr>
<td>football</td>
<td>indoor track</td>
</tr>
<tr>
<td>golf</td>
<td>outdoor track</td>
</tr>
<tr>
<td>indoor track</td>
<td>soccer</td>
</tr>
<tr>
<td>outdoor track</td>
<td>softball</td>
</tr>
<tr>
<td>wrestling</td>
<td>swimming</td>
</tr>
</tbody>
</table>

The 2014-15 academic year was another very strong campaign for Ashland University athletics. Across the board, from fall through the spring, the Eagles celebrated a wide range of team and individual accomplishments. The athletic department finished in the Top 10 in the Division II Learfield Sports Directors’ Cup rankings for the eighth academic year in a row. Twelve of Ashland’s 19 sports competed in the NCAA postseason play, and nine Eagle squads ended their respective seasons in the Top 25 in Division II. Twenty-five Ashland student-athletes earned All-American status. For the spring semester, AU student athletes had a 3.10 grade-point average. The cumulative GPA for all AU student-athletes in 2014-15 was 3.11.

Fall Highlights

The Eagle men’s cross country team finished 10th in the country, and two runners - junior Nick Hall and senior Brian Baum - earned All-America status. Ashland’s football team ended its season at 8-2 – the program’s eighth consecutive .500 or better season and its sixth eight-plus-victory season since 2005. For the second consecutive season, the AU women’s soccer team earned a spot in the Great Lakes Intercollegiate Athletic Conference Tournament semifinals.
Winter Highlights

Perhaps the best individual performance of the school year came from junior swimmer Hannah Mattar, who earned three All-American awards and earned enough points by herself for the AU women’s swimming team to place in a tie for 21st at the national meet. The Eagle indoor track and field program reached new heights in 2014-15, as the women’s team was ranked No. 1 in the country for the first time, and both the men’s and women’s teams were ranked No. 1 together for the first time. At nationals, the women were tied for third as a team, and the men placed fourth. Ashland’s women’s basketball team returned to the NCAA Tournament for the first time since its 2013 national title, finishing as Midwest Regional runner-up. Junior wrestler Michael Labry earned his third All-American honor, finishing second at nationals at 133 pounds. The Eagle wrestling team finished 16th in Division II. The AU men’s basketball team returned to the GLIAC Tournament for the first time in three seasons, and its eight-win improvement was the program’s best in nearly three decades.

Spring Highlights

Ashland’s outdoor track and field program earned two more Top-10 national finishes, with the men placing third and the women placing seventh. Senior Drew Windle, in addition to his third consecutive indoor 800-meter national title, won his third straight outdoor 800-meter national championship, and ended his stellar collegiate career with eight overall national titles. The AU women’s golf team tied its best Division II national finish by placing ninth at the national tournament. It was the Eagles’ third national tournament appearance in five seasons. Eagle baseball head coach John Schaly made college history on March 1, 2015, winning his 1,000th career game and joining his late father, Don, as the only father-son tandem at four-year institutions to each win 1,000 games. The Eagles ended the season as Midwest Regional runner-up, and senior second baseman Stephen James earned three All-American awards. Ashland’s softball team made the NCAA postseason for the seventh season in a row, and finished 2015 at 39-10 – its best record in 17 years.

Other Highlights

Ashland University alum Jamie Meder became the first former Eagle to play in a regular-season game for the National Football League’s Cleveland Browns. He played in a backup role along the defensive line for the Browns in their 2014 regular-season finale on Dec. 28 at the Baltimore Ravens, the team who originally signed Meder as an undrafted free agent.

GLIAC Conference Teams

| Ashland University          | Northern Michigan University |
| Ferris State University    | Northwood University         |
| Grand Valley State University | Ohio Dominican University   |
| Hillsdale College          | Saginaw Valley State         |
| Lake Erie College          | Tiffin University            |
| Lake Superior State University | University of Findlay       |
| Malone University          | Walsh University             |
| Michigan Technological 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. The Graduate School sets the standard for academic excellence for faculty, students, curriculum, and institutional research by establishing policies that define good practice in graduate programs.
2. The Graduate School serves as an advocate for a diverse population of graduate students and for graduate programs.
3. The Graduate School promotes academic collaboration between graduate students and faculty, ensuring that faculty are fulfilling their roles as academic and professional mentors.
4. The Graduate School reinforces the importance of research, inquiry, and creative endeavor.
5. The Graduate School promotes Ashland University as a year-round comprehensive institution.

Student Learning Outcomes

There are four key elements referenced in the Ashland University Mission Statement. These elements serve as focal points for the entire university community in developing, observing, and measuring mission-based student learning outcomes. The following descriptions are offered to provide a set of common understandings for graduate study:

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 productive citizens 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 students 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.

Interim Provost

Douglas Fiore, Ph.D.

Interim Director of the Graduate School

John Moser, Ph.D.
100 Founders Hall
jmoser1@ashland.edu
419.289.5231

Registrar

Vicki Yoho
206 Founders Hall
vyoho@ashland.edu
419.289.5031
The College of Arts and Sciences

Dean
Dawn Weber, Ph.D.
202 Center for the Arts
dweber1@ashland.edu
419.289.5107

Associate Dean
Michael Hupfer, M.A.
201B Center for the Arts
mhupfer@ashland.edu
419.289.5103

Assistant Dean
Cindy Moseman, Ph.D.
201C Center for the Arts
cmoseman@ashland.edu
419.289.5293

Master of Arts

Co-Chairs, American History and Government
Christopher Burkett, Ph.D.
129 Andrews Hall
cburkett@ashland.edu
419.289.5686
John Moser, Ph.D.
119 Andrews Hall
jmoser@ashland.edu
419.289.5231

Director, American History and Government
Christian A. Pascarella
Ashbrook Center
cpascare@ashland.edu
419.289.5608

Director, Health & Risk Communication
Theodore A. Avtgis, Ph.D.
333 Center for the Arts
tavtgis@ashland.edu
419.289.5593

Administrative Director
Wendy Hall
214 Center for the Arts
whall4@ashland.edu
419.207.6010

Master of Fine Arts

Director
Stephen Haven, Ph.D.
101 Center for Humanities, Bixler
shaven@ashland.edu
419.289.5979

Administrative Director
Wendy Hall
214 Center for the Arts
whall4@ashland.edu
419.207.6010

The Dauch College of Business and Economics

Dean
Jeffrey E. Russell, Ph.D.
101E Dauch College of Business and Economics
jrussell@ashland.edu
419.289.5212

Associate Dean, Chair
Raymond A. Jacobs, Ph.D.
205 Dauch College of Business and Economics
rjacobs@ashland.edu
419.289.5931

Executive Director
Stephen Krispinsky, M.A.
101K Dauch College of Business and Economics
skrispin@ashland.edu
419.289.5236

The Dwight Schar College of Education

Interim Dean
Linda Billman, Ph.D.
214 Dwight Schar College of Education
lbillman@ashland.edu
419.289.5377

The Dwight Schar College of Nursing

Dean
Faye Grund, Ph.D.
Mansfield Campus
1020 S. Trimble Road
fgrund@ashland.edu
419.520.2602

Director, Doctor of Nursing Practice
Latina Brooks, Ph.D.
Mansfield Campus
1020 S. Trimble Road
lbrooks2@ashland.edu
419.521.6807

Director, School Nurse Licensure
Kimberly Stanislo, MS-PNP
Mansfield Campus
1020 S. Trimble Road
kstanisl@ashland.edu
419.521.6868

Director, MS Applied Exercise Science
Dr. Randall Gearhart, Ph.D.
245 Rybolt Sports Science Center
rgeahrar@ashland.edu
419.289.6198

Ashland Theological Seminary

Dean
Paul Chilcote, Ph.D.
32 Gerber Hall
pchilcot@ashland.edu
419.289.5771
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 Nursing Practice
- Master of Education
- Master of Education in Curriculum and Instruction with areas of concentration in:
  - Teaching & Learning in the 21st Century
  - Intervention Specialist—Mild/Moderate
  - Talent Development Education
  - Reading & Literacy
  - Educational Technology
- Master of Education Leadership
- M.S. Applied Exercise Science
- Master of 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 degree.

Registration Deadlines

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

Registering for Courses

All students registering for a course must be officially accepted before the registration can be processed.

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 properly 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 wishing to drop a course from their registration may be able to accomplish this online via WebAdvisor if done early enough in the semester. Otherwise, students must mail, e-mail (mba@ashland.edu), or fax (419.289.5910) a note to the Master of Business Administration office stating
1. the course to be dropped(course number, name, and section);
2. a brief but complete reason for withdrawal from the course;
3. future plans, if any, for reenrolling in the same course.

Upon receipt of this notification by the Master of Business Administration office and approval of the request by the Director of the MBA program, a registration change will be completed and the course instructor will be notified.

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. All grades appear on official transcripts, 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, Doctor of Nursing Practice, 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 Learning Management 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 Learning Management 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.

**Doctor of Nurse Practice**

A maximum of nine (9) graduate level credits from an accredited college or university may be transferred toward completion of the requirements for the Doctor of Nursing Practice (DNP) degree. Official transcripts certifying graduate level courses completed at another institution prior to admission to Ashland University should be submitted at the time of application and will be evaluated by the DNP program director for acceptability as transfer credit.

Transfer credit will only be accepted for courses in which a grade of B (3.0 on 4.0 scale) or higher has been received. Courses taken over 5 years (over 2 years for APN core courses) prior to admission may not be accepted. All FNP Core courses must be taken at Ashland University.

The student is responsible for initiating the request for transfer credit. For each course for which the student requests transfer credit, the student must:

1. Complete a Request for transfer credit form as part of the DNP Admissions application identifying the institution attended, course title, semester and year completed, and the number of credits for which transfer is requested.
2. Attach a copy of the transcript, which includes the grade received for the requested transfer credits, and a detailed course description/outline.
3. Submit these materials to office of Graduate Admissions with the application. The request will be forwarded to the DNP Program Director.
4. Approval/disapproval of accepted transfer credits will be included in the admission letter to the applicant.
5. Approved transfer credits will be forwarded to Administrative Assistant for Graduate Programs for inclusion in the student file and processing with the Registrar.

**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:
* A student must have earned the credit hours no longer than six years prior to acceptance into the master’s program.
* Credit hours transferred cannot have been used for another degree.
* 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 their 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:
   a. The student is in good standing at the other institution;
   b. The grades in graduate courses to be transferred are “B” or better or an “S.”
   c. Course work accepted must be no older than five years from the date of admission into the M.Ed.;
   d. The student has been admitted to a Master of Education degree program;
   e. Exceptions to the above must be approved by the dean of the Dwight Schar College of Education;
   f. 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

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 degree conferral dates: December, May, and August, with ceremonies in May and December. In order to have the degree status listed on a transcript, students must apply for conferral (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 conferred for August are permitted to walk in December commencement. Students with an August conferral date will be published in the December commencement program only. Diplomas for August graduates will be mailed after December conferral. Diploma covers will be given at commencement only.

December Conferral and Commencement – Students with a December conferral date will be permitted to walk in December 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 Office of the Registrar. December conferrals will be printed in the December commencement program only.

Conferral and Commencement for Doctoral Students

May Conferral and 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 December commencement. Names will appear in the December commencement program only.

December Conferral and Commencement – Only Students who have the approval of the doctoral program will be permitted to walk in December 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. Names will appear in the December 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.

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.

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 involves 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

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 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 Accomodation
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 and to modify or amend existing rules and regulations that create and enhance an environment conducive to learning, and which it deems necessary to preserve the educational mission of Ashland University. The rules and regulations of the University community have been established to help ensure a positive educational experience for every student. These rules and regulations are based on the University’s commitment to developing personal integrity and self-respect, respect for the rights of others, and respect for the functioning and property of the University. It remains the student’s responsibility to be aware of and comply with all federal, state, and local laws and to abide by the Ashland University rules and regulations.

II. Authority and Jurisdiction of the University
Ashland University possesses the authority to regulate the conduct of any visitor, whether enrolled as a student or otherwise, to its main campus, or to any location at which it provides classes. Ashland University also possesses the authority to regulate the conduct of any person engaged in an activity sponsored in whole or in part, whether on or off University property.

The University may assert jurisdiction over a graduate student while on property owned or occupied by the University, as well as graduate students engaging in University activity, whether on property owned or occupied by the University or elsewhere. The University reserves the right to take action for behavior of a graduate student not occurring on property owned or occupied by the University, or not engaging in a University activity, when such behavior has, or reasonably may have, an adverse impact on Ashland University. Any graduate student involved in an activity that may give rise to civil or criminal culpability may also be subject to disciplinary action by the University when, in the sole discretion of the University, such action has, or reasonably may have, an adverse impact on Ashland University. The University reserves the right to determine the timing of implementing disciplinary action against the graduate student.
III. Definitions
a. Student: Any person registered in one or more courses in any school, college, or special program offered by the Ashland University Graduate School. Teaching or research assistants, if also registered as students, are classified as students for the purpose of this Code.
b. Campus: All property owned or leased by Ashland University.
c. Member of the University Community: Any Ashland University faculty member, student, employee, or Trustee, as well as any person on campus who is an employee of an entity with an ongoing relationship, whether contractual or otherwise, with Ashland University.
d. Incident Report: The initial document setting forth facts suggesting the violation of a rule or regulation of Ashland University by a graduate student.
e. Complaint: The formal document alleging the violation of a rule or regulation of Ashland University by a graduate student for which a sanction may be imposed.
f. The Appropriate Administrator shall be:
   *The graduate chair of the Master of Business Administration Program, in the case of a Master of Business Administration student;
   *The dean of the College of Education, in the case of a graduate Education student in any program, excluding the Doctor of Education;
   *The chair of the Master of Arts program, in the case of a MASTAHG student;
   *The director of the Master of Arts in Health and Risk Communication program, in the case of an MAHRC 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 (2) reverse 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.
**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.

**PRE-APPROVED PROGRAMS**

**[Semester/Academic Year/Summer]**

Ashland University has pre-approved programs in 38+ countries. Students receive credit for courses taken abroad that advance their AU academic program. For a list of AU-approved programs, visit the Abroad Office online at ashland.abroadoffice.net.

**EXCHANGE PROGRAMS**

**[Semester/Academic Year]**

Spend a semester or academic year studying at one of AU’s partner universities for the same tuition cost as AU. Major/minor courses as well as core courses are pre-approved. Locations include: France, The Netherlands, Taiwan, Brazil and Spain. See ashland.abroadoffice.net for more information.

**AU SUMMER PROGRAMS**

**[4-8 Weeks]**

AU in Germany — AU in Germany offers students the opportunity to take two core courses taught by AU Faculty and travel. Students spend one week in Ashland and then travel with faculty members to Wittenberg, Germany for three weeks.

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.

AU in France — AU in France is a 6-week summer program designed to provide students with an immersion experience. Students will earn 6 credit hours of French language, participate in excursions and live with French families.

COBE in Taiwan — The College of Business and Economics (COBE) offers students the opportunity to spend six weeks in Taiwan and learn basic Chinese Language, take a course on Taiwanese Business Culture and participate in company site visits.

**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.

**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

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
Brad Imhoff, 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, Vice President for Student Development
Paul Chilcote, Academic Dean
Kevin Dudley, Vice President for Strategic Partnerships
William Gravitt, Vice President of Institutional Advancement
Roberto Ponce, Vice President of Marketing and Enrollment Management
John C. Shultz, President of Ashland Theological Seminary
Jim Thomas, Director of Operations

**Administration**
Laura Bedocs, Assistant Registrar, Doctor of Ministry Program
Matthew Bevere, Associate Dean, Doctor of Ministry Program
Charlotte Cole, Executive Assistant to the President
Johnathan Cole, I.T. Specialist
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
Nyreea Harrington-Stephens, Coordinator of Education, Detroit 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
Sylvia Locher, Director of the Seminary Library
Lori Lower, Registrar, Seminary
Mary Lutz, Coordinator of Education, Columbus Center  
Jill Slater, Advancement Officer, Grants/Events  
John Swope, Director of Field Education  
Sarah Thomas, Digital Services Librarian  
Angela Weimer, Director of Alumni and Community Engagement

**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.

**Centers**

ASHLAND, OH - Students can earn a degree in Master of Arts (Biblical Studies), Master of Arts (Historical & Theological Studies), Master of Arts in Chaplaincy, Master of Arts in Clinical Mental Health Counseling, Master of Arts in Pastoral Counseling & Care, Master of Arts in Spiritual Formation, Master of Divinity or Doctorate of Ministry. We are located at 910 Center Street, Ashland, OH 44805.

CLEVELAND, OH - Students in metropolitan Cleveland can earn a Master of Arts in Black Church Studies, Master of Arts in Practical Theology or Master of Divinity degree completely at our Cleveland Center. Courses are also offered leading to the Doctorate of Ministry in Black Church Studies. We are conveniently located at 6500 Rockside Road, Suite 130 Independence, OH 44131.

COLUMBUS, OH - Our Columbus Center is located at 8425 Pulsar Place, Columbus, OH 43240. Students can earn a degree in Master of Arts in Clinical Mental Health Counseling, Master of Arts in Practical Theology or Master of Divinity.

DETROIT, MI - The Detroit Center offers the Master of Arts in Counseling, Master of Arts in Practical Theology, Master of Divinity, and courses leading to the Doctor of Ministry. We are located in the Centrum Building at 24901 Northwestern Highway, Suite 600, Southfield, MI 48075.
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
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.

Information:
The Telego Center for Educational Improvement is a knowledge and skill-based resource offering customized solutions to educators and business professionals.

The Telego Center provides technical skills and expertise to school administrators and organizational leaders in meeting state and federal mandates, improving leadership skills, and enhancing performance.

The Telego Center operates under the auspices of Ashland University. The Center's personnel have all been or are currently associated with the public school system and business organizations throughout Ohio and other regional states.

**Professional Development Services and Gill Center for Business and Economic Education Program Offerings**
Workshops, classes, and continuing education programs are offered through the College of Education, College of Business, and College of Arts and Sciences. Offerings are utilized for licensure renewal, electives in approved Master of Education, and Master of Business Administration, and Master of Arts in American History and Government programs.
The Master of Fine Arts degree in Creative Writing is a low-residency program in poetry, creative nonfiction, and fiction, with intensive 14-day summer residencies and course delivery via the Internet during fall and spring semesters.

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

Dean
Dawn Weber, Dean, College of Arts and Sciences

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

Honored Visiting Graduate Faculty
Jill Christman, Director of Creative Writing and Associate Professor of English, Ball State University
Angie Estes, freelance writer
Steven Harvey, Professor of English, Young Harris College *
William Haywood Henderson, Director, The Book Project, Lighthouse Writers Workshop
Mark Irwin, Associate Professor of Creative Writing, University of Southern California
Thomas Larson, freelance writer
Alex Lemon, Associate Professor of English, Texas Christian University
E. J. Levy, Associate Professor of English, Colorado State University
Celeste Ng, Instructor, Grub Street Creative Writing Center
Leila Philip, Associate Professor of Literature and Creative Writing, College of the Holy Cross

Robert Root, Emeritus Professor of English, Central Michigan University
Ruth L. Schwartz, freelance writer, former Associate Professor of Creative Writing, Goddard College *
Carmen Gimenez Smith, Associate Professor, New Mexico University

*Founding faculty members

Administrators
Stephen Haven, Director
Wendy Hall, Administrative Director

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

Academic Policies-Thesis Guidelines
Faculty mentors for English 701 will serve as thesis advisors through to the completion of their advisees’ degrees. Thesis advisors will recommend for a thesis defense only those manuscripts that realize fully or largely the character of a volume informed by unifying aesthetic traits. Each student will define for a Faculty Thesis Committee attributes that contribute toward the integrity of the thesis as a volume of writing.

A thesis will be ready for a defense when it is clearly defined by one or more of the following:
- common controlling ideas or interaction between ideas;
- specific aesthetic effects that provide a sense of balance, order, or unity;
- distinct relationships of one poem to another, one essay to another, one story or narrative segment to another, in the body of the thesis as a whole.

Receiving the S-Satisfactory grade in ENG 701 indicates that the faculty mentor recommends the thesis for defense. Faculty mentors may assign the SR grade to a nearly complete thesis that is of such quality that the student’s advisor expects a passing grade will result after the student completes final revisions. The U grade will be used if the thesis shows little sign of promise, even with the possibility of further revision.
Submitting the Thesis

Within two weeks of the completion of the spring semester, the following material needs to be submitted to the Administrative Director:

• Final draft of thesis, approximately 50-60 pages of poetry or 125 pages or more of prose. Students who complete a semester of cross-genre study may petition to submit a multi-genre manuscript.

• List of 50 texts (most of which are books) that have informed the student’s growth as a writer. List texts alphabetically by author. It is not necessary to include more than title and author. Texts are not limited to assigned readings within the coursework or duration of the program.

• Five-page (double-spaced) introduction in which the student defines ways a smaller (5-10) select group of texts informed the process of developing the thesis. Each student should think of this essay as the act of defining a literary genealogy, in the form of 5-10 texts, from which the thesis descends. Students should define in this paper specific effects or techniques that they have learned through the experience of reading particular authors and particular texts.

Non-Residential Courses

Non-Residential Courses in the Master of Fine Arts Program are designed as mentorships: students will work individually with one faculty mentor per semester and will work collectively with other students assigned to the same mentor. Throughout each of the four non-residential semesters (English 631, 632, 633, and 701), students will interact with their mentors via e-mail and online forums. Students will work individually with faculty mentors, and collectively with other students, in enhancing their ability to write and effectively edit poems and creative nonfiction, and in developing the ability to read and write critically in response to canonized and contemporary authors in their chosen genre. Each faculty mentor will work with no more than five students during the four non-residential semesters required by the program.

Summer Residencies

During 14-day summer residencies (English 501, 502, and 503), students will work at Ashland University with Master of Fine Arts faculty and with visiting writers by attending workshops, lectures, seminars, readings, discussion groups, and individual conferences. Students will also attend technical support workshops. During summer residencies, each visiting writer will present one reading and lead one Craft and Publishing Seminar.

COURSE OF STUDY

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year (Summer, Fall, Spring):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 501: Residency I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>English 631: Mentorship (non-residential semester)</td>
<td>9</td>
<td>ENG 501</td>
</tr>
<tr>
<td>English 632: Mentorship (non-residential semester)</td>
<td>9</td>
<td>ENG 631</td>
</tr>
<tr>
<td>Second Year (Summer, Fall, Spring, Summer):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 502: Residency II</td>
<td>3</td>
<td>ENG 631</td>
</tr>
<tr>
<td>English 701: Mentorship IV MFA Thesis (non-residential semester)</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>English 503: Residency III</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Hours:</td>
<td>30 hrs.</td>
<td></td>
</tr>
</tbody>
</table>
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. 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 students 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.

Mission Statement

The Master of Arts in Health & Risk Communication (MAHRC) program is dedicated to serving its students through excellent educational experiences leading to professional transformation, intellectual growth, and a culture of life-long learning.

Dean

Dawn Weber, Dean, College of Arts and Sciences

Faculty

Ashland University Graduate Faculty
Theodore Avtgis, Chair, Professor of Communication Studies
Dariela Rodriquez, Assistant Professor of Communication Studies

Honored Visiting Graduate Faculty
Rebecca M. Chory, Professor of Communication Studies, West Virginia University
Rachel DiCioccio, Associate Professor, Director of Graduate Studies, University of Rhode Island
Evonne Kaplan-Liss, Clinical Associate Professor of Preventive Medicine, Program in Public Health, School of Journalism and Pediatrics, Stony Brook School of Medicine
Marc Hickson, Professor of Communication Studies, University of Alabama-Birmingham
Katherine Kelley, Assistant Professor of Communication Studies, Fort Hays State University
Corey Liberman, Assistant Professor of Communication Studies, Marymount Manhattan College
Lisa L. Massi Lindsey, Associate Professor of Management Communication, Naval Postgraduate School

Nicole Ploeger, Assistant Professor of Speech Communication, University of Arkansas at Little Rock
Andrew Rancer, Professor of Communication, University of Akron
Kevin Real, Associate Professor Department of Communication, University of Kentucky
Don Stacks, Professor of Communication Studies, University of Miami
Sally Vogl-Baver, Professor of Communication, University of Wisconsin-Whitewater
Elaine Wittenberg-Lyles, 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 Communication 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.
The Master of Arts in American History and Government integrates the study of American history with the study of the philosophy and structure of American government. Designed with the content needs of secondary school social studies teachers in mind, the program is open to teachers, community college faculty, history and civic education curriculum professionals, social studies professional development coordinators, library and museum personnel, and others with a personal, scholarly, or professional interest in American history and government. Each course in the program is built around the reading and discussion of original historical documents. With a combination of summer and online study, motivated students can complete the degree in two years.

Mission Statement

The Master of Arts in American History and Government at Ashland University will provide students with an integrated program built around the reading and discussion of original documents. In doing so, the degree program aims to give students the subject mastery and interpretive skills necessary for further study, research, and scholarship in the fields of American history and government.

Dean

Dawn Weber, Dean, College of Arts and Sciences

Ashland University Graduate Faculty

John Moser, Co-Chair, Professor of History
Peter W. Schramm, Professor of Political Science
Jeffrey Sikkenga, Professor of Political Science
Christopher Burkett, Co-Chair, Associate Professor of Political Science
David Foster, Chair of the Department of History and Political Science, Associate Professor of Political Science
Emily Hess, Visiting Assistant Professor of History

Adjunct Graduate Faculty

Melanie Marlowe, Lecturer in Political Science, Miami University
Joseph Postell, Assistant Professor of Political Science, University of Colorado–Colorado Springs
Jonathan White, Assistant Professor of American Studies, Christopher Newport University

Honored Visiting Graduate Faculty

William B. Allen, Professor Emeritus of Political Science, Michigan State University
J. David Alvis, Assistant Professor of Government, Wofford College
William J. Atto, Associate Professor of History, University of Dallas
Jeremy D. Bailey, Associate Professor of Political Science, University of Houston
Michael Burlingame, Naomi B. Lynn Distinguished Chair in Lincoln Studies, University of Illinois at Springfield
Andrew E. Busch, Professor of Government, Claremont McKenna College
Mickey Craig, Dean of Social Sciences, William and Berniece Grewcock Professor of Politics and Associate Professor of Political Science, Hillsdale College
Joshua Dunn, Associate Professor of Political Science, University of Colorado at Colorado Springs
Todd Estes, Associate Professor of History, Oakland University
Christopher Flannery, Professor of Political Science, Azusa Pacific University and Louaine S. Taylor Professor of American History and Government, Ashland University
Steven Hayward, Thomas W. Smith Senior Fellow in Political Economy and Thomas and Mabel Guy Professor of American History and Government, Ashland University
Stephen Knott, Professor of National Security Studies, U.S. Naval War College
David F. Krugler, Professor of History, University of Wisconsin–Platteville
Marc K. Landy, Professor of Political Science, Boston College and Edward and Louise Peterson Professor of American History and Government, Ashland University
Gordon Lloyd, Professor of Public Policy, Pepperdine University
Ken Masugi, Adjunct Professor of Political Science, Johns Hopkins University
Robert M.S. McDonald, Associate Professor of History, United States Military Academy
Sidney M. Milkis, Professor of Political Science, University of Virginia
Dan Monroe, Associate Professor of History, Millikin University
Lucas E. Morel, Professor of Politics, Washington and Lee University
Peter C. Myers, Professor of Political Science, University of Wisconsin–Eau Claire
Robert J. Norrell, Professor of History, University of Tennessee
Matthew Norman, Assistant Professor of History, University of Cincinnati–Blue Ash
Mackubin T. Owens, Jr., Professor of National Security Affairs, United States Naval War College
Daniel Palazzolo, Professor of Political Science, University of Richmond
Ronald J. Pestritto, Associate Professor of Politics, Hillsdale College
Kevin Portteus, Associate Professor of Political Science, Hillsdale College
Eric Sands, Associate Professor of Government, Berry College
Gregory L. Schneider, Professor of History, Emporia State University
Colleen Sheehan, Professor of Political Science, Villanova University
James R. Stoner, Professor of Political Science, Louisiana State University
Natalie Taylor, Associate Professor of Government, Skidmore College
Stephen R. Thomas, Associate Professor of Political Science, Ohio Dominican University
Stephen Tootle, Associate Professor of History, College of the Sequoias
David Tucker, Senior Fellow, Ashbrook Center at Ashland University
Scott Yenor, Professor of Political Science, Boise State University

Administrators
Christian A. Pascarella, Director
Christopher Burkett, Co-Chair, Academic Advisor
John Moser, Co-Chair
David Tucker, Associate Director
Emily Hess, Academic Advisor
Carrie Clever, Administrative Coordinator

Structure
Each course in the program is offered for two (2) semester credit hours. Courses are offered in two formats: as intensive, residential week-long summer courses during the months of June and July; and, as live online videoconference courses offered on various schedules throughout the academic year.

The degree requires a total of 32 semester credit hours. Students may choose from either a thesis, capstone project, or a comprehensive examination track.

Students may complete the degree in two or three years, depending upon their desired course load and track option. During summer semesters, students may take up to four (4) courses during any one summer. Students should consult with their program advisor to discuss their semester-by-semester load. Students may take up to ten (10) years from the date of their first course to complete the degree.

The Comprehensive Examination, Capstone Project, and the Thesis tracks
Students may choose the thesis, the capstone project, or the comprehensive exam track. In choosing a track, students should consider their professional and educational goals and needs in consultation with their academic advisor. The comprehensive examination and capstone project tracks are appropriate for students who do not plan to continue their studies beyond the master's level. The thesis track is open to any student; however, it is strongly recommended for those students who plan to continue their studies beyond the master's level.

The student need not choose a track until the semester during which he or she reaches 20 hours in the program. With the permission of the program chair, the student may switch tracks after he or she has made an initial decision.

Each option serves the same goal: that is, by completing the comprehensive examination, capstone project, or thesis a student will demonstrate mastery of the topics taught in the program. In addition to content mastery, students must also display well-developed analytical and interpretive skills in the use of original documents and their relationship to the broader subjects of American history and government.

Comprehensive Examination Track
Students who choose this option must earn 12 hours of core course credit and 20 hours of elective credit. At the time the student registers for his or her final semester the student should contact the program director to schedule and prepare for the comprehensive examination.

The comprehensive examination is composed of essay response questions based upon the core and elective courses taken by the student as part of their curriculum. Students may repeat the examination once. If the student fails to successfully pass the exam after a second attempt, the student may face dismissal from the program.

Capstone Project Track
Students who choose this option must earn 12 hours of core course credit, 14 hours of elective credit, and successfully complete AHG 690 and AHG 692.

The Capstone Project allows a student to demonstrate his or her mastery of subject matter, as well as analytical and interpretive skills in a practical, useful, or creative format of the student's choosing. A capstone project combines different kinds of practical experience (e.g., as a docent or historical reenactor) or other written work (e.g., lesson plans or historical fiction) with analytical and interpretive writing in the form of one or more essays. Capstone projects may include:

* Creation of a selection of materials (e.g. primary documents) to enhance a curriculum, with essays providing justification of the selections and analysis and interpretation to assist in their use.

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

Students will work individually with the program's faculty to plan their capstone project proposal during AHG 690 (Research Methods). Students may register for and begin work on AHG 690 around the time that they complete 20 hours in the program. The capstone project requires the approval of the program's faculty committee, which will review proposals to make sure they meet substantive and methodological requirements of a master's program. Once the proposal is approved by the program's faculty committee, the student may begin work on the project. Each student will have a capstone advisor to help him or her complete the capstone project.

Thesis Track

Students who choose this option must earn 12 hours of core course credits, 14 hours of elective credit, and successfully complete AHG 690 and AHG 691.

The thesis allows a student to demonstrate his or her mastery of subject matter, as well as analytical and interpretive skills in a traditional written format. A thesis is a written work stating a claim or interpretation and supporting it with data and argument. For example, a thesis might claim that a certain type of protestant theology is responsible for political reform movements in the United States and support that claim by examining, in one of a number of different ways, the civil rights movement of the 1960s.

Students will work individually with the program's faculty to plan their thesis proposal during AHG 690 (Research Methods). Students may register for and begin work on AHG 690 around the time that they complete 20 hours in the program. The thesis requires the approval of the program's faculty committee, which will review proposals to make sure they meet substantive and methodological requirements of a master's program. Once the proposal is approved by the program's faculty committee, the student may begin work on the thesis. Each student will have a thesis advisor to help him or her complete the thesis.

Program Time Limits

Students must complete all requirements for the Master of Arts in American History and Government degree within 10 years. This period begins with the date of the earliest course and ends with the last coursework applied toward that degree. In extraordinary circumstances, a time extension may be granted through the approval of the program's faculty committee.

Course Delivery

Courses are offered as intensive week-long summer courses at the main campus and as live online videoconference courses. On-campus room and board are available for a nominal fee for students attending summer courses.

Degree-seeking students may apply to their degree requirements up to 16 semester credit hours of combined online, transfer credit, and credit earned for AHG 670, AHG 690, AHG 691, or AHG 692. Of those 16 credit hours, no more than 6 may be transferred into the program from other universities.

All degree-seeking students must earn at least 16 hours on campus during the summer semester. There is no limit on the number of hours which may be earned on campus.

Grade and Course Repeat Policy

No credit toward degree requirements will be awarded for courses in which the student has earned a grade below C+. Any student receiving a B- or lower grade in a course may choose to retake that same course in an attempt to raise their grade point average. Both grades appear on the student's transcript. However, upon request of the student, 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>AHG 501: American Revolution</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 502: The American Founding</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 503: Sectionalism and Civil War</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 504: Civil War and Reconstruction</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 505: The Progressive Era</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 510: Great American Texts</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG electives</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses:

All students must earn 20 semester hours of elective credit. Students on the Thesis or Capstone Project tracks must complete 7 elective courses (14 semester hours), AHG 690 (2 semester hours), and either AHG 691 or AHG 692 (4 semester hours). Students on the Comprehensive Examination track must complete 10 elective courses (20 semester hours) and AHG 693 (0 semester hours).

AHG 601 Sources of the American Regime
AHG 602 Eurpean Discovery & Settlement
AHG 603 Colonial America
AHG 604 The Early Republic
AHG 605 The Age of Enterprise
AHG 606 America Between World Wars
AHG 607 America During the Cold War
AHG 610 American Foreign Policy
AHG 611 The American Way of War
AHG 620 The Reform Tradition in America
AHG 621 Race & Equality in America
AHG 622 Religion in American History and Politics
AHG 623 Gender & Equality in America
AHG 630 American Statesmen
AHG 631 American Political Rhetoric
AHG 632 Amer. Presidency I, Washington to Lincoln
AHG 633 Amer. Pres. II, Johnson to the Present
AHG 640 The Congress
AHG 641 The Supreme Court
AHG 642 Political Parties
AHG 660 Topics in Am. Hist. & Gov.
AHG 670 Directed Study
AHG 690 Research Methods
AHG 691 Thesis
AHG 692 Capstone Project
AHG 693 Comprehensive Examination
Master of Arts with a Specialization in Teaching American History and Government

Department of History and Political Science
The College of Arts and Sciences

A program designed for secondary school teachers of advanced high school classes—including post-secondary enrollment option, dual-credit, dual-enrollment, or other accelerated academic programs—which combines the study of instructional best practices with the intensive study of American history and government.

Mission Statement
The Master of Arts with a specialization in Teaching American History and Government will provide secondary school teachers with an integrated program combining advanced studies in curriculum and instruction with intensive study of American history and government through the analytical use of original documents. By combining educational methods with advanced content studies, the program will give teachers the content field and pedagogical expertise necessary to improve their effectiveness as teachers of college-level skills in the secondary school classroom.

Dean
Dawn Weber, Dean, College of Arts & Sciences

Faculty
Ashland University Graduate Faculty
John Moser, Professor of History
Peter Schramm, Professor of Political Science
Jeffrey Sikkenga, Professor of Political Science
Christopher Burkett, Associate Professor of Political Science
David Foster, Chair of the Department of History and Political Science; Associate Professor of Political Science

Structure
The Master of Arts with a specialization in Teaching American History and Government, combines study in educational methodology, offered as a series of three-semester hour courses available at the Ashland University Main Campus, at the university's regional centers in Cleveland, Columbus, Elyria, and Massillon, Ohio, or online, with a series of two-semester hour history and political science courses offered as week-long, intensive seminars during the summer semester at the main campus or online throughout the academic year. Student may complete the degree in two to three years, depending upon their desired course load. Students should consult with their program advisor to discuss their semester-by-semester load. Students may take up to ten years to complete the degree.

Program Time Limits
Students must complete all requirements for the Master of Arts with a specialization in Teaching American History and Government degree within 10 years. This period begins with the date of the earliest course and ends with the last coursework applied toward that degree. In extraordinary circumstances, a time extension may be granted through the approval of the program's faculty committee.

Course Delivery
No more than 9 credits may be transferred into the program from other universities.

Education courses, those with EDXX prefix, may be taken at the main campus, at a regional center, or online. AHG prefix courses are offered as intensive week-long summer courses at the main campus and as live online videoconference courses. On-campus room and board are available for a nominal fee for students attending summer courses.

Grade and Course Repeat Policy
No credit toward degree requirements will be awarded for courses in which the student has earned a grade below C+. Any student receiving a B- or lower grade in a course may choose to retake that same course in an attempt to raise their grade point average. Both grades appear on the student's transcript. However, upon request of the student, only the second grade will be used in calculating the GPA.

Comprehensive Exam
The comprehensive examination is composed of essay response questions based upon the American history and government core and elective courses taken by the student as part of their curriculum. Students may repeat the examination once. If the student fails to successfully pass the exam after a second attempt, the student may face dismissal from the program.

At the time the student registers for his or her final semester, the student should contact the program director to schedule and prepare for the comprehensive examination.
## COURSE OF STUDY

A total of 36 semester hours of credit are required for the degree.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Education Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Foundations (choose one):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 521 Theory and Practice of Curriculum Development</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 522 Teaching and Learning in the 21st Century</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 523 Reading and Literacy Curriculum</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 524 Democracy in Education</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Social &amp; Historical Foundations (choose one):</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDFN 503 School and Society</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 645 Educational Psychology and Human Development</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 579 Special Education Law, Policies, and Procedures</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 683 Educational Leadership</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Inquiry (choose one):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 504 Action Research for Educational Improvement</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 505 Introduction to Applied Educational Research</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 506 Research</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 507 Understanding Statistical Research for Classroom Professionals</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Diversity (choose one):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 502 Critical Dialogues in the Teaching and Learning Process</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 510 The World in Your Classroom: Multicultural and Global Education</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 533 Culturally and Linguistically Diverse Learners</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 550 Social and Educational Perspectives of Disability</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>The American History and Government Core:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHG 501 American Revolution</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 502 The American Founding</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 503 Sectionalism &amp; Civil War</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 504 Civil War and Reconstruction</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 505 The Progressive Era</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 510 Great American Texts</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 693 Comprehensive Examination</td>
<td>0</td>
<td>Permission</td>
</tr>
<tr>
<td>Elective Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHG 601 Sources of the American Regime</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 602 European Discovery and Settlement</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 603 Colonial America</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 604 The Early Republic</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>AHG 605 The Age of Enterprise</td>
<td>(2)</td>
<td>None</td>
</tr>
<tr>
<td>AHG 606 America Between World Wars</td>
<td>(2)</td>
<td>None</td>
</tr>
<tr>
<td>AHG 607 America during the Cold War</td>
<td>(2)</td>
<td>None</td>
</tr>
<tr>
<td>AHG 610 American Foreign Policy</td>
<td>(2)</td>
<td>None</td>
</tr>
<tr>
<td>AHG 611 The American Way of War</td>
<td>(2)</td>
<td>AHG 610</td>
</tr>
<tr>
<td>AHG 620 The Reform Tradition in America</td>
<td>(2)</td>
<td>AHG 503,505, or 607</td>
</tr>
<tr>
<td>AHG 621 Race and Equality in America</td>
<td>(2)</td>
<td>None</td>
</tr>
<tr>
<td>AHG 622 Religion in American History and Politics</td>
<td>(2)</td>
<td>None</td>
</tr>
<tr>
<td>AHG 623 Gender and Equality in America</td>
<td>(2)</td>
<td>None</td>
</tr>
<tr>
<td>AHG 630 American Statesmen</td>
<td>(2)</td>
<td>None</td>
</tr>
<tr>
<td>AHG 631 American Political Rhetoric</td>
<td>(2)</td>
<td>AHG 630, 632, or 633</td>
</tr>
<tr>
<td>AHG 632 The American Presidency I, Washington to Lincoln</td>
<td>(2)</td>
<td>None</td>
</tr>
<tr>
<td>AHG 633 The American Presidency II, Johnson to the Present</td>
<td>(2)</td>
<td>AHG 632</td>
</tr>
<tr>
<td>AHG 640 The Congress</td>
<td>(2)</td>
<td>None</td>
</tr>
<tr>
<td>AHG 641 The Supreme Court</td>
<td>(2)</td>
<td>None</td>
</tr>
<tr>
<td>AHG 642 Political Parties</td>
<td>(2)</td>
<td>None</td>
</tr>
<tr>
<td>AHG 660 Topics in American History and Government</td>
<td>(2)</td>
<td>None</td>
</tr>
<tr>
<td>AHG 670 Directed Study</td>
<td>(2)</td>
<td>Permission</td>
</tr>
</tbody>
</table>

36 hrs.
Master of Business Administration

Dauch College of Business and Economics

Ashland University offers a Master of Business Administration degree through the Dauch College of Business and Economics. The MBA program, initiated in 1978, is designed to provide mid-level professionals with a top-management perspective on organizational effectiveness by equipping them with the conceptual frameworks necessary to operate a business or business segment. It also helps them to develop their ability to lead people and manage resources by developing key managerial competencies. Finally, it guides student toward more fruitful ways of integrating their individual efforts with those of their colleagues by employing a team-based, integrated, cross-disciplinary approach to understanding organizational management.

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

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

Associate Dean
Dr. Raymond A. Jacobs, Associate Dean; Chair, Master of Business Administration Program; and Professor of Management

Faculty
J. David Lifer, Professor of Information Systems
Gary L. Margot, Professor of Information Systems
Khushwant K. Sidhu Pittenger, Professor of Management
Steven W. Pool, Professor of Management
Paul G. Schloemer, Professor of Accounting
Sivakumar Venkataramany, Professor of International Business
Daniel Fox, Associate Professor of Marketing
Michael J. Colburn, Associate Professor of Management
Lance Kaltenbaugh, Associate Professor of Sport Management
Victoria L. Kaskey, Associate Professor of Accounting
Mark A. Nadler, Associate Professor of Economics
Kristine Parsons, Associate Professor of Accounting
Ronald Paugh, Associate Professor of Marketing
Beverly J. Piper, Associate Professor of Accounting
Constance M. Savage, Associate Professor of Management
Honxia Wang, Associate Professor of Finance
Debra Westerfelt, Associate Professor of Management
Kenneth Brubaker, Assistant Professor of Sport Management
James T. Falter, Assistant Professor of Finance
Ali Hashemi, Assistant Professor of Economics
Paul Holmes, Assistant Professor of Economics
Bo Li, Assistant Professor of Supply Chain Management
Jennifer Parsons, Assistant Professor of Sport Management
Terry E. Rumker, Assistant Professor of Finance
Robert Stoll, Assistant Professor of Management
Daniel W. Sullivan, Assistant Professor of Entrepreneurship
Nitin Walia, Assistant Professor of Information Systems
Joan Berry-Kalama, Professional Instructor of Management
Rebecca Schmeller, Professional Instructor of Management

Administrators
Stephen W. Krispinsky, Executive Director
Katherine M. Rivera, Administrative Assistant

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

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

Student Learning Outcomes
Students graduating with a Master of Business Administration degree will demonstrate competency in several areas found to be important for success in business. These competency areas include leadership, communication skills, problem solving skills, integrity and accountability, specialized knowledge, and international and global perspective.

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

Specific Student Outcomes include:
* the ability to communicate correctly and purposefully, integrating technology into writing and presentations;
* the ability to identify problems, analyze information, and form conclusions within the business context;
* business knowledge from a variety of sub-disciplines and the ability to apply the knowledge and skills to reach solutions to business needs;
* the ability to inspire a shared vision, foster a realization of that vision, and facilitate a culture to realize goals of the vision;
* an understanding of the ethical behaviors and issues relevant to the business community;
* the ability to apply analytical and quantitative skills appropriate to support business decision making;
* an international and global perspective appropriate to a progressive business community that engages in international business activities.

**Program Objectives**

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

**Structure**

Ashland University offers students the Master of Business Administration course work in five program centers across the state. Classes meet in the evenings, on alternate Saturdays, or in a hybrid online model, which permits students to learn without interrupting their normal working schedules. By completing two courses each semester, students may earn their degree after two years of study. Ashland University also offers a totally online MBA program. Our online courses are designed according to the Quality Matters TM Program standards and delivered via the Blackboard Learn learning management system (LMS), ensuring high quality.

**Accreditation of MBA Program**

The College of Business and Economics received its initial professional accreditation for its degree programs (BA, BSBA, and MBA) at all sites from the Accreditation Council for Business Schools and Programs (ACBSP) in June 1993. The ACBSP granted the BSBA with a major in accounting, the MBA with a specialization in accounting, and the accelerated BSBA/MBA in accounting specialized accreditation in 2013, the eighth school in the US and the first school in Ohio to be so recognized. These certifications serve to assure the public that the business education at Ashland University meets nationally recognized standards of quality in terms of professors, curriculum, methods of instruction, and financial support.

**Accelerated BS/MBA 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 the accelerated BS/MBA programs, including at least one internship specific to Accounting, the student can apply to the Graduate School for admission. Refer to the undergraduate catalog for more information on this program, including curriculum details.

**Instructional Facilities**

Classes are held on the main campus in the Dauch College of Business and Economics and at four off-campus centers:

* Columbus Center
  1900 E. Dublin-Granville Rd.
  Columbus, OH 43229
* Stark County Center
  Stark State College ATC
  6200 Frank Rd. NW
  North Canton, OH 44720
* Medina Center
  Sharon Commons
  2498 Medina Rd.
  Medina, OH 44256
* Westlake Center
  Corporate College
  25425 Center Ridge Rd.
  Westlake, OH 44145
Academic Advisor

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

Academic Probation/Dismissal

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

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

Academic Probation (continued)

A student who is placed on academic probation is normally permitted to register for a maximum of six hours per semester until his or her cumulative grade point average reaches 3.00 or higher and he or she is removed from probation. International students must register for six hours. Exceptions to this must be approved by the MBA academic probation committee.

Students who are dismissed from the program should carefully consider their options, as there is no guarantee that they will be able to successfully complete the program, even if permitted to continue. If a dismissed student would like to continue in the MBA program, he or she must make a written request for permission for conditional reinstatement in the program from the MBA academic probation committee. If permitted to continue, the student must retake one or more courses in which he or she received a grade of "C+" or lower. The grade for the repeated course will affect the student's grade point average as described in the "Course Repeat Policy." A dismissed and conditionally reinstated student may not take any new courses until the cumulative grade point average has increased to at least the academic probation range.

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

The Master of Business Administration academic probation committee and Ashland University reserve the right to dismiss any student at any time for good cause. Please refer to the Academic Affairs section of this catalog for information concerning the Student Appeal Policy.

Degree Requirements

Ashland University's Master of Business Administration degree requires the completion of a minimum of 36 credit hours, excluding Foundation courses that may be required for students without sufficient coursework in business at the undergraduate level.

Master of Business Administration

Course of Study

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase I: Foundations Program (if required)</td>
<td>(0-21)</td>
</tr>
<tr>
<td>Phase II: MBA CORE</td>
<td>15</td>
</tr>
<tr>
<td>MBA 503 Operations Management</td>
<td></td>
</tr>
<tr>
<td>MBA 505 Financial Management</td>
<td></td>
</tr>
<tr>
<td>MBA 507 Marketing Management</td>
<td></td>
</tr>
<tr>
<td>MBA 511 Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td>Phase III: Electives/Specializations</td>
<td>18</td>
</tr>
<tr>
<td>Phase IV: Capstone</td>
<td>3</td>
</tr>
<tr>
<td>MBA 517 Strategic Planning and Policy Analysis</td>
<td></td>
</tr>
<tr>
<td>36 hrs.</td>
<td></td>
</tr>
</tbody>
</table>
MBA Foundation courses may be taken concurrently with MBA core courses as long as the core prerequisites are met. However, students considering this option must obtain approval from the program director.

Students taking six hours per semester are considered full-time students. Those taking less than six hours per semester are considered part time.

MBA Curriculum

Students must complete a minimum of 36 credit hours above the MBAF 500 level to meet their curriculum requirements. All students also must complete an orientation program, offered in both face-to-face and online formats, ensuring that students are acclimated to the requirements of the program. Five required courses (15 credit hours) make up the Master of Business Administration core, or "Phase II" of the program. A minimum of 18 additional credit hours must be comprised of elective courses, including seminars, special topics/specialization courses, or an independent research project. Complete information and guidelines for these options are found under "Phase III" and "Independent Research Project Option" below. A "Phase IV" capstone course (MBA 517) is also required.

Master of Business Administration Foundation Courses

Phase I (0-21 Hours)

Applicants holding non-business baccalaureate degrees may be required to complete one or more MBA Foundation courses in order to meet admission requirements.

Course Number and Title
MBAF 500A Business Organization
MBAF 500B Accounting
MBAF 500C Economics
MBAF 500E Marketing
MBAF 500F Finance
MBAF 500G Information Technology
MBAF 500H Quantitative & Statistical Methods
MBAF 500I Professional Internship

Master of Business Administration Core Courses

Phase II: Business Core (15 Hours)

All students must complete MBA 501, MBA 503, MBA 505, MBA 507, and MBA 511. These requirements ensure that all students possess an understanding of the business functional areas.

Course Number and Title
MBA 501 Org, Design, Dev & Change Mgmt
MBA 503 Operations Management
MBA 505 Financial Management
MBA 507 Marketing Management
MBA 511 Managerial Accounting

Master of Business Administration Elective Courses

Phase III: Electives with Optional Specializations (18 Hours)

In addition to the broad coverage provided by the courses in the core, students may select from a wide range of elective offerings. Each student must choose a minimum of 18 hours of elective courses. Elective offerings include MBA Seminars, special topics courses, Specialization courses, and an Independent Research Project. Electives may be taken in any order, once prerequisites have been satisfied.

Course Number and Title
MBA 502 Managerial Economics
MBA 504 Business Statistics
MBA 506 Business & Society
MBA 509 International Business Management
MBA 510 Organizational Behavior
MBA 513 Management Information Systems
MBA 514 Special Topics in Business
MBA 516 MBA Seminars
MBA 530-599 Specialization Courses

Master of Business Administration Specializations

As part of their elective courses, students may select three courses (9 credit hours) from a designated list to earn a specialization in one or more of the following areas: Project Management, Entrepreneurship, Human Resource Management, Finance, Global Management, Supply Chain Management, Management Information Systems, or Accounting.

Customized Specializations

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

Summary of MBA Specializations

Business Analytics (12 hours)
MBA 545 Business Intelligence and Data Analytics
MBA 546 Business Analytics 1
MBA 547 Business Analytics 2
MBA 548 Analytical Modeling for Decision-Making

Project Management
MBA 530 Foundations of Project Mgmt.
MBA 531 Increasing Org. Capacity In Project Mgmt.
MBA 533 Adv. Topics in Com. For Proj. Managers

Entrepreneurship
Required Course: MBA 540 Entrepreneurship and Intrapreneurship
Choose two from the following:
MBA 541 Business Info. Systems for the Small Business
MBA 542 Business Tax Planning
MBA 543 Entrepreneurial Law
MBA 544 Small Business Management

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

Finance
Recommended prerequisite:
MBA 505 Financial Management
Required Course:
MBA 560 Investments
Choose two from the following:
MBA 561 Emerging Financial Markets
MBA 562 Global Finance
MBA 564 MBA Financial Markets Tour

Global Management
Recommended prerequisite:
MBA 509 International Business Management
Required Course:
MBA 567 Multinational Management
Choose two from the following:
MBA 561 Emerging Financial Markets
MBA 562 Global Finance
MBA 568 International Business Study Tour

Supply Chain Management
MBA 570 Supply Chain Management
MBA 571 Logistics and Procurement
MBA 572 Supply Chain Strategy

Accounting
Required Undergraduate Course Prerequisites:
Intermediate Accounting I and II, and Cost Accounting
Choose three of the following:
ACCT 514 Accounting Special Topics
ACCT 535 Fund and Non-Profit Accounting

ACCT 538 Advanced Cost Management
ACCT 540 Advanced Accounting

Management Information Systems
MBA 513 Management Information Systems
MBA 535 Systems Analysis and Design
MBA 545 Business Intelligence and Data Analytics

Master of Business Administration - Sport Management Concentration (15 hours)
SMG 572 Sport Management
SMG 574 Social & Ethical Issues in Sport
SMG 580 Sport Marketing & Promotion
SMG 581 Legal Aspects in Sport Organizations
SMG 582 The Sport Industry
SMG 590 Field Experience in Sport
Choose one from the following:
SMG 576 Psychology of Sport and Coaching
SMG 579 Sport Facility Management & Design

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

Master of Business Administration Optional Independent Research Project (MBA 601/602)
MBA students have the option of completing an Independent Research Project as part of their Phase III elective course work. Students choosing this option will take MBA 601, or MBA 601 and MBA 602, for up to six semester hours.

Eligibility
The Independent Research Project (IRP) is chosen by the candidate and approved by the IRP project review committee with the consent of the primary and secondary faculty advisers who will direct the candidate’s research project. To enroll in MBA 601/602, students must have a 3.50 grade point average when the project application is submitted for approval to the MBA executive director (forms available from the MBA Office). Before beginning work on the project, student must have completed 15 semester hours of core subjects, including MBA 501, MBA 503, MBA 505, MBA 507, and MBA 511.
Proposal Approval

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

Style and Typing of Project Report

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

Oral Defense

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

Registration and Completion

The student should register for MBA 601 in the semester during which he or she expects to begin the project. Failure to complete the assignment for MBA 601 during that term will result in an “IP” (In Progress) grade for the course. This grade will not adversely affect the grade point average of the student for that particular term. However, the required work must be completed within one year of the posting of the IP grade. Completion of the work will result in a change to the earned grade. Failure to complete the work within one year will result in an “F.”

Students are reminded that the MBA project, as part of the MBA curriculum, must be completed within the five-year time limit. Also, completion of the project will rarely take less than a year.

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

Student Honor Society

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.

Additional Information

For additional information regarding the Master of Business Administration Program, contact Stephen W. Kripsinsky, Executive Director:
Dwight Schar College of Education
Graduate Programs

Graduate Programs
Programs are offered through the Departments of Early Childhood; Educational Foundations and Instruction; Educational Leadership; Inclusive Services and Exceptional Learners.

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

Interim Dean, Dwight Schar College of Education
Linda Billman, Associate Professor
Field Experiences and Internships Director
Joe Hendershott
Columbus Field Experiences and Internships Placement Coordinator
William White

Faculty By Department
Educational Foundations and Instruction
Mission Statement
The Mission of the Department of Educational Foundations and Instruction is to create an interactive and collegial learning community in which faculty, preservice and practicing teachers, and other professionals collaborate in an ongoing effort to critically examine and develop an understanding of the origins, influences, and dynamics of education and to seek effective instructional practices. The programs offered by the Department help each individual develop the personal and professional qualities needed to become an agent of change who positively influences all learners, their educational settings and our society. The instruction provided by the faculty across the Department challenges and supports all members of the learning community as they explore best practice, raise questions, and learn to solve problems through the use of technological and professional resources, the application of theory and research, continuous assessment, and reflective self-evaluation.
Chair, Deanna Romano, Associate Professor
Joan Knickerbocker, Professor
David Kommer, Professor
James Rycik, Professor
Carl Walley, Professor
Howard Walters, Professor
Rachel Wlodarsky, Professor
Penny Arnold, Associate Professor
Linda Billman, Associate Professor
Cathryn Chappell, Associate Professor
Jason Ellis, Associate Professor
Rosaire Ifedi, Associate Professor
Nate Myers, Associate Professor
Marian Maxfield, Assistant Professor

Inclusive Services and Exceptional Learners
Mission Statement
The mission of the Department of Inclusive Services and Exceptional Learners is to prepare teachers to develop and maintain collaborative learning communities that support growth and development of exceptional learners. We are committed to improving the access of all learners to inclusive, equitable, and effective education through our teaching, service, and research.
Chair, Allison Dickey, Associate Professor
Jane Piirto, Trustees Professor
Carla Abreu-Ellis, Associate Professor
Bonnie Adams, Associate Professor
James Chapple, Assistant Professor
Stephen Denney, Assistant Professor
Sarah Hall, Assistant Professor
Connie Ericson, Professional Instructor

Early Childhood
Mission Statement
The mission of the Department of Early Childhood at Ashland University is to prepare Early Childhood and Early Childhood Intervention Specialist preservice and practicing teachers to positively impact children, schools, and society. We support and implement the five principles of Knowledge, Collaboration, Ethics, Accent on the Individual, and Reflections, which are advocated by the Dwight Schar College of Education.
Chair, Mary Rycik, Chair, Professor
Jacalyn Wood-Morton, Professor
Maria Sargent, Professor
Fredrick Burton, Associate Professor
Crystal Kaiser, Associate Professor
Brenda Rosier, Associate Professor
Tanzeah Sharpe, Assistant Professor
Susan Stewart, Assistant Professor
Diane Craig, Professional Instructor
Terri Jewett, Professional Instructor
Leadership Studies

Mission Statement

The mission of the Department of Leadership Studies at Ashland University is to prepare professionals to be organizational leaders. The Department consists of two programs: Educational leadership and the Doctoral Program in Leadership Studies. The Program in Educational leadership (PK-12 administration) believes that an education professional in a leadership position at the district or school level must be a leader of leaders and have knowledge, skills, and dispositions in the most critical leadership areas: instructional leadership and organizational management. The Doctoral Program in Leadership Studies (organizational leadership) is an interdisciplinary program that combines theory and practice with individual mentoring and applied research to train a new generation of reflective, ethical, and effective leaders in P-12 schools, higher education, government, industry and human service organizations.

Chair, Judy A. Alston, Professor
Carol Engler, Associate Professor, Program in Educational Leadership
Amy Klinger, Associate Professor, Program in Educational Leadership
James Olive, Associate Professor, Doctoral Program in Leadership Studies
Sunny Munn, Assistant Professor, Doctoral Program in Leadership Studies
Robert Thiede, Assistant Professor, Program in Educational Leadership

Locations of the Graduate Education Programs

The Ashland Center

Instructional facilities for the Ashland M.Ed. Program are located in the Dwight Schar College of Education. The Dwight Schar College of Education houses the offices for education, with well-equipped classrooms, conference rooms, and the Becker Memorial Reading Center. The campus library is located in the center of campus and contains an instructional media center with special listening and viewing areas, computers, and curriculum materials. Recent figures indicate the current library holdings exceed 300,000 items. Online database search services are available. The library is also a depository for federal and state documents. The address and telephone numbers for the Ashland Ed.D. Program are Ashland University, 401 College Ave., Ashland, OH 44805, 419.207.4983. The address and telephone numbers for the Ashland M.Ed. Program are Ashland University, 401 College Ave., Ashland, OH 44805, 419.289.5977.

The Columbus Center

The center is located five blocks east of Interstate 71 on State Route 161. The address and telephone numbers are Ashland University Center, 1900 East Dublin-Granville Rd., Columbus, OH 43229, 614.794.0803, extension 1101.

Students have access to Ashland University’s library and its databases, including OhioLINK, and many other area libraries, including the State Library. Students may also use a toll-free number to request library materials from the main campus of Ashland University.

The Columbus Center accommodates 26 education and meeting rooms, three computer labs, and office spaces.

The Elyria Center

The address, telephone number, and e-mail address are Ashland University Program in Elyria, Suite 105 University Center, 1005 N. Abbe Rd., Elyria, OH 44035; 440.366.7505.

The Ashland University Program in Elyria is located at the Lorain County Community College (LCCC). This location is convenient for many persons in northern Ohio. Along with classrooms, LCCC provides library, media space, and bookstore facilities for the Ashland University programs. The OhioLINK databases, the AU catalog, and books from other OhioLINK libraries are available to students. Students may use a toll-free number to request library materials from the main campus of Ashland University.

The Massillon/Stark Center

The Ashland University Massillon/Stark Center is located at the R.G. Drage Career and Technical Center, 2800 Richville Drive SE, Massillon, OH 44646-9480, 330.837.5244.

The Cleveland Center

Ashland University Cleveland offers courses leading to a master’s degree in school administration and/or licensure in school administration. A master’s degree in Curriculum and Instruction is also available. The Cleveland Center’s offices are located at 6393 Oak Tree Blvd. Independence, OH 44131. Contact Information is: phone, 216.292.1100; fax, 216.901.4249; information, www.info@esc-cc.org.

Accreditation of the College

The teacher education programs have been approved by the Ohio Board of Regents. The Dwight Schar College of Education at Ashland University is accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE can be contacted through Council for the Accreditation of Educator Preparation (CAEP), 2010 Massachusetts Ave., NW, Suite 500 Washington, D.C., 20036; phone (202) 223.0077. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council of Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.
These two agencies serve to (1) assure the public that Ashland University offers an educator preparation program that meets national standards of quality, (2) ensure that children and youth are served by well-prepared school personnel, and (3) advance the teaching profession through the improvement of teacher education programs. Licensure requirements are subject to the authority of the Ohio State Department of Education and Ohio Law. Course and field experiences may change; subject to requirements approved by the Ohio Board of Regents and/or Ohio Law.
The Doctor of Education in Leadership Studies
Department of Leadership Studies
The Dwight Schar College of Education

Total 59 semester hours

Ashland's doctoral degree in Leadership Studies combines theory and practice with individual mentoring and applied research. The degree program is designed for working professionals with present or emerging leadership responsibilities to access a range of professional settings, including education, health care, social services, church, government, law enforcement, non-profit organizations, business, and international agencies.

Mentorship

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

University faculty assume responsibility for assisting, advising, and guiding students as field-based problems are addressed. Coaching and observing at the work site are central to this concept.

Leadership Plan

Doctoral students have the responsibility of developing a leadership plan which will define the mentorship experience. The plan will describe an in-depth organizational design activity in which the student will be engaged.

Upon completion of the Mentorship course, the doctoral student will prepare his/her findings in a report and/or formal presentation to his/her employers, organizational personnel, interested doctoral and other graduate students, and the Doctoral Program Executive Committee.

The Leadership Examination

As the mentorship experience draws to a close and following completion of the Leadership Core courses, doctoral students prepare for the Leadership Examination. This examination conducted by the student’s program committee seeks to link the Leadership Core courses from the program with the actual on-site research and experience from the mentorship component. The Leadership Examination includes an assessment of the doctoral student’s knowledge of leadership and organizational skills, as well as the ability to integrate theory, research, and practice, both orally and in written form.

The Comprehensive Examination

Students are required to complete successfully a comprehensive written examination covering all course work. The examination is taken at the conclusion of the student’s individualized course of study. The examination is constructed, administered, and assessed by the student’s comprehensive examination committee.

The student discusses the components of the Comprehensive Examination in greater detail with the examination committee. This oral portion of the examination concentrates on areas of perceived weaknesses and strengths. A student who satisfactorily completes the examination is approved to move on to the dissertation project.

Doctoral Candidacy Status

A doctoral student reaches the stage of "candidacy" or All But Defended (ABD) when they have: completed the residency requirement, completed the mentorship component of the program, passed the Leadership and Comprehensive Examination, and have an approved dissertation topic and proposal for completing the dissertation research.

The Dissertation

The purpose of the dissertation is to assure that the student will be capable of engaging in scholarly research and inquiry for the purpose of improving the practice of leadership. The dissertation is a comprehensive study incorporating several components of the doctoral program that demonstrates the application of knowledge in an organizational setting in such a way that other professionals can benefit from the project. A successful dissertation demonstrates the utilization of skills and knowledge from the candidate’s individualized program to address a specific problem. It also demonstrates the candidate’s knowledge of research design and the ability to interpret findings orally, in writing, and in application.
Program of Study

The formal course work supporting the tenets and goals of the EdD program is organized around the components of an Organizational Leadership Core, Research Core, and a Cognate area of study selected by the student designed to complement the major area of leadership studies and, at the same time, satisfy the individual needs of the student.

Organizational Leadership

Students in the Leadership Studies Doctoral Program begin their studies as a cohort group during the summer semester following their admission into the program. During this time, students will complete the three (3) semester hours of initial core requirements.

The Organizational Leadership Core focuses on the role of a leader as a professional in the human organization. It consists of one course in Integrative Leadership, four courses in Organizational Dynamics, and two courses in Policy Analysis. Emphasis is placed on the importance of organizational culture and the development of support for a shared institutional vision among professionals.

Coursework:
- Integrative Leadership EDLS 9800 3 hours
- Organizational Dynamics (9 hours):
  - Organization Development EDLS 9889 3 hours
  - Organizational Behavior EDLS 9881 3 hours
- Leadership Theory EDLS 9880 3 hours
- Policy Analysis (6 hours):
  - Human Capital and Public Policy EDLS 9887 3 hours
  - Institutional Law and Policy EDLS 9887 3 hours

Research

The Research Core consists of four courses, the mentorship project and self-directed dissertation research. Through doctoral coursework, students will recognize the importance of research and measurement and appreciate their function as underlying threads which connect all facets of the doctoral experience. The mentorship course provides the opportunity to identify a problem in the actual practice, implement a solution and evaluate information collected from the study. The interpretation and evaluation of literature, both quantitative and qualitative in methodology, in the field of leadership studies are inherent in all coursework as well as essential to the completion of the dissertation requirement.

Coursework:
- Becoming a Researcher EDLS 9819 3 hours
- Qualitative Inquiry EDLS 9821 3 hours
- Quantitative Statistical Analysis EDLS 9820 3 hours
- Dissertation Research Design EDLS 9823 3 hours
- Mentorship Project EDLS 9830 4 hours

Dissertation EDLS 9899 10 hours min

Cognate Area

The cognate is an individualized specialty area of study encompassing the student's interests and needs, yet related to the major area of study, Organizational Leadership. All students are required to complete a cognate area of study consisting of a minimum of fifteen (15) semester hours. Cognates are unique to each student based on area of interest and potential research agenda.

Previous cognates have included areas such as, but not limited to:
- Business Management
- Communication
- Curriculum
- Gifted and Talented Education
- Higher Education Pedagogy
- Professional Development
- School Building Administration
- Superintendency
- Theology

Doctoral Program Coursework

A total of fifty-nine (59) semester hours beyond the master's degree are required for the doctoral degree. The areas in which course work must be completed and the minimum number of hours by area are as follows:

Required Coursework
- Organizational Leadership Core 18 hours
- Research Core 16 hours
- Cognate Area 15 hours
- Dissertation 10 hours minimum
Ashland University offers a variety of graduate education programs at its regional centers located in Ashland, Columbus, Massillon, Elyria, and Cleveland. These programs include the Master of Education (M.Ed.), Bachelor’s Plus licensure, and other licensure and endorsement programs. Not all centers include all of the above programs. See the resident program director of a given center and/or program for information regarding a specific program. Note that the Ed.D. program is offered only at the Ashland Center (see Ed.D. section for details regarding this program).

All courses are taught within the parameters of master syllabi, which have been developed, reviewed, and approved by the faculty and Graduate Council prior to adoption. Convenience, personalized attention, and quality programs contribute to the attractiveness of Ashland University programs at all five regional centers.

See additional information at www.ashland.edu/coe/graduate.

Graduate Education Program Objectives

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

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

The programs are based on foundations of education, current research, effective practice, and dynamic collaborative relationships among educators at all levels. The program is implemented through diverse classroom, field, and clinical experiences. The faculty believe that a professional educator is a reflective practitioner who merges theory and practice. A major objective of the programs is to develop individual skills for solving particular educational problems, whether in teaching, supervision, or administration, while keeping such solutions in balance with institutional, community, or school system needs and expectations. A second objective is the acquisition of sound principles and techniques essential to working effectively in a wide range of instructional or organizational settings.

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

College of Education Values and Student Learner Outcomes

In addition to the College of Education’s mission, the faculty within the College have developed five values and ten student learner outcomes that are woven into the programs and course work offered through the college. These are:

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

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

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

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

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

Ashland University’s Graduate Programs in Education were established in response to needs expressed by teachers and administrators of the area. Feasibility studies conducted by (at that time) Ashland College’s Department of Education, as well as other institutions, provided quantitative data supporting the need to develop a master’s degree program that could reasonably be facilitated within existing institutional guidelines.

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

Subsequent visitations and approvals have occurred by both the Ohio Board of Regents and the North Central Association of Colleges and Schools. Program support and planning assistance is also received from non-institutional personnel and agencies through advisory committee memberships. In all, the breadth of the College’s programs now encompass a doctoral degree, eight M.Ed. Major programs, and numerous licensures and endorsements, including the Bachelor’s Plus post-baccalaureate initial teacher licensure program.

Workshop Credit

In order to meet one semester hour of credit, the workshop must have required the equivalent of 15 class hours for participation, the content must have been of appropriate magnitude, the student must have met successfully all workshop requirements, and it must be recorded as graduate credit on a transcript from a regionally accredited program. The three programs, which allow workshops to count toward elective credits, are (a) Curriculum and Instruction: TL 21, six hours (b) Curriculum and Instruction: Literacy, three hours; (c) Curriculum and Instruction: Talent Development, three hours. The resident program director must approve workshop credits. For information regarding Ashland University's Professional Development Service's workshops, refer to Founders School.

Curricula

The Master of Education degree makes extensive use of integrated theoretical and field-related experiences in the major program areas of curriculum, and instruction, educational administration, and sport sciences. This approach helps the classroom teacher incorporate the works of knowledgeable practitioners and theoreticians into already existing classroom structures and instructional practices. All programs require successful completion of 12 semester hour credits of basic core (Core) subjects, American Psychological Association (APA) seminar, and an appropriate culminating experience (see Options for Capstone Experience).

Graduate classes are scheduled for evening hours during the fall and spring semesters. Some classes may be available in a combination of Friday/Saturday sessions. Summer classes normally meet during morning and/or early afternoon hours. Schedules are posted on the Ashland University Website.

Advanced Field Practicum

All advanced programs that lead candidates to work in pre-kindergarten through grade 12 educational setting require a field practicum. The practicum may be completed through a specific field practicum (for example, EDUC 710 or EDIS 710), internship (EDAD 735, EDAD 736, EDAD 737, or EDAD 739), or integrated into a professional course. See each program description for specific information.

Capstone Experiences

Students in M.Ed. Programs may have up to four options in which to complete their degree.

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

These include:

- EDUC 738 Practicum in Curriculum and Instruction
- EDSS 778 Practicum in Sport Science

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

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

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

Option 2: The inquiry seminar provides opportunities for students to collaborate and explore an area of interest identified by the professor. The choices for this option include:

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

Prerequisites: students should have completed the Core requirements and a total of approximately 24 semester hours in order to begin the capstone.
The inquiry seminar is a capstone experience conducted by full-time faculty. The class is limited to 15 students and may exceed one semester. The course has a broad theme (for like-minded students to enroll); the students will normally research more specific topics within the theme. Themes might include such topics as finance, curriculum, school improvement, etc. Requirements for the seminar include readings, focused discussions, a major paper following APA style, and a public presentation. Students must apply in advance to the professor in charge. The professor determines who is included in the seminar.

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

EDUC 747 Master of Education Internship Capstone
EDFN 747 Teacher Leader Internship Capstone
Prerequisites: Students should have completed Core requirements and a total of approximately 21 semester hours in order to begin the capstone.

The internship is a culminating field experience, taught and supervised by full-time faculty. Its focus is in two parts: (1) A seminar in preparation for experience with the outcome a written proposal stating professional development needs, goals set, review of related literature, techniques and procedures to be used; and (2) the internship, which involves the implementation of the proposal in a field-experience setting. The students are placed with practicing educators and are supervised by full-time faculty. The internship students will also document their experience through the preparation of a portfolio, which includes a written paper and evaluations from practicing educators and university faculty. The portfolio may also include field notes, journals, videotapes, audiotapes, etc.

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

EDUC 791 Thesis
EDUC 781 Thesis Capstone in Education
EDIS 781 Thesis Capstone in Talent Dev. Education
Prerequisites: Students should have completed the Core requirements and a total of approximately 21-24 semester hours in order to begin the capstone.

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

The student must submit and defend a proposal acceptable to a committee. Upon proposal acceptance, the student develops and defends the thesis around extensive and thorough research.

Academic Policies and Regulations

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.


A common CORE of knowledge is needed by all who seek the Master of Education degree. To fulfill this objective one course within each of the following four standards is required of all students whose major program area is in pre-K-12 education.

NOTE: No “CORE” course may be taken by conference.

Core Courses:

Curriculum Foundations Standard
EDFN 521: The Theory and Practice of Curriculum Development
EDCI 522: Teaching and Learning in the 21st Century Classroom
EDCI 523: Reading and Literacy Curriculum
EDFN 524 Democracy in Education

Social and Historical Foundations Standard
EDFN 503: School and Society
EDFN 645: Educational Psychology and Human Development
EDIS 579: Special Education Laws, Policies, and Procedures
EDAD 683: Educational Leadership

Inquiry Standard
EDFN 504: Action Research for Educational Improvement
EDFN 505: Introduction to Applied Educational Research
EDFN 506: Qualitative Research
EDFN 507: Understanding Statistical Research for Classroom Professionals

Diversity Standard
EDFN 502: Critical Dialogues in the Teaching and Learning Professionals
EDFN 510: The World in Your Classroom: Multicultural and Global Education
EDCI 533: Culturally and Linguistically Diverse Learners: Social, Historical, and Legal Issues Related to the Education of English Language Learners
EDIS 550: Social and Educational Perspectives of Disability

ALSO:
EDFN 501: APA Seminar
M.Ed. Curriculum and Instruction: Teaching and Learning in the 21st Century (TL-21)

Teaching and Learning for the 21st Century (TL-21) is a graduate degree program designed to allow professional educators to tailor their graduate student to prepare them for the classroom of today and tomorrow. The goals of the program are to prepare the candidate to function effectively in today's flexible educational setting. The program provides flexibility by allowing candidates to create content to meet their specific professional growth goals. Candidates can add certificates, endorsements or a selected program consisting of approved graduate courses and workshops.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>Major Professional Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 646 Educational Assessment</td>
<td>3</td>
<td>EDCI 521 (may be concurrent)</td>
</tr>
<tr>
<td>Introduction to TL-21</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Choose One Cognate</td>
<td>9-12</td>
<td>None</td>
</tr>
<tr>
<td>Advanced Field Practicum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 710 Field Practicum in Education</td>
<td>2</td>
<td>21 hours w/CORE</td>
</tr>
<tr>
<td>Capstone</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDUC 781 Thesis Capstone in Educ.</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 788 Capstone Inquiry Seminar</td>
<td>(3)</td>
<td></td>
</tr>
</tbody>
</table>

Note: The TL-21 program requires up to 12 hours of elective courses that will be reviewed by the department and focuses on a specific area of study that may be a concentration, approved endorsement, or a cognate designed to meet a candidate's professional goals. With prior approval by a program advisor, up to 6 hours of workshops, identified as components of the approved cognate, may be used in this program.

Certificate Programs

The Dwight Schar College of Education will begin offering certificates during the 2012-2013 academic year. The certificates, which are not attached to teacher or administrative licenses, provide candidates with specific skills.

Note: Candidates enrolled the 12-hour certificate programs cannot receive federal (Title IV) financial aid for the courses.

Technology Coach

This online certificate will provide teachers with the knowledge, skills, and dispositions to meet the needs of 21st Century learning within traditional and online learning environments. Curriculum models, pedagogical applications, and emergent technologies are explored to master the technology integration framework.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 522 Teaching and Learning in the 21st Cent. Clsrm</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 536 Instructional Design</td>
<td>3</td>
<td>EDCI 505 or EDCI 522</td>
</tr>
<tr>
<td>EDCI 537 Social, Cultural, and Political Aspects to Technology Use in the Education of All Students</td>
<td>3</td>
<td>EDCI 505 or EDCI 522</td>
</tr>
<tr>
<td>EDCI 538 Designing and Implementing Professional Development for the Technology Leader</td>
<td>3</td>
<td>EDCI 505 or EDCI 522</td>
</tr>
</tbody>
</table>

Assessment Certificate

This certificate provides the content and skills necessary for the education professional to lead or implement a classroom, school, or district based assessment program to monitor and intervene in student learning.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 504 Action Research for School Improv.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 507 Understanding Stat. Research for Clsrm Professionals</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 646 Educational Assess.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 530 Educational Tests and Measure</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

12 hrs.

M.Ed. Curriculum and Instruction: Intervention Specialist Mild/Moderate

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>Major Professional Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 546 Intro to Education Intervention</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDIS 535 Curr/Meth Career/ Daily Living Skills</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 541 Creating Effective Learning Environments</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 542 Communication, Consultation and Teaming Skills</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 548 Assessment and Teaching Children Mild/Moderate Educational Needs</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 507 Language and Communication Disorders Child &amp; Intervention</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 579 Special Education Law, Policies &amp; Procedures</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Capstone</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDUC 788 Capstone Inquiry Seminar</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 781 Thesis Capstone in Education</td>
<td>(3)</td>
<td></td>
</tr>
</tbody>
</table>

33-36 hrs.
M.ED. Curriculum and Instruction: Talent Development Education

The Ashland University Talent Development Education program includes an endorsement and/or the Master of Education in Curriculum and Instruction with emphasis in Talent Development Education. For the endorsement as a stand-alone, 20 semester hours are required. This program prepares teachers to teach gifted and talented students K–12 in Ohio.

Course Number and Title | Hrs. | Prerequisites
--- | --- | ---
Core Courses | 12 | None
Major Professional Courses Required Courses: EDIS 650 Nature/Needs Talented | 3 | None
EDIS 651 Curriculum Develop. for Educ. Of the Talented | 3 | EDIS 650 suggested
EDIS 652 Develop. and Supervision of Programs for the Talented | 3 | EDIS 650, 651
EDIS 653 Guidance/Counseling for the Talented | 3 | EDIS 650, 651
EDIS 654 Creativity for Teaching the Talented | 3 | EDIS 650, 651
EDIS 710 Advanced Field Practicum | 3 | None
EDIS 796 Internship in Talent Development Education | 3 | None
Three Hours Electives Talent Development | 3 | None
Choose One: EDIS 781 Thesis Capstone in Talent Development | (3) | None
EDIS 788 Capstone Inquiry Seminar in Talent Development | (3) | None

30-33 hrs.

M.ED. Curriculum and Instruction: Reading and Literacy

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

Course Number and Title | Hrs. | Prerequisites
--- | --- | ---
Core Courses | 12 | None
Major Professional Courses Literacy Core: EDCI 521 Technology for th 21st Century Leader | 1 | None
EDCI 523 Reading and Literacy Curriculum Meets core requirement | 3 | None
EDCI 563 Advanced Studies in Language Arts | 3 | None
Literature Study (choose one): EDCI 564 Adv. Studies of Lit. for Adolescents | 3 | None
EDCI 566 Adv. Studies of Lit. for Children (PreK-5) | 3 | None
Literary Methods & Assessment (choose one): EDCI 567 Adv. Studies of Lit. in Elem. Classroom | 3 | None
EDCI 561 Content Area Literacy Grades 6-12 | (3) | None
Electives (choose one) EDCI 564 Adv. Studies of Lit. for Adolescents | 3 | None
EDCI 566 Adv. Studies of Lit. for Children (PreK-5) | None
EDCI 567 Adv. Studies of Lit. in Elem. Classroom | None
EDCI 561 Content Area Literacy Grades 6-12 | None
EDCI 565 Advanced Study of Adolescent Literature Dev. | None
Field Practicum EDUC 710 Field Practicum in Education | 2 | Core & 21 hours
Capstone Choose One; EDUC 781 Thesis Capstone | (3) | None
EDUC 781 Thesis Capstone | (3) | None
EDUC 788 Thesis Capstone Inquiry Seminar | (3) | None

30-33 hrs.

M.ED. Curriculum and Instruction: Educational Technology

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

Course Number and Title | Hrs. | Prerequisites
--- | --- | ---
Core Courses | 12 | None
Major Professional Courses EDCI 522 Teaching & Learning in the 21st Century Clsrn | 3 | None
EDCI 512 Networking and Technology Infrastructure for Schools | 3 | EDCI 522 or EDCI 505
EDCI 536 Instructional Design for Technology Integration | 3 | EDCI 522 or EDCI 505
EDCI 537 Social, Cultural, and Political Aspects to Technology Use in the Education of All Students | 3 | EDCI 522 or EDCI 505
EDCI 538 Designing and Implementing Professional Development for the Technology Leader | 3 | EDCI 522 or EDCI 505
EDCI 633 Organization and Transformational Change Through Technology 3
EDCI 522 or EDCI 505

Capstone 3
EDUC 788 Capstone Inquiry Seminar (3)
EDUC 781 Thesis Capstone (3)

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

30-33 hrs.

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>Major Professional Courses</td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 561 Issues Impacting Student Achieveent</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 558 Political Dimensions of Educational Leadership</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 557 Improving Instruction</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 560 Theories of Instructional Leadership</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 570 Organizational Management for Educational Leaders</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 571 Organizational Behavior in Education</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 573 Legal Issues in Educational Leadership</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 574 Ethical, Professional, and Legal Dimensions of Educational Leadership</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 580 Vision and Goals for School Leaders</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 679 Organizational Culture and Climate</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 671 Professional Development in Education</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 678 Critical Concepts in Human Resource Management</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 687 Essential Concepts in School Safety &amp; Crisis Management</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 692 Critical Concepts in Fiscal Resources Management</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 741 Administrative Internship 1: Creation &amp; Research of a School Improvement Project</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 742 Administrative Internship 2: Completion &amp; Presentation of School Improvement Project</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 743 Administrative Internship 3: Building Level/Principal - Administrative Activities</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 746 Administration Internship 4: District Level/CIPD</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 744 Administration Internship 4: Building Level/Principal - Professional Practice</td>
<td>1</td>
<td>None</td>
</tr>
</tbody>
</table>

Capstone Experience (Enroll in all three)

EDAD 700 Capstone 1: Emerging Issues in Instructional Leadership 1
EDAD 701 Capstone 2: Emerging Issues in Organizational Management 1
EDAD 703 Capstone 3: Inquiry Seminar on Emerging Issues in Education 1

Total Hours 24 hrs.

EDAD 700 & 701

24 hours in program; All M.Ed core courses
Bachelor's Plus, Graduate Licensure and Endorsement Programs

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

National Report Card

Pursuant to Federal Law, the Dwight Schar College of Education is required to report its licensure completion rate. Ninety-eight (95) percent of those students completing the Ashland University Teacher Education program attained their licenses for the 2013-2014 academic year.

The Bachelor's Plus Initial Licensure Program at the Graduate Level

The Bachelor’s Plus Program is a graduate program designed to provide initial teacher licensure to people who hold bachelor’s degrees from accredited colleges or universities in fields other than education. Each program contains both graduate and undergraduate courses. Licensure may be at the following levels:

Early Childhood (PreK–3)

Middle Grades (4–9)

Two Concentration Areas are required.
Select two concentrations from Language Arts, Mathematics, Science, or Social Studies.

Grades 7–12

Integrated Language Arts
Integrated Mathematics
Integrated Science
Integrated Social Studies
Chemistry
Earth Science
Life Science
Physical Science: Chemistry & Physics

Multi-Age

Visual Arts

Multi-Age PreK-12

Foreign Languages: French & Spanish
Intervention Specialist Mild/Moderate
Music

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

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

Graduate courses are generally taught in late afternoon, early evenings, or at night so that candidates may hold full- or part-time jobs while doing the course work. Courses are taught by qualified faculty from the various colleges/departments and are designed to provide the candidate with the necessary background in the College of Education values, planning, teaching styles, classroom management, and area content. Classroom field experiences are included and scheduled early in the program to provide actual classroom experience. Student teaching is completed near the end of the program. Note that these school-based experiences require students to be available during regular school hours. The length of time needed to complete the program is dependent upon the number of courses to be taken by individuals based on their pre-admittance evaluations.

State Licensure Requirements

The Ohio Board of Regents has approved all of the Ashland University Bachelor’s Plus licensure programs. Applications are submitted to and reviewed by the licensure officer of Ashland University who, upon approval, forwards them to the State. The Ohio Department of Education is ultimately responsible for issuing the earned license. An initial, four-year, resident educator license is issued by the Division of Licensure, Ohio Department of Education, to persons completing the Bachelor’s Plus or other licensure program. The candidate must have completed the courses in his or her content field, education methods courses, classroom field experiences, student teaching, required state tests, an exit assessment, and a criminal background check to be eligible for licensure. This initial teaching license is the same license that is issued to the four-year teacher education undergraduate candidate.

Note:

1. Course credits obtained from accredited colleges or universities may apply to this program if they match Ashland University course content. A grade of C– or higher for undergraduate courses is required to be accepted for credit. No course work taken pass/fail will be accepted for credit.

2. Prior to beginning the first field experience, students must complete a BCI/FBI background check.
3. Some experience may apply to field experience requirements if appropriate. No requested field experience credit will be granted until the person has been admitted to the Bachelor's Plus Program and has achieved and documented one of the following score requirements: ACT (composite 21), SAT (970 Critical Reading plus Mathematics), GRE (153 on Verbal, Quantitative and Analytical), Praxis I (172 on three tests), or Core (Reading 156, Writing 162, Mathematics 150), and any required conditional admittance tests.

Guidelines for Bachelor's Plus Students to Become Candidates

Within their first 12 hours at AU, Bachelor's Plus students need to:

1. achieve a GPA of 3.0 or better in all coursework completed at AU.
2. meet needed ACT or SAT(970 or successfully complete approved alternate pathways - additionally foreign language educators need to pass the Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) at the level of Intermediate-High or above.
3. complete the Good Moral Character document
4. meet other requirements as determined by the College of Education and associated accreditors

Students will be evaluated at the end of 12 hours; if all of the above are met, they will become candidates.

Bachelor's Plus Program: Early Childhood Education (Pre K-3) Licensure

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 505 Introduction to the Principles of Instructional Technology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 515 Foundations of Literacy* or EDEC 262</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 545 Interdisciplinary Science &amp; Social Studies Methods</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 361 Language Arts Curriculum &amp; Methods blocked with EDEC 330 field</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 566 Advanced Literature for Young Preschool–Grade 5* or EDEC 323 Tradebooks &amp; Technology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 540 Phonics and the English Language* or EDEC 140</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 564 Curr. and Methods of Early Childhood Mathematics or EDEC 363</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 586 Effective Instruction</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 593 Bio-Medical Issues for Childhood Professionals or EDEC 448</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PSYC 594 Advanced Study of Child Development in the Context of Life Span</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 603 Early Intervention &amp; Integration for Young Children with Special Educational Needs or EDEC 403</td>
<td>3</td>
<td>PSYC 594</td>
</tr>
</tbody>
</table>

Bachelor's Plus, Licensure, and Endorsement

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 638 Advanced Classroom and Individual Management or EDEC 400</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 669 Assess. with &amp; Eval. of Young Children w/ Special Ed. Needs or EDEC 369</td>
<td>3</td>
<td>A course in Child Devel.</td>
</tr>
<tr>
<td>EDEC 330 Multicultural/Literacy Field Experience blocked with EDEC 361</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 588 Assessment, Instruction, Evaluation &amp; Intervention Field Experience In an Inclusionary setting, blocked with EDEC 603 or EDEC 669</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>EDEC 600 Internship for Early Childhood</td>
<td>10</td>
<td>all coursework &amp; fields</td>
</tr>
</tbody>
</table>

*Meets Reading requirements for Ohio Standards

Bachelor's Plus Program: Middle Grades Education (4-9) Licensure

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Courses: Graduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 503 School and Society</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 505 Intro. to the Principles of Instruct. Tech.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 521 The Theory and Practice of Curriculum Development</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 546 Intro. to Education Intervention</td>
<td>3</td>
<td>EDFN 586</td>
</tr>
<tr>
<td>EDEC 540 Phonics and the English Language*</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 561 Content Area Literacy in Middle &amp; Secondary Grades*</td>
<td>3</td>
<td>EDIS 560 or 563</td>
</tr>
<tr>
<td>EDCI 563 Advanced Studies in the Language Arts*</td>
<td>3</td>
<td>EDIS 560 or 563</td>
</tr>
<tr>
<td>EDCI 564 Adv. Studies of Lit. for Adolescents*</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 586 Effective Instruction</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 596 Middle Grades Methods</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 597 Middle Grades Philosophy, Org., &amp; Climate</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 587 Multicultural Field Experiences</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td>EDFN 588 Assess., Instruction, Evaluation, &amp; Intervention Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td>EDFN 589 Teaching Skills Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td>Professional Courses: Undergraduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 218 Adolescent Psychology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 306 Middle/Secondary School Reading Inst.* Internship</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

(Prerequisites: EDFN 587, 588, 589)

EDCI 601 Internship for Middle Childhood | 10 | Formal Practicum in Education in the field |

55 hrs.
Plus the content of the two concentrations.

*Meets Reading requirements for Ohio Standards.

** Bachelor's Plus Program: Adolescent to Young Adult (7-12) Licensure

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Courses: Graduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 503 School and Society</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 505 Intro. to the Principles of Instruct. Tech.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 521 Principles &amp; Procedures of Curriculum Dev.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 546 Intro. to Educational Intervention</td>
<td>3</td>
<td>EDFN 586</td>
</tr>
<tr>
<td>EDCI 561 Content Area Literacy in Middle &amp; Secondary Grades*</td>
<td>3</td>
<td>EDFN 586, EDFN 546</td>
</tr>
<tr>
<td>EDFN 586 Effective Instruction</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 587 Multicultural Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td>EDFN 588 Assess., Instruction, Evaluation, &amp; Intervention Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td>EDFN 589 Teaching Skills Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td>Professional Courses: Undergraduate Select one of the following courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• PSYC 209 Psychology of Growth &amp; Dev.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>• PSYC 218 Psychology of Adolescence</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Professional Courses: Methods For designated content area. Select appropriate course(s) (all of the following methods courses require EDFN 586):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• EDCI 316 Teaching The 21st Century Young Adolescent: English Language Arts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• EDCI 316 Teaching The 21st Century Young Adolescent: English Language Arts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• EDCI 316 Teaching The 21st Century Young Adolescent: English Language Arts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• EDCI 316 Teaching The 21st Century Young Adolescent: English Language Arts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Internship (Prerequisites: EDFN 587, 588, 589)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>EDCI 607 Internship for Multi-Age PreK-12</td>
<td>49</td>
<td></td>
</tr>
</tbody>
</table>

Plus the content of the teaching field.

*Meets Reading requirements for Ohio Standards.

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

---

** Bachelor's Plus Program Special Field (Pre K-12) Multi-Age Licensure

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Courses: Graduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFN 503 School and Society</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 505 Intro. to the Principles of Instruct. Tech.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 521 The Theory and Practice of Curriculum Development</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 546 Intro. to Educational Intervention</td>
<td>3</td>
<td>EDFN 586</td>
</tr>
<tr>
<td>EDCI 561 Content Area Literacy in Middle &amp; Secondary Grades*</td>
<td>3</td>
<td>EDFN 586, EDFN 546</td>
</tr>
<tr>
<td>EDFN 586 Effect. Inst.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDFN 587 Multicultural Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td>EDFN 588 Assess., Instruction, Evaluation, &amp; Intervention Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td>EDFN 589 Teaching Skills Field Experience</td>
<td>3</td>
<td>EDFN 586 or concurrent</td>
</tr>
<tr>
<td>Professional Courses: Undergraduate Select one of the following courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• PSYC 209 Psychology of Growth &amp; Development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• PSYC 218 Psychology of Adolescence</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Professional Courses: Methods For designated content area. Select one area: (Visual Arts, Foreign Language, and Music Education methods courses require EDFN 586 as a prerequisite)</td>
<td></td>
<td>5-9</td>
</tr>
<tr>
<td>• Visual Arts: ART 221 (3) &amp; ART 432 (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Foreign Language: FL 636 (3) &amp; FL 637 (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Music Education: MUSIC 204 (3), MUSIC 325 (3), &amp; MUSIC 395 or 396 (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Physical Education: PE 320 (3) &amp; PE 216 (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship (Prerequisites: EDFN 587, 588, 589)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>EDCI 607 Internship for Multi-Age PreK-12</td>
<td>49</td>
<td></td>
</tr>
</tbody>
</table>

Plus the content of the teaching field.

*Meets Reading requirements for Ohio Standards.
Bachelor's Plus Program for Intervention Specialist
Mild/Moderate (ISMM) Program, K-12 Licensure

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's Plus Program for Intervention Specialist Mild/Moderate (ISMM) Program, K-12 Licensure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• MATH—Must emphasize Statistics, Probability, or Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• HUMAN DEVELOPMENT—Must Include Full Lifespan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• EDUC PSYCHOLOGY—Must Emphasize Teaching and Learning Processes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Courses: Professional Courses: See the Bachelor’s Plus licensure checklist for a specific list of prerequisites.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 505 Intro. to the Principles of Instruct. Tech.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 507 Communication Disorders in Children</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDIS 534 Transitions &amp; Curriculum Meth. for Children w/Mild/Moderate Disabilities—Bach Plus (concurrent w/EDIS 589)</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDEC 540 Phonics and the English Language*</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 540 Developing Classroom Learning Environments—Bach Plus (concurrent w/EDIS 588)</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDIS 542 Communication, Consultation, &amp; Teaming Skills</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 546 Intro. to Educational Intervention</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 549 Assess. &amp; Teach. Child. w/Mild/Mod. Ed. Needs (concurrent w/EDIS 587)</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDCI 560 Literacy Theory &amp; Practice*</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDCI 561 Content Area Literacy in Middle &amp; Secondary Grades*</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDCI 563 Adv. Studies in the Language Arts*</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDFN 586 Effective Instruction</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 587 Elementary Intervention Specialist Field Exp.</td>
<td>3</td>
<td>Admittance Test Requirement</td>
</tr>
<tr>
<td>EDIS 588 Multicultural Middle School Field Exp. (concurrent w/EDIS 540)</td>
<td>3</td>
<td>EDIS 587</td>
</tr>
<tr>
<td>EDIS 589 High School Intervention Specialist Field Exp. (concurrent w/EDIS 534)</td>
<td>3</td>
<td>EDIS 587, 588</td>
</tr>
<tr>
<td>EDCI 596 Middle Grades Methods &amp; Assess. Internship (Prerequisites: All methods courses &amp; Bachelor’s Plus program requirements.)</td>
<td>3</td>
<td>EDIS 546, EDFN 586</td>
</tr>
<tr>
<td>EDIS 606 Internship Intervention Specialist Mild/Moderate</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>58 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

*Meets Reading requirements for Ohio Standards.

Other Graduate Licensure and Endorsement Program
In addition to the initial licenses offered through the Bachelor’s Plus program, the Dwight Schar College of Education offers a variety of second licensure and endorsement programs that are approved by the Ohio Board of Regents. Students need to have a current teaching license. Additionally, students may be required to complete a criminal background check before beginning field experience.

Additional second licensure programs include:
* Intervention Specialist: Mild/Moderate License
* Building Principal’s License
* Administrative Specialist License in Curriculum, Instruction, and Professional Development
* School Superintendent’s License
* School Treasurer License

Endorsement programs include:
* Graduate Reading Endorsement
* Gifted Intervention Specialist Endorsement
* Early Childhood Generalist (Grades 4–5) Endorsement
* Technology Director Endorsement
* Middle Grades Endorsement Generalist (Grades 4-6) Endorsement
* Teaching English to Speakers of Other Languages (TESOL) Endorsement
* School Nurse License (see The Dwight Schar College of Nursing section of this catalog)

Intervention Specialist: Mild/Moderate License
A program for students seeking to qualify for State of Ohio Licensure to teach students in grades K–12 with mild/moderate educational needs in a variety of settings. Specialty area test required.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s Plus, Licensure, and Endorsement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PREREQUISITE COURSES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Students with appropriate previous course work may waive these courses.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*EDEC 564 Math Methods (3 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*12 additional hours of reading, including 3 hours of phonics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*These must be taken prior to taking EDIS 535, EDIS 541, and EDIS 548</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 546 Intro. to Educational Intervention</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 535 Curr./Meth. for Career/Daily Living Skills for Students with Needs for Mild/Moderate Intensive Educational Intervention</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
<tr>
<td>EDIS 541 Creating Effective Learning Environ.</td>
<td>3</td>
<td>EDIS 546</td>
</tr>
</tbody>
</table>
EDIS 542 Communication, Consultation, and Teaming Skills 3 None
EDIS 548 Assess. & Teaching Children with Mild/Moderate Ed. Needs 3 EDIS 546
EDIS 507 Lang./Comm. Disorders in Children and Intervention 3 EDIS 546
EDIS 579 Special Educ. Law, Policies, and Procedures 3
Internship
(Prerequisites: Courses for licensure, including prerequisites)
EDIS 592 Internship 10

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

Note: M.Ed. With appropriate professional coursework is required. If not already completed, candidate is required to take AU M.Ed. Educational Leadership courses and internship.

**Building Principal's License**

This is a program of preparation for building and district administrators. Applicants must have a master's degree, successfully taught two (2) years under a provisional or professional teacher license at the age levels for which the principal license is sought, successfully completed 39 semester hours to qualify for the Building Principal License and pass the Ohio Assessment for Educators Education Leadership Test.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed. Required Modules with Core Classes</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>EDAD 581 The Visionary School Leader</td>
<td>1</td>
<td>EDAD 556, 580</td>
</tr>
<tr>
<td>EDAD 680 Transforming Organizational Climate &amp; Culture</td>
<td>1</td>
<td>EDAD 556, 581</td>
</tr>
<tr>
<td>EDAD 685 Professional Development in Action</td>
<td>1</td>
<td>EDAD 556, 681</td>
</tr>
<tr>
<td>EDAD 689 Safety &amp; Crisis Management for Educational Leaders</td>
<td>1</td>
<td>EDAD 556, 687</td>
</tr>
<tr>
<td>EDAD 695 Managing Fiscal Resource</td>
<td>1</td>
<td>EDAD 556, 692</td>
</tr>
<tr>
<td>EDAD 696 Managing Human Resources</td>
<td>1</td>
<td>EDAD 556, 692</td>
</tr>
</tbody>
</table>

36 hrs.

Note:
1. If required, EDAD 735 and EDAD 737 must be scheduled together as a year-long experience.
2. Master's Degree and successful completion of the state required Specialty area test in Educational Leadership required prior to licensure application.
3. Candidates must have two years of successful teaching experience under a professional license prior to licensure application.

**School Superintendent License**

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 559 Bldg., Grounds, Facilities</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 690 Staff Personnel Serv.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 691 The Superintendency</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 693 School Finance</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

**Administrative Specialist License in Curriculum, Instruction, and Professional Development**

This is a program for persons seeking licensure as a central office administrator supervising or administering educational programs in the areas of curriculum, instruction, and/or professional development. In addition, the program is appropriate for teachers desiring a graduate-level program specializing in school and classroom improvement experiences with the opportunity to gain an additional license. Candidates must also have a Master’s Degree and must pass the state required specialty area test in Educational Leadership.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed Course Work</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>M.Ed. With the following Professional Courses (if not in previous/current M.Ed. Program, the following courses must be taken prior to licensure application):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Licensure Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 581 The Visionary School Leader</td>
<td>1</td>
<td>EDAD 556, 580</td>
</tr>
<tr>
<td>EDAD 680 Transforming Organizational Climate &amp; Culture</td>
<td>1</td>
<td>EDAD 556, 581</td>
</tr>
<tr>
<td>EDAD 685 Professional Development in Action</td>
<td>1</td>
<td>EDAD 556, 681</td>
</tr>
<tr>
<td>EDAD 689 Safety &amp; Crisis Management for Educational Leaders</td>
<td>1</td>
<td>EDAD 556, 687</td>
</tr>
<tr>
<td>EDAD 695 Managing Fiscal Resource</td>
<td>1</td>
<td>EDAD 556, 692</td>
</tr>
<tr>
<td>EDAD 696 Managing Human Resources</td>
<td>1</td>
<td>EDAD 556, 692</td>
</tr>
</tbody>
</table>

36 hrs.

Note:
1. If required, EDAD 735 and EDAD 737 must be scheduled together as a year-long experience.
2. Master's Degree and successful completion of the state required Specialty area test in Educational Leadership required prior to licensure application.
3. Candidates must have two years of successful teaching experience under a professional license prior to licensure application.

**Additional Post Master's Degree Courses for Licensure as a School Superintendent:**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 559 Bldg., Grounds, Facilities</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 690 Staff Personnel Serv.</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 691 The Superintendency</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDAD 693 School Finance</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>
Graduate Reading Endorsement

The graduate reading endorsement enables its completers to teach reading intervention in grades K-12 and qualifies them for the teacher credentials under the Third Grade Reading Guarantee Ohio law.

Prerequisite Courses:
*All candidates must have completed the 12-hour Ohio Reading Core or will be completing it concurrently with the following required courses.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 523 Reading and Literacy</td>
<td>3</td>
<td>12-hour Ohio Reading Core</td>
</tr>
<tr>
<td>EDEC 567 Advanced Methods of</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Literacy in Elementary Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDEC 663 Intervention in Literacy</td>
<td>3</td>
<td>12-hour Ohio Reading Core</td>
</tr>
<tr>
<td>Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDEC 664 Interventions &amp; Assessments</td>
<td>3</td>
<td>12-hour Ohio Reading Core</td>
</tr>
<tr>
<td>for the Secondary Learner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDEC 611 Graduate Literacy Internship</td>
<td>3</td>
<td>EDEC 663, 664</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Note: Passage of the appropriate state required reading test required prior to endorsement application.

Gifted Intervention Specialist Endorsement

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDIS 650 Nature/Needs Talented</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 651 Curr. Dev.-Talented</td>
<td>3</td>
<td>EDIS 650 suggested</td>
</tr>
<tr>
<td>EDIS 652 Dev./Super./Talented</td>
<td>3</td>
<td>EDIS 650, 651</td>
</tr>
<tr>
<td>EDIS 653 Guidance/Counseling for the</td>
<td>3</td>
<td>EDIS 650, 651</td>
</tr>
<tr>
<td>Talented</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDIS 654 Creativity for Teaching the</td>
<td>3</td>
<td>EDIS 650, 651</td>
</tr>
<tr>
<td>Talented Internship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Prerequisite: Approval of Director of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talent Development)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDIS 591 Student Teaching for Talented Programs OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDIS 796 Talented Education Internship</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

*The 2 years applicable experience is at the level of chief financial officer or assistant chief financial officer of a public or private business or institution.
Early Childhood Generalist (Grades 4-5) Endorsement

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

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

12 hrs.

Candidates must complete six hours in each of the following areas (science, social studies, English/language arts, and math) and pass the state required Elementary Education Content test. Courses from above may be applied to the six hours in each of the four areas.

Technology Director Endorsement

The Technology Director endorsement prepares teachers to serve as building/campus-level technology facilitators. Candidates completing this endorsement will exhibit knowledge, skills, and dispositions equipping them to teach technology applications; demonstrate effective use of technology to support student learning of content; and provide professional development, mentoring, and basic technical assistance for other teachers. It can also be obtained through the Master of Education in Curriculum and Instruction: Technology Facilitator degree program.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 522 Teaching a Learning in the 21st Century Classroom</td>
<td>3</td>
<td>EDCI 522 or EDCI 505</td>
</tr>
<tr>
<td>EDCI 512 Networking and Technology Infrastructure for Schools</td>
<td>3</td>
<td>EDCI 522 or EDCI 505</td>
</tr>
<tr>
<td>EDCI 536 Instructional Design for Technology Integration</td>
<td>3</td>
<td>EDCI 522 or EDCI 505</td>
</tr>
<tr>
<td>EDCI 537 Social, Cultural, and Political Aspects to Technology Use in the Education of All Students</td>
<td>3</td>
<td>EDCI 522 or EDCI 505</td>
</tr>
<tr>
<td>EDCI 538 Designing and Implementing Professional Development for the Technology Leader</td>
<td>3</td>
<td>EDCI 522 or EDCI 505</td>
</tr>
<tr>
<td>EDCI 633 Organization and Transformational Change Through Technology</td>
<td>3</td>
<td>EDCI 522 or EDCI 505</td>
</tr>
</tbody>
</table>

18 hrs.

Post-Baccalaureate Middle Childhood Generalist (Grades 4-6) Endorsement

This endorsement, along with the comprehensive major in middle grades (4-9), enables the candidate to teach all four subject areas in grades 4-6. Successful completion of appropriate OAE exam(s) required. See the undergraduate catalog for additional information.

Teaching English to Speakers of Other Languages (TESOL) Endorsement

This endorsement focuses on improving the English language and academic outcomes of English language learners (K-12). Upon completion of the program, the teacher must pass the appropriate state required exam in order to attach the TESOL Endorsement to an Ohio teaching license.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 533 Culturally &amp; Linguistically Diverse Learners</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 534 Language Acquisition &amp; Elements of Linguistics for Teaching English Language Learners</td>
<td>3</td>
<td>EDCI 534</td>
</tr>
<tr>
<td>EDCI 535 Integrated Teaching Methods for English Language Learners</td>
<td>3</td>
<td>EDCI 534</td>
</tr>
<tr>
<td>EDFN 646 Educational Assessment</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EDCI 645 Internship for TESOL Endorsement</td>
<td>3</td>
<td>EDCI 533, 534, 535, EDFN 646</td>
</tr>
</tbody>
</table>

15 hrs.

Talent Development

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDIS 650 Nature/Needs of the Talented</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDIS 651 Curriculum &amp; Development of Programs for the Talented</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDIS 653 Guidance &amp; Counseling for Teachers of the Talented</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDIS 654 Creativity Studies for Teachers of the Talented</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDIS 796 Internship in Talented Development Education</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

18 hrs.
Doctor of Nursing Practice

Dwight Schar College of Nursing and Health Sciences

Health Sciences and Nursing Departments

Dean
Faye Grund, PhD, APRN-BC

Program Director
Latina Brooks, PhD, CNP

Graduate Faculty
Robin Brian, PhD, PPCNP-BC
Karen Estridge, DNP, RN
Christine Heid, Ph.D, RN, CNE
Deana Kehres, MSN, APRN, CNS
Juanita Reese Kline, PhD, RN, CNS
Valerie Kuenkele, MSN, RN, WHNP-BC
Jacqueline Owens, PhD, RN
Kimberly Stanislo, MS-PNP, BS, SNL
Cherilyn Sudar, MS, RN, FNP
Lisa Young, DNP, APRN

College Mission
The mission of the College of Nursing and Health Sciences is to educate individuals to become health care professionals committed to health related practice, leadership, and service. The programs provide undergraduate and graduate education in health science professions. Our guiding values are integrity, caring, accountability, respect, and excellence. Our vision is to be the premier College of Nursing and Health Sciences in the Midwest, educating graduates to serve a global and diverse society.

Doctor of Nursing Practice Program
The Doctor of Nursing Practice Program (DNP) is a practice-focused degree that prepares nurses to function at the highest level of practice for the current health care environment based on a strong scientific foundation for practice. Emphasis is on evidence-based practice, leadership, cultural competence, organizational analysis, and policy. Students prepare for primary care roles as nurse PR actioners.

The BS/BSN-DNP program consists of 68 credits and three years of full-time study (5-9 credits per semester) over nine semesters. The Post-Master's DNP program consists of 32-38 credits hours and two years of full time study (4-8 credits per semester) over six semesters. The online format of the program allows for flexibility, although each cohort will be required to participate in residency requirements throughout the program. The DNP Project is an integral part of the total program of study as well as the culminating activity. The project represents an original application of knowledge in the area of student specialization. The target benefits of the intervention or innovation designed by the student would be beyond the individual patient or family and focus more on institutions, patient populations, or communities.

DNP Program Student Learning Outcomes
Upon completion of the DNP graduate program, the student will be able to:
1. Implement nursing practice, including innovative approaches, based on scientific knowledge.
2. Evaluate health care policy and systems.
3. Plan for patient and family needs, anticipating their changing requirements, and ensuring patient comfort and safety in planning care.
4. Engage in interprofessional collaboration to meet the health needs of client systems in varied health care delivery systems.
5. Enhance the culture of safety in health systems through the application of information technologies.
6. Generate nursing practice knowledge to stimulate research and improve clinical outcomes.
7. Demonstrate professional values and ethical behavior in the advanced practice nursing role.
8. Assume specialized roles in advanced clinical practice.
9. Design culturally competent health services for vulnerable populations.

Requirement for Admission
Bachelor of Science or Master of Science in Nursing Degree
Minimum 3.0 GPA
One year of clinical practice experience
Two to three page essay describing a potential clinical area of interest for DNP Project
Undergraduate or graduate level statistics course
Interview
### Program Progression/Completion

A student is required to satisfy the DNP degree requirements within 5 years for full-time enrollment and 6 years for part-time enrollment from the semester in which the student completes the first course for the degree. All students are expected to follow the approved program plan. Students are required to be continuously registered for credit each semester from admission through graduation. If a student is unable to register for a class for a semester, an official leave of absence must be requested and approved by the DNP Program Director in order to maintain a place in the program.

### Core Advanced Practice Courses

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 9210 Advanced Pathophysiology</td>
<td>3</td>
<td>NUR 9110</td>
</tr>
<tr>
<td>NUR 9220 Advanced Pharmacology</td>
<td>3</td>
<td>NUR 9210</td>
</tr>
<tr>
<td>NUR 9230 Advanced Health Assessment</td>
<td>3</td>
<td>NUR 9210</td>
</tr>
<tr>
<td>NUR 9240 Scientific Basis for Advanced Practice Nursing</td>
<td>3</td>
<td>NUR 9110</td>
</tr>
</tbody>
</table>

### Core Doctor of Nursing Courses

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 9110 DNP Role and Interprofessional</td>
<td>3</td>
<td>Admission to Program</td>
</tr>
<tr>
<td>NUR 9520 Epidemiology and Biostatistics</td>
<td>3</td>
<td>NUR 9110</td>
</tr>
<tr>
<td>NUR 9530 Research Methods and Evidence Based Practice</td>
<td>3</td>
<td>NUR 9240, 9520</td>
</tr>
<tr>
<td>NUR 9540 Healthcare Informatics</td>
<td>3</td>
<td>NUR 9110</td>
</tr>
<tr>
<td>NUR 9550 Healthcare Delivery, Quality, and Safety</td>
<td>3</td>
<td>NUR 9110</td>
</tr>
<tr>
<td>NUR 9560 Health Policy and Advocacy</td>
<td>3</td>
<td>NUR 9110</td>
</tr>
<tr>
<td>NUR 9570 Principles of Practice Management</td>
<td>2</td>
<td>NUR 9110</td>
</tr>
<tr>
<td>NUR 9580 Interprofessional Seminar</td>
<td>2</td>
<td>NUR 9110, 9340</td>
</tr>
<tr>
<td>NUR 9810 Scholarly Project I</td>
<td>2</td>
<td>NUR 9130, 9540, 9340</td>
</tr>
<tr>
<td>NUR 9820 Scholarly Project II</td>
<td>2</td>
<td>NUR 9810</td>
</tr>
<tr>
<td>NUR 9830 Residency I</td>
<td>4</td>
<td>NUR 9340</td>
</tr>
<tr>
<td>NUR 9840 Residency II</td>
<td>4</td>
<td>NUR 9830</td>
</tr>
<tr>
<td>NUR 9831 MSN-DNP Residency</td>
<td>2-4</td>
<td>NUR 9530, 9540, 9550, 9560, 9570</td>
</tr>
</tbody>
</table>

### Family Nurse Practitioner Courses

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 9310 Primary Care I</td>
<td>5</td>
<td>NUR 9220, 9230</td>
</tr>
<tr>
<td>NUR 9320 Primary Care II</td>
<td>6</td>
<td>NUR 9310</td>
</tr>
<tr>
<td>NUR 9330 Primary Care III</td>
<td>6</td>
<td>NUR 9320</td>
</tr>
<tr>
<td>NUR 9340 Primary Care IV</td>
<td>5</td>
<td>NUR 9330</td>
</tr>
</tbody>
</table>
School Nurse Licensure
Dwight Schar College of Nursing and Health Sciences

Dean
Faye Grund, Ph.D., APRN-BC

School Nurse Licensure Program

The School Nurse Licensure Program, administered by the Dwight Schar College of Nursing and Health Sciences is open to actively licensed BSN prepared nurses. The program consists of five online courses and an internship which may be done in the school setting of the student's choice if approved by Ashland University and the selected school administration. Upon satisfactory completion of program requirements, the student is eligible to apply for professional licensure issued through a state Department of Education.

Requirements: Active RN license, BSN Degree, minimum 3.0 GPA

For online application go to: www.ashland.edu/programs/school-nurse-licensure.

For further information, contact a Graduate Admission Representative at 419-521-6831 or 419-289-5058 or email: school-nurse@ashland.edu.

Curriculum: School Nurse Licensure

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Credits</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 520 Educational Strategies for Healthcare Providers</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>NUR 525 Health Care of the Community</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>EDIS 546 Introduction to Educational Intervention</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>HSCGH 518 School Health and Environmental Issues</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PSYC 594 Advanced Study of Child Development</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>HS 680 School Nurse Internship</td>
<td>2-4</td>
<td>Permission</td>
</tr>
<tr>
<td>Total</td>
<td>15-17</td>
<td>hrs.</td>
</tr>
</tbody>
</table>

* Note: The amount of Internship credit required is determined by verification of the type of previous experience as a nurse in a school setting.
Master of Science Applied Exercise Science
Dwight Schar College of Nursing and Health Sciences
Health Sciences and Nursing Departments

Dean
Faye Grund, PhD, APRN-BC

Program Director
Randall Gearhart, Ph.D. CSCS, FACSM

Graduate Faculty
Randall Gearhart, Ph.D. CSCS, FACSM
Beth Patton, Ph.D. AFSA
Glen Fincher, Ph.D., CSCS, NSCA, ACSM
Dennis Gruber, Ed.D., AT, ATC
Jackie Owens, Ph.D., RN, CNE

College Mission
The mission of the College of Nursing and Health Sciences is to educate individuals to become health care professionals committed to health related practice, leadership and service. The programs provide undergraduate and graduate education in health sciences professions. Our guiding values are integrity, caring, accountability, respect, and excellence. Our vision is to be the premier College of Nursing and Health Sciences in the Midwest, education graduates to serve a global and diverse society.

Master of Science with a Specialization in Applied Exercise Science
The Master of Science with a Specialization in Applied Exercise Science prepares students for professional practice in the health sciences. The program emphasizes the Strength and Conditioning areas of fitness. Teaching is based on the scientific and physiological basis for sport and exercise, fitness assessment and exercise prescription, and principles of strength and conditioning. Upon completion of the program, students will be prepared to attain National Strength and Conditioning Specialist or American College of Sports Medicine Certified Health Physiologist certification.

The Master of Science with a Specialization in Applied Exercise Science consists of 33 credit hours and two years of part-time study. The hybrid delivery format of the program allows for flexibility while offering coursework in state-of-the-art classrooms and labs. Three options exist for the capstone experience: successful completion of a Thesis, an Internship, or a Practicum. Off-site components to the program will be primarily dependent on the capstone option selected.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEXS 675 Scientific Foundations of Nutrition in Sport</td>
<td>3</td>
</tr>
<tr>
<td>NUHS 510 Ethics &amp; Professional Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>NUHS 558 Research Foundations &amp; Methods in Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>AEXS 670 Sport Medicine Principles for Sport Professionals</td>
<td>3</td>
</tr>
<tr>
<td>AEXS 671 The Scientific Basis of Sport</td>
<td>3</td>
</tr>
<tr>
<td>AEXS 673 Analysis of Sport Instruction</td>
<td>3</td>
</tr>
<tr>
<td>NUHS 509 Quantitative Date Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AEXS 679 Principles of Strength Training and Conditioning</td>
<td>3</td>
</tr>
<tr>
<td>AEXS 678 Fitness Assessment and Exercise Prescription</td>
<td>3</td>
</tr>
<tr>
<td>NUHS 781 Thesis</td>
<td>(3-6)</td>
</tr>
<tr>
<td>NUHS 747 Internship</td>
<td>3</td>
</tr>
<tr>
<td>NUHS 778 Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

33 hrs.
### Accounting

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 514</td>
<td>ACCOUNTING SPECIAL TOPICS</td>
<td>3</td>
<td>Take ACCT<em>208, ACCT</em>302, ACCT<em>309, ACCT</em>406;</td>
</tr>
<tr>
<td></td>
<td>This course will explore one or more topics that augment or build upon the core MBA (accounting concentration) curriculum. Topics may include, but are not limited to, financial accounting, cost accounting, auditing, forensic accounting, taxation, accounting information systems, the state of the profession, and professional responsibility. This course may be repeated once.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 535</td>
<td>FUND AND NON-PROFIT ACCOUNTING</td>
<td>3</td>
<td>Take ACCT*208;</td>
</tr>
<tr>
<td></td>
<td>An introduction into the fundamental knowledge for understanding the operation of governmental and non-profit entities, their accounting, and financial reporting practices, and the standards that shape their accounting and financial reporting systems. Prerequisites: Intermediate Accounting II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 538</td>
<td>ADVANCED COST MANAGEMENT</td>
<td>3</td>
<td>Take ACCT*302;</td>
</tr>
<tr>
<td></td>
<td>An in-depth study of selected cost and management accounting topics. The purpose of the course is to provide future managers with the cost accounting tools to develop, implement, and evaluate strategy and to provide thorough coverage of the cost accounting methods used to determine product costs for internal management and external financial reporting. Prerequisite: Cost Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 540</td>
<td>ADVANCED ACCOUNTING</td>
<td>3</td>
<td>Take ACCT*208;</td>
</tr>
<tr>
<td></td>
<td>A study of topical advanced accounting issues such as business combinations and consolidation accounting, accounting for international (i.e. foreign currency) transactions and translations, interim and segment reporting, and partnership accounting. Prerequisite: Intermediate Accounting II</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Applied Exercise Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEXS 670</td>
<td>SPORT MEDICINE PRINCIPLES FOR SPORT PROFESSIONALS</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course will study the latest research techniques and controversial topics in the field of sports medicine. Sports professionals will be able to better prepare their athletes, teams, and athletic staffs in decisions regarding health care.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AEXS 671</td>
<td>THE SCIENTIFIC BASIS OF SPORT</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An introduction to the basic exercise sciences as they relate to the improvement of sport performance. Basic principles of Biomechanics, Functional Kinesiology, and Sports Physiology will be introduced.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AEXS 673</td>
<td>ANALYSIS OF SPORT INSTRUCTION</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An investigation into and the practical experience of using systematic observational tools designed to evaluate coaching/teaching behaviors, and an exposure to technological advance in analyzing psychomotor skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AEXS 675</td>
<td>SCIENTIFIC FOUNDATIONS OF NUTRITION IN SPORT</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Study of a scientific framework to assist in understanding nutrition and diet as they relate to physical activity. Nutritional considerations related to overall health and performance will be discussed. Topics to be considered include: digestion and energy metabolism, weight control, disordered eating, role of water, ergogenic aids, and consumerism. The effects of commonly used and abused chemical substances will be discussed in terms of the impact on physical performance.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
AEXS 677  THE PHYSIOLOGICAL BASIS FOR EXERCISE AND SPORT  

**Prerequisite:**
The applied study of the functioning of the systems of the human body during exercise, with an emphasis on training and the improvement of sport performance.

AEXS 678  FITNESS ASSESSMENT AND EXERCISE PRESCRIPTION  

**Prerequisite:**
An introduction to fitness evaluation and exercise prescription. Concepts, principles, and theories from the fields of exercise physiology, kinesiology, nutrition, and tests and measurements will be presented and applied to physical fitness testing and the design of exercise programs for apparently healthy individuals and individuals with known pathology.

AEXS 679  PRINCIPLES OF STRENGTH TRAINING AND CONDITIONING  

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

**American History and Government**

AHG 501  THE AMERICAN REVOLUTION  

**Prerequisite:**
This course focuses on three topics: political developments in North America and the British empire and the arguments for and against independence, culminating in the Declaration of Independence; the Revolutionary War as a military, social and cultural event in the development of the American nation and state; and the United States under the Articles of Confederation.

AHG 502  THE AMERICAN FOUNDING  

**Prerequisite:**
This course is an intensive study of the constitutional convention, the struggle over ratification of the Constitution, and the creation of the Bill of Rights. It will include a close examination of the Federalist Papers and the Antifederalist writings.

AHG 503  SECTIONALISM AND CIVIL WAR  

**Prerequisite:**
This class is a study of the sectional conflict beginning with the nullification crisis. The course will not only examine the political, social and economic developments in the period leading to the Civil War, but will emphasize the political thought of Abraham Lincoln, Stephen Douglas, and John C. Calhoun.

AHG 504  CIVIL WAR AND RECONSTRUCTION  

**Prerequisite:**
This course will examine military aspects of the war, as well as political developments during it, including the political history of the Emancipation Proclamation, the Gettysburg Address and the Second Inaugural. The course also examines the post-war Amendments and the Reconstruction era.

AHG 505  THE PROGRESSIVE ERA  

**Prerequisite:**
The transition to an industrial economy posed many problems for the United States. This course examines those problems and the responses to them that came to be known as progressivism. The course includes the study of World War I as a manifestation of progressive principles. The course emphasizes the political thought of John Dewey, Herbert Croly, Theodore Roosevelt, and Woodrow Wilson, and their political expression of progressive principles.

AHG 510  GREAT AMERICAN TEXTS  

**Prerequisite:**
This course is an intensive study of one important text in American history, politics, or literature. Examples might include The Federalist Papers, Franklin's Autobiography, Tocqueville's Democracy in America, or Twain's Huckleberry Finn. The text may change from course to course and the course may be repeated up to two times with the permission of the associate director.

AHG 601  SOURCES OF THE AMERICAN REGIME  

**Prerequisite:**
This course examines the European heritage of ideas and practices upon which the American Founders drew as they devised a new government for the United States.

AHG 602  EUROPEAN DISCOVERY AND SETTLEMENT  

**Prerequisite:**
An examination of the motives behind and the consequences of the expansion of European power beginning in the sixteenth-century. The course focuses on the European settlement of North America and the interactions between Europeans and indigenous peoples.

AHG 603  COLONIAL AMERICA  

**Prerequisite:**
This course focuses on the development of an indigenous political culture in the British colonies. It pays special attention to the development of representative political institutions and how these emerged through the confrontation between colonists and King and proprietors. The course also considers imperial politics through a study of the Albany Plan of Union.

AHG 604  THE EARLY REPUBLIC  

**Prerequisite:**
Having adopted a form of government, the Americans had to make it work. This course examines their efforts to do so, as the Republic took shape amid foreign dangers, political conflict, westward expansion, and religious revivals.

AHG 605  THE AGE OF ENTERPRISE  

**Prerequisite:**
In the last decades of the 19th century, the United States took decisive steps away from its rural, agrarian past toward its industrial future, assuming its place among world powers. This course examines that movement, covering such topics as business-labor relations, political corruption, immigration, imperialism, the New South, and segregation and racism.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHG 606</td>
<td>AMERICA BETWEEN WORLD WARS</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite:</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In the 1920s, changes in America that had been</td>
<td></td>
</tr>
<tr>
<td></td>
<td>underway for several decades came fully into</td>
<td></td>
</tr>
<tr>
<td></td>
<td>view. This is the period when cultural wars</td>
<td></td>
</tr>
<tr>
<td></td>
<td>first appeared (e.g., The Scopes Trial) and the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>transformative effects of industrial capitalism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>touched every part of American life. In the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1930s, an economic crisis challenged received</td>
<td></td>
</tr>
<tr>
<td></td>
<td>views of the proper relationship of the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>government to the economy. The course examines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>various political and economic changes that</td>
<td></td>
</tr>
<tr>
<td></td>
<td>occurred in this period, with a special</td>
<td></td>
</tr>
<tr>
<td></td>
<td>emphasis on the New Deal.</td>
<td></td>
</tr>
<tr>
<td>AHG 607</td>
<td>AMERICA DURING THE COLD WAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite:</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The simmering conflict between the United</td>
<td></td>
</tr>
<tr>
<td></td>
<td>States and the Soviet Union from 1945 to 1989</td>
<td></td>
</tr>
<tr>
<td></td>
<td>was the defining phenomenon of the age,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>affecting not only the country's foreign policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>but its politics, society, economy, and culture as well. In this course students will examine the most important events, ideas, and personalities of the fourth-four years from the end of World War II to the end of the Reagan administration.</td>
<td></td>
</tr>
<tr>
<td>AHG 610</td>
<td>AMERICAN FOREIGN POLICY</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite:</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students examine events and issues in the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>foreign policy of the American republic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topics include the major schools of thought</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and approaches, the connection between</td>
<td></td>
</tr>
<tr>
<td></td>
<td>domestic and foreign politics, and the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>connection between the principles of the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>American regime and its foreign policy. Course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>may be taken twice with the permission of the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>program Chair.</td>
<td></td>
</tr>
<tr>
<td>AHG 611</td>
<td>THE AMERICAN WAY OF WAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite:</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The course examines how Americans have used</td>
<td></td>
</tr>
<tr>
<td></td>
<td>military force, focusing on the relationship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>between civilian and military leaders,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>characteristic strategic approaches, and the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>connection between our political principles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and our military practices.</td>
<td></td>
</tr>
<tr>
<td>AHG 620</td>
<td>THE REFORM TRADITION IN AMERICA</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite:</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>America has lived through three periods of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sustained interest in reforming its political</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and social life, the first in the decades</td>
<td></td>
</tr>
<tr>
<td></td>
<td>preceding the Civil War, the second in the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>decades preceding World War I and the third in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the decade or two following World War II. The</td>
<td></td>
</tr>
<tr>
<td></td>
<td>course examines aspects of these reform</td>
<td></td>
</tr>
<tr>
<td></td>
<td>movements, particularly their connection to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>religion and Protestant theology.</td>
<td></td>
</tr>
<tr>
<td>AHG 621</td>
<td>RACE AND EQUALITY IN AMERICA</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite:</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course explores the history of black</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Americans as they strove to secure their</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dignity as human beings, and rights as</td>
<td></td>
</tr>
<tr>
<td></td>
<td>American citizens, in the face of racial</td>
<td></td>
</tr>
<tr>
<td></td>
<td>prejudice. Students will examine the writings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of leading black intellectuals and activists</td>
<td></td>
</tr>
<tr>
<td></td>
<td>about human equality, slavery, self-government,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the rule of law, emancipation, colonization,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and citizenship. The course will also review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>laws, constitutional amendments, court cases,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and social criticism addressing civil and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>political rights in America.</td>
<td></td>
</tr>
<tr>
<td>AHG 622</td>
<td>RELIGION IN AMERICAN HISTORY AND POLITICS</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite:</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>From the time that the first Europeans arrived</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in America, religion has been an important</td>
<td></td>
</tr>
<tr>
<td></td>
<td>part of American life. This course examines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the various ways in which religion has played</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a role in American history, with particular</td>
<td></td>
</tr>
<tr>
<td></td>
<td>emphasis on the role of religion in American</td>
<td></td>
</tr>
<tr>
<td></td>
<td>politics.</td>
<td></td>
</tr>
<tr>
<td>AHG 623</td>
<td>GENDER AND EQUALITY IN AMERICA</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite:</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course explores the history of women in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>America from the early 19th century to the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>present, especially the political struggle to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>gain increased civil and political rights.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Using primary source material from leading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>female intellectuals and activists, this course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>will consider the myriad ways that women have</td>
<td></td>
</tr>
<tr>
<td></td>
<td>helped to shape the course of U.S. history.</td>
<td></td>
</tr>
<tr>
<td>AHG 630</td>
<td>AMERICAN STATESMEN</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite:</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Even though the powers of the American Executive are controlled and limited, extraordinary acts of statesmanship are possible. This seminar examines those presidents who have demonstrated extraordinary political leadership. We will examine such statesmen and the political circumstances in which their prudence revealed itself. Among those examined will be Washington, Jefferson, Jackson, Lincoln, and Franklin Roosevelt. Course may be taken more than once with permission of the program Chair.</td>
<td></td>
</tr>
<tr>
<td>AHG 631</td>
<td>AMERICAN POLITICAL RHETORIC</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite:</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course examines the principles and practice of American political rhetoric through the careful reading of the speeches of its leading statesmen.</td>
<td></td>
</tr>
<tr>
<td>AHG 632</td>
<td>THE AMERICAN PRESIDENCY I, WASHINGTON TO LINCOLN</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite:</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course is an examination of the political</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and constitutional development of the office of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>president from the Founding era through the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Civil War. It focuses on how the presidency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>shaped American political life as the country</td>
<td></td>
</tr>
<tr>
<td></td>
<td>grew and struggled with rising sectional</td>
<td></td>
</tr>
<tr>
<td></td>
<td>tensions.</td>
<td></td>
</tr>
<tr>
<td>AHG 633</td>
<td>THE AMERICAN PRESIDENCY II, JOHNSON TO THE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PRESENT</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite:</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course is an examination of the political</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and constitutional development of the office of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>president from Reconstruction to the present.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It focuses on how changing conceptions of the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>presidency have shaped American political</td>
<td></td>
</tr>
<tr>
<td></td>
<td>life in the 19th and 20th centuries, especially</td>
<td></td>
</tr>
<tr>
<td></td>
<td>as America has become a global power.</td>
<td></td>
</tr>
<tr>
<td>AHG 640</td>
<td>THE CONGRESS</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite:</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course focuses on the legislative branch</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of the US government. It examines topics such</td>
<td></td>
</tr>
<tr>
<td></td>
<td>as the constitutional powers of Congress, the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>relations between Congress and the other</td>
<td></td>
</tr>
<tr>
<td></td>
<td>branches of the federal government and the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>states, and the changing structure and internal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>politics of Congress.</td>
<td></td>
</tr>
</tbody>
</table>
AHG 641 THE SUPREME COURT
Prerequisite:
The course is an intensive study of the highest court in the federal judiciary, focusing on the place of the Supreme Court in the American constitutional order. Areas of study may include the relationship between the Court and the other branches of the federal government as well as the states; the Court's power of judicial review; and judicial politics and statesmanship. We will examine these kinds of issues by investigating how the Court has interpreted the Constitution in some of its most historic decisions.

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

AHG 660 TOPICS IN AMERICAN HISTORY AND GOVERNMENT
Prerequisite:
Topics courses allow faculty to meet the needs of small groups of students by offering a course specifically designed to examine an important contemporary or historical topic in significant depth and detail. Course may be repeated with permission of the program Chair.

AHG 670 DIRECTED STUDY
Prerequisite: Permission of Chair
Students wishing to develop expertise requiring study beyond what is offered in other courses may arrange with a professor to work individually on a topic.

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

AHG 691 THESIS
Prerequisite: Take AHG*690;
In order to complete requirements for the degree, each student must complete a thesis, capstone project, or comprehensive exam. The purpose of the thesis is to show mastery of both subject matter and analytical and interpretive skills.

AHG 692 CAPSTONE PROJECT
Prerequisite: Take AHG*690;
In order to complete requirements for the degree, each student must complete a thesis or capstone project. The purpose of the capstone project is to show mastery of both subject matter and analytical and interpretive skills.

AHG 693 COMPREHENSIVE EXAMINATION
Prerequisite: Completion of all required coursework and permission of Program Director
The Comprehensive examination evaluates the candidates' understanding of significant ideas, events, persons, and text in American history and government. Additionally, the exam will evaluate the candidate's ability to analyze and use documentary evidence in academic writing. Exams are offered as arranged by the student and the student's examination advisor.

Biology

BIO 525 ADV HUMAN PHYSIOLOGY
Prerequisite:
This course examines the human being from the physiological perspective. Emphasis is placed on understanding the biological, chemical, and physical aspects of the major organ systems of the body: nervous, muscle, cardiovascular, respiratory, renal, digestive, endocrine and reproductive. Each system is studied from the perspective of how that system functions independently within the human body and how it contributes to the overall functioning of the human being. The course meets for three hours of lecture and two hours of laboratory per week. It is offered each spring semester.

BIO 610 BIOLOGY FIELD STUDY: THE ECOLOGY OF THE GREAT SMOKY MOUNTAINS
Prerequisite:
The purpose of this course is to study unique characteristics of The Great Smoky Mountains, to develop an appreciation of the complex interactions that have shaped this unique area, and how The Smokies have influenced even the Ashland area. Fee required to cover cost of travel expenses to Great Smokey Mountains.

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

Chemistry

CHEM 550 INQUIRY CHEMISTRY INSTRUCTION USING CASE STUDIES
Prerequisite:
The use of case studies in the secondary chemistry curriculum will be explored, with an emphasis on writing case studies that apply inquiry and problem-based learning approaches. Examples of case studies will be provided. Demonstrations, hands-on activities, and laboratory experiments will serve as the basis for the development of the new case studies in the areas of acid-base chemistry, stoichiometry, equilibria, and color.
## Course Descriptions

**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 560 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 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.

**Economics Education**

**ECED 580  MICROECONOMIC ANALYSIS AND ITS APPLICATION TO THE CURRICULUM**

**Prerequisite:**

For elementary and secondary teachers. Designed to emphasize methods of inquiry employed by economists and their applications to the theory of instruction.

**ECED 581  MACROECONOMIC ANALYSIS AND ITS APPLICATION TO THE CURRICULUM**

**Prerequisite:**

For elementary and secondary teachers. Designed to emphasize methods of inquiry employed by economists and their applications to the theory of instruction.

**ECED 582  ECONOMIC POLICY AND ITS APPLICATION TO THE CURRICULUM**

**Prerequisite:** Take ECED*580 ECED*581 ECED*584;

For elementary and secondary teachers. Designed to provide application of an economic analysis to economic policy and courses of study.

**ECED 583  CORPORATE BUSINESS IN THE UNITED STATES**

**Prerequisite:** Take ECED*580 or ECED*581;

The course provides an opportunity to learn how the market system operates by bringing a number of business executives to serve as classroom instructors. This partnership between business and education reinforces mutual interest and fosters a sharing of valuable resources.

**ECED 584  ECONOMICS IN THE CURRICULUM**

**Prerequisite:**

Preparing or revising curriculum or curriculum guides; i.e., an economics curriculum guide for any or all grade levels, or a sequence for developing economics principles within the existing curriculum; or curriculum for a particular subject area; or curric- riculum related to special bases such as multimedia based, activities-based community or cultural-based.

**ECED 586  PERSONAL FINANCE**

**Prerequisite:**

Participants will have the opportunity to be actively involved in a variety of strategies that demonstrate the concepts and principles of basic economics and personal finance, develop an economic way of thinking that can be used to instruct their own students, and correlate economic concepts with the state standards for social studies (grades 9-12). They will also use the material presented to gauge the effectiveness of the resources and measure students’ reactions, and/or develop a plan for implementing personal finance into the classroom within the school district.

**Educational Leadership**

**EDAD 557  IMPROVING INSTRUCTION**

**Prerequisite:**

This module examines the role of instructional leadership as a crucial catalyst to promote the success of students. Theories and approaches for improving instruction through educational leadership and organizational management will be explored.

**EDAD 558  POLITICAL DIMENSIONS OF EDUCATIONAL LEADERSHIP**

**Prerequisite:**

This module is designed to assist students to understand the interplay of the political, social, economic, legal, ethical, and cultural contexts of education - at the local, state, and federal levels -- in promoting the success of all student groups.

**EDAD 560  THEORIES OF INSTRUCTIONAL LEADERSHIP**

**Prerequisite:**

The theories and concepts of instructional leadership are examined in this module. Various facets of instructional leadership are emphasized, specifically human behavior within the context of the building level organization.

**EDAD 570  ORGANIZATIONAL MANAGEMENT FOR EDUCATIONAL LEADERS**

**Prerequisite:**

This module explores the diverse aspects of organizational management in an educational setting. The effective allocation and deployment of resources related to personnel, time, money, and facilities to achieve organizational goals will be discussed.

**EDAD 571  ORGANIZATIONAL BEHAVIOR IN EDUCATION**

**Prerequisite:**

This module examines the behavior of persons in organizational settings and its effect on the learning process. The module suggests ways in which an organization can cope with rapid change and discusses the effects of organizational climate and organizational culture on human behavior and organizational health.

**EDAD 573  LEGAL ISSUES IN EDUCATIONAL LEADERSHIP**

**Prerequisite:**

This module covers basic school law and legal principles originating in constitutional, statutory, judicial, and common law relevant to the legal framework of public education, including special education law and its applicability to Ohio.
Course Descriptions

EDAD 574 ETHICAL, PROFESSIONAL, AND LEGAL DIMENSIONS OF EDUCATIONAL LEADERSHIP 1

Prerequisite:
This module addresses the scope of ethical and professional dimensions of the educational leader, including legal principles originating in constitutional, statutory, judicial, and common law.

EDAD 580 VISION AND GOALS FOR SCHOOL LEADERS 1

Prerequisite:
The development of a sound vision with accompanying goals is the cornerstone of effective school leadership. This module will examine various concepts that can be used to lead schools in a visionary and collaborative manner with accompanying goal setting that reflects high expectations for diverse stakeholders.

EDAD 581 THE VISIONARY SCHOOL LEADER 1

Prerequisite: EDAD 580
This module is an application of the concepts of leading with a sound vision and accompanying goals. Students will engage in the construction of ways to lead schools in a visionary and collaborative manner with accompanying practical and realistic application of goals that reflect high expectations for diverse stakeholders.

EDAD 671 PROFESSIONAL DEVELOPMENT IN EDUCATION 1

Prerequisite:
This module prepares leaders with the knowledge and skills to develop, implement, and evaluate effective professional development programs. Lifelong learning, professional learning communities, and other continuing education approaches will be examined.

EDAD 678 CRITICAL CONCEPTS IN HUMAN RESOURCE MANAGEMENT 1

Prerequisite:
This module will examine concepts that can be used in the various human resource functions of a building or district educational leadership. Through the acquisition of these concepts, the student will help promote district and building level goals as well as the success of all student groups.

EDAD 679 ORGANIZATIONAL CLIMATE AND CULTURE 1

Prerequisite:
Climate and culture are critical influences on the learning experience and can be the difference in all students' success. This module will examine the basic theories and concepts of school climate and culture and ways in which high expectations promote success for all students.

EDAD 680 TRANSFORMING ORGANIZATIONAL CLIMATE AND CULTURE 1

Prerequisite: EDAD 679
This module will examine the application of the basic theories and concepts of school climate and culture, specifically ways in which high expectations promote success for all students.

EDAD 685 PROFESSIONAL DEVELOPMENT IN ACTION 1

Prerequisite: EDAD 681
This course is designed to prepare leaders who have the knowledge and skills to develop, implement, and evaluate effective professional development programs. Participants will be expected to demonstrate effective utilization of knowledge-based skills related to adult learning, teachers in their world, and professional development.

EDAD 687 ESSENTIAL CONCEPTS IN SCHOOL SAFETY AND CRISIS MANAGEMENT 1

Prerequisite:
The preliminary responsibility of school administrators is to ensure the safety and security of all school stakeholders. This module will examine foundational concepts of school safety and security, through the stages of crisis management; planning, preparation, response, and recovery.

EDAD 689 SAFETY AND CRISIS MANAGEMENT FOR EDUCATIONAL LEADERS 1

Prerequisite: EDAD 687
The preliminary responsibility of school administrators is to ensure the safety and security of all school stakeholders. This module will examine how to develop, apply, and implement foundational concepts of school safety and security, through the stages of crisis management: planning, preparation, response, and recovery.

EDAD 692 CRITICAL CONCEPTS IN FISCAL RESOURCE MANAGEMENT 1

Prerequisite:
This module is designed for a student seeking a license as a school principle. The student will acquire and apply human resources functions that help support building level goals and promotes success for all student groups.

EDAD 695 MANAGING FISCAL RESOURCES 1

Prerequisite: EDAD 692
The module is designed to provide the student with application processes for overall fiscal management of a school building. The student will engage in applying budgetary and fiscal plans and documents, along with the allocation and management of school resources.

EDAD 696 MANAGEMENT IN HUMAN RESOURCES 1

Prerequisite: EDAD 692
This module is designed for a student seeking a license as a school principle. The student will acquire and apply human resources functions that help support building level goals and promotes success for all student groups.
EDAD 700  CAPSTONE 1: EMERGING ISSUES  1
IN INSTRUCTIONAL LEADERSHIP

Prerequisite: At least 24 graduate hours in M.Ed. Program; all M.Ed.
core courses

This is the first of a three-part module for the capstone experience. In
this one-hour module, students will explore newly emerging issues
related to instructional leadership that are beyond the scope of MED and
administrative licensure content. Students will select an emerging issue
in instructional leadership for more in depth study. Students will
produce final products that show evidence of a comprehensive
understanding of their chosen and careful reflection about implications
for future practice and research.

EDAD 701  CAPSTONE 2: EMERGING ISSUES  1
IN ORGANIZATIONAL
MANAGEMENT

Prerequisite: At least 24 graduate hours in M.Ed. Program; all M.Ed.
core courses

This is the second of a three-part module for the capstone experience. In
this one-hour module, students will explore newly emerging issues
related to organizational management that are beyond the scope of the
MED and administrative licensure content. Students will select an
emerging issue in organizational management for more in depth study.
Students will produce final products that show evidence of a
comprehensive understanding of their chosen topic and careful reflection
about implications for future practice and research.

EDAD 703  CAPSTONE 3: INQUIRY SEMINAR  1
ON EMERGING ISSUES IN
EDUCATION

Prerequisite: At least 24 graduate hours in M.Ed. Program; all M.Ed.
core courses; enrollment or completion of EDAD 700 and 701

This is the third of a three-part module for the capstone experience. In
this one-hour module, students will produce an independent study
project that extends/applies/researches their chosen emerging issue.

EDAD 741  ADMINISTRATIVE LEADERSHIP  1
1: CREATION AND RESEARCH OF
A SCHOOL IMPROVEMENT
PROJECT

Prerequisite:
Creation and Research of a School Improvement Project is a planned,
supervised, and evaluated field-based internship experience. It is
designed as the culminating field experience for students seeking M.Ed.
The internship requires candidates seeking licensure as an administrator
to work in a school setting with qualified on-site mentors appropriate for
the licensure sought. Candidates engage in major administrative project
which involves problem identification, analysis of related research,
development of a process or procedure to address the problem,
development of an evaluation process, and preparation for a project
product.

EDAD 742  ADMINISTRATIVE INTERNSHIP 2:  1
COMPLETION AND
PRESENTATION OF SCHOOL
IMPROVEMENT PROJECT

Prerequisite:
Completion and Presentation of School Improvement Project is the
second part of a planned, supervised, and evaluated field-based
internship experience. It is designed as the culminating field experience
for students seeking the M.Ed. The internship requires candidates
seeking licensure as an administrator to work in a school setting with
qualified on-site mentors appropriate for the licensure sought.
Candidates engage in a major administrative project which involved
problem identification, analysis of related research, development of a
process of precedent to address the problem, development of an
evaluation process, and preparation of a project product.

EDAD 743  ADMINISTRATIVE INTERNSHIP 3:  1
ADMINISTRATIVE ACTIVITIES,
BUILDING LEVEL/PRINCIPAL

Prerequisite:
Completion and Presentation of School Improvement Project is the
second part of a planned, supervised, and evaluated field-based
internship experience. It is designed as the culminating field experience
for students seeking the M.Ed. The internship requires candidates
seeking licensure as an administrator to work in a school setting with
qualified on-site mentors appropriate for the licensure sought.
Candidates engage in a major administrative project which involved
problem identification, analysis of related research, development of a
process of precedent to address the problem, development of an
evaluation process, and preparation of a project product.

EDAD 744  ADMINISTRATIVE INTERNSHIP 4:  1
PROFESSIONAL PRACTICE,
BUILDING LEVEL/PRINCIPAL

Prerequisite:
The Administrative Internship 4, Professional Practice is the final part of
a planned, supervised, and evaluated field-experience. It is designed as
the culminating field experience for students seeking the M.Ed. The
internship requires candidates seeking licensure as an administrator to
work in a school setting with qualified on-site mentors appropriate for
the licensure sought. Administrative Internship 4 will allow candidates
to observe the functions of principals, assume leadership in planning,
implementing, and evaluating selected internship experiences, put
theoretical knowledge to work, and acquire new knowledge and skills in
school administration.

EDAD 745  ADMINISTRATIVE INTERNSHIP 3:  1
ADMINISTRATIVE ACTIVITIES,
DISTRICT LEVEL/CIPD

Prerequisite:
The Administrative Internship 3, Professional Practice is the final part of
a planned, supervised, and evaluated field-experience. It is designed as
the culminating field experience for students seeking the M.Ed. The
internship requires candidates seeking licensure as an administrator to
work in a school setting with qualified on-site mentors appropriate for
the licensure sought. Administrative Internship 4 will allow candidates
to observe the functions of principals, assume leadership in planning,
implementing, and evaluating selected internship experiences, put
theoretical knowledge to work, and acquire new knowledge and skills in
school administration.
EDAD 746  ADMINISTRATIVE INTERNSHIP 4:  1
PROFESSIONAL PRACTICE, DISTRICT LEVEL/CIPD

Prerequisite:
The Administrative Internship 4, Professional Practice is the final part of a planned, supervised, and evaluated field-experience. It is designed as the culminating field experience for students seeking the MEd. The internship requires Candidates seeking licensure as an Administrative Specialist in Curriculum, Instruction, and Professional Development to work in district settings appropriate to the licensure sought. The Candidate will be involved in instructional supervision, planning, implementing, and evaluating in-service activities, professional development, teacher-centered activities, and other alternative approaches to staff development.

Education Curriculum and Instruction

EDCI 505  INTRODUCTION TO THE PRINCIPLES OF INSTRUCTIONAL TECHNOLOGY  3

Prerequisite:
This course offers students an introduction to the theories and principles of instructional technology. There are five main areas of focus in this course: (a) technology operations and concepts, (b) planning and designing learning environments and experiences, (c) teaching, learning, and the curriculum, (d) assessment and evaluation, and e) productivity and professional practice. To assist in developing a link between theory and practice, students will also have some hands-on experience with various forms of instructional technology and with problem-solving techniques appropriate to the media.

EDCI 512  NETWORKING AND TECHNOLOGY INFRASTRUCTURE FOR SCHOOLS  3

Prerequisite:  Take EDCI*505 or EDCI*522; EDCI 505
Introduction to Principles of Instructional Technology or EDCI 522 Teaching & Learning in the 21st Century Classroom (or equivalent)

This course focuses on incorporating the basics of networking to support classroom and district instruction and management. Attention is given to installation and configuration of computer systems and peripheral devices: maintenance and troubleshooting of such hardware and software; wireless networking, security, and organizing technology use in schools. It is designed for those in education to assist other educators including teachers, administrators, technology coordinators, network administrators, and other educators in integrating technology in the classroom, buildings, throughout districts and other similar

EDCI 521  TECHNOLOGY FOR THE 21ST CENTURY TEACHER  1

Prerequisite:
This course provides teachers with an overview of online learning and introduces key technologies that may be utilized to be a more effective teacher and learner. The basic technology tools for everyday learning, researching, communication, and collaboration will be reviewed.

EDCI 522  TEACHING & LEARNING IN THE 21ST CENTURY CLASSROOM  3

Prerequisite:
This course provides teachers with an overview of how theoretical and curricular foundations have evolved to form the current 21st century model of classroom instruction. It provides practical instruction on how key technologies are being utilized to meet the needs of the 21st century student. Instructors provide a theoretical framework for technology integration that find praxis with critical thinking and problem solving, communication, collaboration, and creativity and innovation. The meshing of instructional methods, curriculum, and technology are the thematic focal points of content with a practical emphasis on learning how these technologies work. This course meets the requirements for the Curriculum Foundations standard in the M.Ed. Core.

EDCI 523  READING AND LITERACY CURRICULUM  3

Prerequisite:
A course designed to provide advanced study of the forces that have shaped literacy curriculum and instructional practices. Theoretical understandings about reading and writing as well as philosophical, political, and economic influences will be explored in order to identify their influence on the purpose, content, organization, and implementation of literacy instruction. This course meets the M.Ed. Core requirement for curriculum.

EDCI 533  CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS: SOCIAL, HISTORICAL, AND LEGAL ISSUES RELATED TO THE EDUCATION OF ENGLISH LANGUAGE LEARNERS  3

Prerequisite:
Field/Clinical Hours: 20  There are no prerequisites for this course which is open to all graduate education students. While it is aptly suited for every teacher in our diverse classrooms, this course is required for candidates seeking Teaching English to Speakers of Other Languages (TESOL) Endorsement. This course explores historical, social, and policy issues surrounding the education of diverse learners particularly English Language and limited English proficient learners in K-12 settings in the U.S. With the population changes and demographics realities of the 21st Century, educational professionals will be better prepared by investigating theories and themes of cultural identity, intragroup differences, migration, language use, and how these factors intersect with school performance. This course will emphasize the roles of school in collaboration with family and community structures to elicit strengths and enhance positive outcomes for students. This course meets core requirements for M.Ed. completion.

EDCI 534  LANGUAGE ACQUISITION AND ELEMENTS OF LINGUISTICS FOR TEACHING ENGLISH LANGUAGE LEARNERS  3

Prerequisite:
Applying concepts relevant to the acquisition and structure of English increases the effectiveness of instruction to support English Language Learners (ELL) in grades Pre-K-12. As part of the Teaching English to Speakers of Other Languages (TESOL) endorsement program, this course will introduce participants to language development and second language acquisition theories. Students will apply linguistic research to the provision of literacy and content area knowledge and skills for ELLs.
EDCI 535 INTEGRATED TEACHING METHODS FOR ENGLISH LANGUAGE LEARNERS

Prerequisite: Take EDCI*534; Field/Clinical Hours: 20

The purpose of this course is to increase teacher effectiveness in providing appropriate instruction for English language learners (ELLs) in grades PreK-12. Theories of second language learning and types of programming for ELLs will be discussed along with ways to develop student’s academic English using sheltered instruction. The pedagogical implications of sociopolitical issues relevant to teaching ELLs in U.S. schools will be considered and integrated in the development of linguistically scaffolded lesson plans.

EDCI 536 INSTRUCTIONAL DESIGN FOR TECHNOLOGY INTEGRATION

Prerequisite: Take EDCI*505 or EDCI*522; EDCI 505 Introduction to Principles of Instructional Technology or EDCI 522 Teaching & Learning in the 21st Century Classroom (or equivalent).

This course introduces the systematic process and foundations of instructional design. Students will apply the instructional design process to plan, design, assess, reflect upon, and model effective learning environments. The systematic process enables the student to integrate technology to produce effective, efficient, and engaging learning experiences.

EDCI 537 SOCIAL, CULTURAL, AND POLITICAL ASPECTS TO TECHNOLOGY USE IN THE EDUCATION OF ALL STUDENTS

Prerequisite: Take EDCI*505 or EDCI*522;

This course focuses on four main areas: (a) legal and ethical practice related to technology use, (b) application of technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, © promotion of safe and healthy technology resources, and (d) facilitation of equitable access to technology resources for all students.

EDCI 538 DESIGNING AND IMPLEMENTING PROFESSIONAL DEVELOPMENT FOR THE TECHNOLOGY LEADER

Prerequisite: Take EDCI*505 or EDCI*522; EDCI 505 Introduction to Principles of Instructional Technology or EDCI 522 Teaching & Learning in the 21st Century Classroom (or equivalent).

This course provides students with the fundamentals of implementing a professional development program utilizing contemporary technologies and digital resources to promote excellence and support transformational change throughout the instructional environment.

EDCI 560 LITERACY THEORY AND PRACTICE

Prerequisite:

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

EDCI 561 CONTENT AREA LITERACY IN MIDDLE AND SECONDARY GRADES

Prerequisite:

This course provides teachers with established discipline-based expertise the opportunity to expand their understanding of literacy-based pedagogy in order to facilitate their students thinking, learning, and communicating with both print and nonprint texts in content specific learning environments. The course focuses on instructional approaches that help learners interact successfully with a broad range of texts while they develop skills and strategies needed for college and careers. Emphasis is placed on using 21st century literacy skills, especially authentic content-based inquiry.

EDCI 563 ADVANCED STUDIES IN LANGUAGE ARTS

Prerequisite:

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

EDCI 564 ADVANCED STUDIES OF LITERATURE FOR ADOLESCENTS (GRADES 4-12)

Prerequisite:

This course is designed to promote advanced study of issues related to literature for middle grades and secondary school students including; history and trends; literary criticism; literary theory; development of literary appreciation; authors; genre; instructional strategies; organization of literature programs; and censorship and selection. Participants will become proficient in selecting and promoting quality literature that is appropriate for meeting the developmental, social, and literary needs of adolescents.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 565</td>
<td>ADVANCED STUDIES OF ADOLESCENT LITERACY DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>This course is designed to promote advanced study of literacy development at the middle/secondary school levels. Course participants will investigate adolescent literacy development and effective teaching practices by applying theoretical understandings of literacy and adolescent development. They will develop the ability to gather and use assessment data and to make appropriate instructional and programmatic decisions and to create effective literacy learning environments for adolescents.</td>
<td></td>
</tr>
<tr>
<td>EDCI 566</td>
<td>ADVANCED STUDIES OF LITERATURE FOR YOUNG CHILDREN (PRESCHOOL-GRADE 5)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>This course is designed to promote the exploration of issues in literature for children grades preschool through five. Issues include areas such as history, theory, criticism, trends, authors, illustrators, genres, instructional strategies and organization of literature instruction and programs. The course participants will become proficient in selecting literature of various genres to match instructional objectives and developmental levels.</td>
<td></td>
</tr>
<tr>
<td>EDCI 596</td>
<td>MIDDLE GRADES METHODS &amp; ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>This course is designed for persons in Bachelor's Plus program who are seeking the middle grades licensure (4-9). Emphasis are placed on the development of content specific curriculum and instructional delivery, and assessment procedures which meet the specific needs of all middle grades students.</td>
<td></td>
</tr>
<tr>
<td>EDCI 597</td>
<td>MIDDLE GRADES PHILOSOPHY, ORGANIZATION, &amp; CLIMATE</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>This course is designed for persons in the Bachelor's Plus Program who are seeking the middle grades licensure (4-9). Emphasis are placed on the philosophy of middle level school, the psychology of the preadolescent and adolescent student, the role of teacher as counselor in teaming, curriculum and instruction.</td>
<td></td>
</tr>
<tr>
<td>EDCI 601</td>
<td>INTERNSHIP FOR MIDDLE CHILDHOOD</td>
<td>10</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>EDFN 586, 589 and Admittance test required. For students who desire licensure and who have completed all of the requirements for internship. Supervised Field Experience instruction for Middle Childhood students. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to students.</td>
<td></td>
</tr>
<tr>
<td>EDCI 602</td>
<td>INTERNSHIP FOR ADOLESCENT/YOUNG ADULT 7-12</td>
<td>10</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>EDFN 586, 589 and Admittance test required. For students who desire licensure and who have completed all of the requirements for internship. Supervised Field Experience instruction for Adolescent/Young Adult 7-12 students. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to student.</td>
<td></td>
</tr>
<tr>
<td>EDCI 607</td>
<td>INTERNSHIP FOR MULTI-AGE PREK-12</td>
<td>10</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>For students who desire licensure and who have completed all of the requirements for internship. Supervised Field Experience instruction for Multi-age Pre-K-12 students. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to student.</td>
<td></td>
</tr>
<tr>
<td>EDCI 633</td>
<td>ORGANIZATION AND TRANSFORMATIONAL CHANGE THROUGH TECHNOLOGY</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Take EDCI<em>505 or EDCI</em>522; EDCI 505. Introduction to Principles of Instructional Technology or EDCI 522 Teaching &amp; Learning in the 21st Century Classroom (or equivalent). This course focuses on the development of leadership and vision in educational technology. This course focuses on the following key issues: (a) articulating a clear vision for transformational technology integration, (b) contributing to a technology infused strategic plan, © initiating and sustaining technology innovations and managing the change process, and (d) advancing a robust technology infrastructure.</td>
<td></td>
</tr>
<tr>
<td>EDCI 645</td>
<td>INTERNSHIP FOR TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) ENDORSEMENT</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Field/Clinical Hours: 120 A supervised 6-week teaching experience for the practicing professional in which candidates will design, develop, and report on an acceptable instructional program for students identified as English Language Learners (ELLs) or Limited English Proficient (LEP). This course is required for candidates seeking Teaching English to Speakers of Other Languages (TESOL) Endorsement.</td>
<td></td>
</tr>
<tr>
<td>EDCI 664</td>
<td>INTERVENTIONS AND ASSESSMENTS FOR THE SECONDARY LEARNER</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Completion of the 12-hour Ohio Literacy Core requirement or its equivalent. Clinical/Field Hours: 15 This course focuses on a comprehensive approach to the teaching of reading and best practices in interventions and assessments for the secondary learner. It provides students with the knowledge and skills they need to implement these methods in their own classrooms. The course will address research and theory related to the difficulties faced by struggling readers at the secondary level. It will focus on specific reading strategies, interventions, and assessments that are appropriate for those readers. A supervised field experience provides opportunity to apply knowledge and skills related to assessment and instruction with secondary students.</td>
<td></td>
</tr>
</tbody>
</table>

**Early Childhood Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 515</td>
<td>FOUNDATIONS OF LITERACY</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>A course designed to promote understanding of the development of literacy. The knowledge necessary to make and apply appropriate programmatic and instructional decisions including knowledge of the learner, the reading and writing processes, instructional strategies, materials and learning environments will be the focus of the course. This course is restricted to Early Childhood initial licensure students and graduate students who must complete the state-mandated, 12-semester hour reading methods coursework. Credit from this course may not be applied to a masters level program.</td>
<td></td>
</tr>
</tbody>
</table>
EDEC 540  PHONICS AND THE ENGLISH LANGUAGE  3

Prerequisite:
NOTE: EDEC 540 MAY NOT BE TAKEN BY CONFERENCE. A study of English as an alphabetic language. Particular attention will be given to the graph phonemic patterns which have emerged through history. Classroom applications will be explored with specific emphasis on the role of phonics in a balanced literacy program. This course is restricted to initial licensure students and graduate students who are required by ODE rules to complete a basic phonics course.

EDEC 545  INTERDISCIPLINARY SCIENCE AND SOCIAL STUDIES METHODS  3

Prerequisite:
A study of the science and social studies curriculum content recommended for prekindergarten through grade three, along with the instructional methodology appropriate for teaching that content. Emphasis will be placed upon content, processes, using resources in the environment and community, materials, and differentiation and learning conditions for all learners. Credit from this course may not be used towards an M.Ed. degree at Ashland University.

EDEC 564  CURRICULUM AND METHODS OF EARLY CHILDHOOD MATHEMATICS  3

Prerequisite:
A study of the curriculum content recommended for prekindergarten through the middle grades, along with the instruction methodology appropriate for teaching that content. Emphasis will be placed upon the scope and sequence of mathematics deemed appropriate for the curriculum of early childhood children, the appropriate use of concrete models, analysis of error patterns, and applications of technology.

EDEC 567  ADVANCED METHODS OF LITERACY IN CHILDHOOD  3

Prerequisite:
This course is designed to broaden and deepen knowledge of current trends and research based instructional practices and assessment tools and the goals of the Common Core Standards for English Language Arts. The major focus of the class will be to examine a wide range of instructional methods, materials and assessments to plan and evaluate effective reading and writing instruction. The class will explore routines and protocols for monitoring student progress to demonstrate growth.

EDEC 588  ASSESSMENT, INSTRUCTION, EVALUATION, AND INTERVENTION FIELD EXPERIENCE FOR EARLY CHILDHOOD BACHELOR'S PLUS  2

Prerequisite:
A field experience in an early childhood placement that serves young children with special education needs within the general education curriculum which emphasizes decision making in assessment, instruction, evaluation, and intervention regarding individual student learning needs and appropriate instructional strategies to address the needs of students, including those with exceptionalities and differing learning styles. This field experience will provide senior teacher education students the opportunity to implement and practice methods learned in previous and concurrent courses. This field is a preparation for the student teaching experience.

EDEC 593  BIO-MEDICAL ISSUES FOR EARLY CHILDHOOD PROFESSIONALS  3

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

EDEC 600  INTERNSHIP FOR EARLY CHILDHOOD  10

Prerequisite:
Prerequisites: EDEC 586, 589 and state required tests. Supervised Field Experience instruction for Early Childhood students. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to student.

EDEC 603  EARLY INTERVENTION AND INTEGRATION YOUNG CHILDREN WITH SPECIAL NEEDS  3

Prerequisite: Take PSYC*594;
Prerequisite: PSYC 594. A study of early intervention models, current trends and service delivery for children birth to age six years and their families. Emphasis will be placed on both developmentally appropriate practice and the role of the family. This course cannot be applied to a M.Ed. Program at Ashland University.

EDEC 611  GRADUATE LITERACY INTERNSHIP  3

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

EDEC 638  ADVANCED CLASSROOM AND INDIVIDUAL MANAGEMENT  3

Prerequisite:
Comprehensive studies of positive classroom and individual student management techniques. Emphasis is on developing appropriate strategies for young children with diverse backgrounds and developmental needs.
Educational Foundations, Inquiry, and Community Education

EDFN 501 APA SEMINAR 0

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

EDFN 502 CRITICAL DIALOGUES IN THE TEACHING AND LEARNING PROFESSIONS 3

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

EDFN 503 SCHOOL AND SOCIETY 3

Prerequisite:
School and Society is a course designed for students to reflect on antecedents of the current educational system (philosophical, political, economic, and social influences which have shaped it) and societal interactions which continue to affect it. Using this understanding, students will focus on the role of the educator in developing schools as educational communities. This course meets the requirements for the Social and Historical standard in the M.Ed. Core.

EDFN 504 ACTION RESEARCH FOR EDUCATIONAL IMPROVEMENT 3

Prerequisite:
This course provides graduate students interested in improving instruction with an introductory experience in designing, conducting, and analyzing action research in their classrooms, schools, and/or community-based learning sites. Action research is a systematic, reflective process driven by real-life questions, needs, and problems of a particular context. Students will learn fundamental principles of research design, refine their skills to evaluate and critique research, and consider the role of systematic, reflective practitioner-inquiry in guiding one's own professional practice and profession collaboration activities. This course meets the requirements for the Inquiry/Research standard of the M.Ed. Core.

EDFN 505 INTRODUCTION TO APPLIED EDUCATIONAL RESEARCH 3

Prerequisite:
This course is designed to introduce education professionals to both qualitative and quantitative sources of information across research in a way that is directly relevant to their professional practices. Students will review and critique recent qualitative, quantitative, and mixed methods studies to synthesize an understanding of both research methods and the mechanisms for linking research to practice. Students will locate and collect three types of data: qualitative, quantitative, and literary, and will use these data to structure a creative product that demonstrates knowledge of both research and practice. This course meets the requirements for the Inquiry/Research standard in the M.Ed. Core.

EDFN 506 QUALITATIVE RESEARCH 3

Prerequisite:
This course acquaints students with a qualitative inquiry. In addition to providing an introduction to the theoretical perspectives informing qualitative research, the course focuses on techniques for and issues of gathering, analyzing, and reporting qualitative data. The social and ethical issues of research are emphasized.

EDFN 507 UNDERSTANDING STATISTICAL RESEARCH FOR CLASSROOM PROFESSIONALS 3

Prerequisite:
This course is designed to prepare non-mathematicians to critique and understand statistical research and research designs as they apply to classroom and school practices. Students will analyze a variety of research questions in education and learn to follow these questions through relevant research studies, to learn how to structure links between research and practice that are reasonable, and that protect and justify the experiential knowledge of education professionals. This course meets the requirements of the Inquiry/Research standard of the M.Ed. Core.

EDFN 508 QUANTITATIVE METHODS IN EDUCATION 3

Prerequisite:
A course designed to make the graduate student, an informed consumer of descriptive and inferential statistics through the use of research methods in education. The focus of the course is on understanding the role of quantitative analysis in the classroom rather than computation. Introduction to research techniques, sampling procedures, and interpretation of statistical procedures are emphasized.
EDFN 509 INTERMEDIATE STATISTICS 2
Prerequisite: Take EDFN*508;
The intermediate educational statistics course is divided into three parts. During the first portion of the course, the students conduct an in-depth study of research design. The second portion of the course involves a study of the intermediate level of statistical tools. The final portion of the course requires that each student present his or her proposed research project for clinical evaluation by the class and instructor.

EDFN 510 THE WORLD IN YOUR CLASSROOM: MULTICULTURAL & GLOBAL EDUCATION 3
Prerequisite:
The goal of this course is to equip educators with the knowledge and practical skills necessary to implement multicultural curricular and pedagogical strategies, thereby enabling them to meet the diverse learning needs of all students. By developing multicultural competence, using culturally relevant instruction and pedagogy, and practicing culturally responsive teaching, educators will improve their ability to positively impact student achievement both individually, and holistically. Also, by developing an understanding of the prevailing conditions, developments, and trends associated with world educational issues, educators will be equipped to prepare their students for the increasingly globalized world. This course satisfies the Diversity requirement of the M.Ed. Core.

EDFN 520 PROGRAM PLANNING AND MANAGEMENT IN ADULT EDUCATION 3
Prerequisite:
This course will examine methods of establishing effective adult education and training programs in a variety of learning and employment settings. The content will address principles and procedures for designing, organizing, operating, and evaluating comprehensive adult education and training programs. The course will emphasize the role and responsibilities of the program manager/leader in developing human resources.

EDFN 521 THE THEORY AND PRACTICE OF CURRICULUM DEVELOPMENT 3
Prerequisite:
Students examine the impact of curriculum theories and practices, including contemporary curriculum discourses; technology utilization and management; major groups and individuals in society who influence curriculum; trends and innovations in curriculum, approaches to evaluation of curriculum experiences; professional techniques of curriculum development; and the role of students, teachers, administrators, scholars, parents, and other groups in shaping curriculum. Current literature and research are emphasized. This course meets the requirements for the Curriculum Foundations standard in the M.Ed. Core.

EDFN 524 DEMOCRACY IN EDUCATION 3
Prerequisite:
Democracy in Education explores curriculum theory related to democracy in education, along with historical examples of democratic schools. Current practices that shape democratic and peaceable schools will be studied with a view to application in schools and classrooms. This course will add depth to understanding of curriculum in education and democratic schools. This course meets the criteria of the Curriculum Foundations standard in the M.Ed. Core.

EDFN 524 METHODS OF TEACHING IN ADULT EDUCATION 3
Prerequisite:
This course is designed both to give participants an overview of the current practice of adult education and human resource development, and to familiarize them with the breadth, variety, and deep historical roots of adult education as a social practice and field of academic study. These aims will be met through an historical survey of practices in American and World History, with select case examples which demonstrate the variety of instructional philosophies found in the field.

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

EDFN 526 USING THE SCHOOLYARD AS AN INSTRUCTIONAL TOOL 3
Prerequisite:
This course focuses upon the utilization of the schoolyard as an instructional tool. Emphasis is placed upon rationale, techniques, activities, and site enhancements that can provide experiential learning opportunities beyond the classroom walls. The course emphasizes outdoor learning opportunities that can be used to address concepts and process skills from a variety of content areas and at a variety of grade levels. The outdoors is presented as an interdisciplinary teaching tool rather than as a content area.

EDFN 527 PLACE-BASED EDUCATION 3
Prerequisite:
Place-Based Education is the study of communities in order to develop an understanding of and respect for where one lives. Participants will explore ways to engage students in learning about their local communities, both human and natural. They will discuss readings, participate in field trips, engage in research, and develop methods for incorporating place-based education into their teaching.

EDFN 528 EXPLORATIONS: METHODS IN OUTDOOR EDUCATION 3
Prerequisite:
Explorations: Methods in Outdoor Education is a methods course designed to prepare educators to use the outdoors as a teaching tool. Students will participate in related readings, activities, and field trips and will develop curriculum materials appropriate to their teaching area.
EDFN 530 EDUCATIONAL TESTS AND MEASUREMENTS 3

Prerequisite:  
Education programs in the 21st Century continue to evolve with respect to the complex uses of tests and measurements to establish baseline data on student achievement, ability, performances, and behaviors. Professional educators and administrators are increasingly tasked with creating, administering, analyzing, interpreting, and responding to these tests and their associated data. This course will provide an overview of relevant terminology and concepts of testing and measurement, and guide students in creating a variety of items for typical tests used in classroom settings. The course will address item analysis procedures, item wording, testing strategies, introductory language for tests and test items, and strategies for using test results to create interventional instructional methods with students. Finally, students will briefly review a selection of contemporary commercial tests commonly used in Ohio schools to identify strategies for incorporating results of testing to provide educational benefits to the students.

EDFN 586 EFFECTIVE INSTRUCTION 3

Prerequisite:  Taken before or concurrently with EDFN 587, 588, and/or 589 field experiences and other course work.  
This is an entry level course in the Bachelor's Plus Program. Opportunities are provided for students to explore and/or confirm their entry into a teaching field. Fundamental knowledge essential for a beginning student is presented through the course knowledge, skills and disposition goals/objectives, and activities and experiences gleaned from the course.

EDFN 587 MULTICULTURAL FIELD EXPERIENCE 3

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

EDFN 588 ASSESSMENT, INSTRUCTION, EVALUATION AND INTERVENTION FIELD EXPERIENCE 3

Prerequisite:  To be taken concurrently with or after EDFN*586.  
A field experience in an early childhood placement that serves young children with special education needs within the general education curriculum which emphasizes decision making in assessment, instruction, and intervention regarding individual student learning needs and appropriate instructional strategies to address the needs of students, including those with exceptionalities and differing learning styles. This field experience will provide senior teacher education students the opportunity to implement and practice methods learned in previous and concurrent courses. This field is a preparation for the student teaching experience.

EDFN 589 TEACHING SKILLS FIELD EXPERIENCE 3

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

EDFN 590 INTERNSHIP 10

Prerequisite:  EDFN*586, 589 and Admission test required.  
Supervised field experience in licensure area(s) in an elementary, middle, and/or secondary school. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to students.

EDFN 592 INTERNSHIP FOR SECOND LICENSURE CANDIDATES 3 or 5

Prerequisite:  
This is an internship designed to prepare second licensure candidates which emphasizes decision making in assessment, instruction, evaluation, and intervention for the second licensure area. This field experience will provide application through individual and/or small group tutoring, whole class instruction, and planning responsibility. Fee required covering cost of mileage expense for travel by supervisor, and copies/materials to student.

EDFN 620 ETHICS AND RESPONSIBILITIES OF TEACHER LEADERSHIP 3

Prerequisite:  Take EDFN*621;  
The focus of Ethics and Responsibilities of Teacher Leadership is on becoming a leading learner in one's educational setting. The course will consist of readings and discussions, as well as developing plans to empower others by building communities and a culture of respect in classrooms and schools.

EDFN 621 COACHING AND MENTORING FOR SCHOOL IMPROVEMENT 3

Prerequisite:  Take EDFN*620;  
This course focuses on developing the knowledge, skills, and dispositions necessary for Teacher Leaders to provide high levels of effective coaching and mentoring focused on improving teaching practices and learning for all students. The course will focus on the relationships among teacher leadership, professional learning and inquiry communities, and systematic analysis of school and classroom data to drive instruction and programmatic planning.

EDFN 622 UNDERSTANDING GROUP DYNAMICS IN SCHOOLS 3

Prerequisite:  Take EDFN*621;  
The focus on this course is on recognizing and understanding the mechanisms and implications of the social processes involved in group dynamics as they pertain to 21st century classrooms and schools. The emphasis will be on understanding both classrooms and schools as miniature societies and the role of the teacher leader within those societies.
EDFN 623 PROFESSIONAL LEARNING COMMUNITIES AND PROFESSIONAL DEVELOPMENT 3
Prerequisite: Take EDFN*621;
Professional Learning Communities and Professional Development will provide teacher leaders with the knowledge, experiences, and dispositions that will enable them to develop, implement, refine, and institutionalize programs of professional development and renewal for all members of the professional community.

EDFN 632 IMPROVING CLASSROOM INSTRUCTION 3
Prerequisite:
The purpose of this course is to prepare the student to be an instructional leader. Through reading, discussion, modeling, lectures, and effective use of technology, the student will know the latest research in learning theory, models of effective teaching and the cycle of instruct, assess, intervene, and evaluate when teaching in grades PreK-12. Special emphasis will be given to placing a balance between mastery of basic skills and the development of higher-order thinking and problem-solving processes.

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

EDFN 640 ADULT DEVELOPMENT: CONTINUITY AND CHANGE 3
Prerequisite:
A course designed to provide leaders of professional enterprises with a foundation of knowledge and experience that will enable them to develop programs of development and renewal based on the principles and theories of human lifespan development and learning.

EDFN 645 EDUCATIONAL PSYCHOLOGY AND HUMAN DEVELOPMENT 3
Prerequisite:
The course addresses theories of human development, the scientific worthiness of the theories, and assists in developing an understanding of how the theories may be applied to schooling. Students will apply research related to human development and educational psychology for the improvement of instruction, curriculum, and administration. This course meets the requirements for the Social and Historical Foundations standard in the M.Ed. Core.

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

EDFN 650 HISTORY AND PHILOSOPHY OF ADULT EDUCATION 3
Prerequisite:
This course is designed both to give participants an overview of the current practice of adult education and human resource development, and to familiarize them with the breadth, variety, and deep historical roots of adult education as a social practice and field of academic study. These aims will be met through an historical survey of practices in American and World History, with select case examples which demonstrate the variety of instructional philosophies found in the field.

EDFN 747 TEACHER LEADER INTERNSHIP CAPSTONE 5
Prerequisite: Application and selection process. Students should have completed the Core requirements and approximately 24 semester hours as well as the required courses in the Teacher Leader Program.
The Capstone Internship is a planned, supervised, and evaluated field-based experience lasting one semester. It is designed as the culminating field experience for the Master of Education program. The internship requires students to work in a setting appropriate to their field and with a cooperating educator appropriate for the program or the licensure sought. The internship allows students to engage in a major project which involves problem identification, analysis of related research, development of a process or procedure to address the problem, development of an evaluation process and preparation of a project product. The internship will allow students to observe the functions of like professionals, assume leadership in planning, implementing, and evaluating selected internship experiences, put theoretical knowledge to work, and acquire new knowledge and skills in their field of study.

Education Inclusive Services and Exceptional Learners

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

EDIS 520 ORIENTATION TO DEAF CULTURE AND INTRO TO AMERICAN SIGN LANGUAGE 3
Prerequisite: This course is an introduction to deaf culture, etiology, advocacy groups related to persons who are deaf and/or nonverbal, and nonverbal communication methods.
Historical, sociological and literary aspects will also be studied. Students will develop elementary conversational skills in the use of sign language and with communication with individuals who are deaf and/or nonverbal.
EDIS 534  3  TRANSITION AND CURRICULUM METHODS FOR CHILDREN W/MILD/MODERATE ED NEEDS

Prerequisite: Prerequisite: EDIS 546; this section is only for the Bachelors Plus initial licensure students for ISMM. This course is taken concurrently with the field experience EDIS 589.

Emphasis is on curriculum, methods, materials, and technology to be used in teaching career/self-care/community living/personal/social/occupation skills to students with needs for mild/moderate/intensive educational intervention.

EDIS 535  3  CURRICULUM/METHODS FOR CAREER AND DAILY LIVING SKILLS FOR STUDENTS WITH NEEDS FOR MILD/MODERATE/INTENSIVE EDUCATIONAL INTERVENTION

Prerequisite: Take EDIS*546; Prerequisite: EDCI 546; Students must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited 4-year institution of higher education.

Emphasis is on curriculum, methods, materials, and technology to be used in teaching career/self care/community living/personal-social/occupational skills to students with needs for mild/moderate/intensive educational intervention.

EDIS 540  3  DEVELOPING CLASSROOM LEARNING ENVIRONMENTS

Prerequisite: EDIS 546; This course is only for Bachelors Plus initial licensure students in the ISMM program. This course is taken concurrently with EDIS 588.

This course is designed to introduce the social and emotional growth and needs of students with emotional and/or learning differences. A positive approach which focuses on the dignity of the student will be emphasized.

EDIS 541  3  CREATING EFFECTIVE LEARNING ENVIRONMENTS

Prerequisite: Take EDIS*546; Prerequisite: EDIS 546; Student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited 4-year institution of higher education.

This course is designed to introduce the social and emotional growth and needs of students with emotional and/or learning differences. A positive approach which emphasizes the dignity of the student will be emphasized.

EDIS 542  3  COMMUNICATION, CONSULTATION, AND TEAMING SKILLS

Prerequisite: Student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited 4-year institution of higher education.

A course designed to provide professionals working within the field of exceptionalities an understanding of effective verbal and nonverbal communication skills, listening skills, and personality traits perceived as supportive. The development of sensitivity to the needs of individuals, families, and professionals is emphasized. Focus will be on collaboration, consultation, and teaming with emphasis on the skills of problem skills, effective handling of confrontational situations and seeking and utilizing interdisciplinary support from other professionals.

EDIS 546  3  INTRODUCTION TO EDUCATIONAL INTERVENTION

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

EDIS 548  3  ASSESSING AND TEACHING CHILDREN WITH MILD/MODERATE EDUCATIONAL NEEDS

Prerequisite: Take EDIS*546; This course is only for students in the Bachelor’s Plus initial licensure ISMM program. This course is taken concurrently with EDIS 587.

Emphasis is placed on developing the ability to use a variety of curriculum, methods, materials, and technology available for educating students with mild/moderate educational needs. Assessment and evaluation techniques for both academic and non-academic areas are emphasized with a focus on critical analysis of current research and design of action research. The graduate students use these skills to assess and instruct a child or a small group of children.

EDIS 549  3  ASSESSMENT & INTERVENTIONS FOR CHILDREN WITH MILD/MODERATE EDUCATIONAL NEEDS

Prerequisite: Take EDIS*546. This course is only for students in the Bachelor’s Plus initial licensure ISMM program. This course is taken concurrently with EDIS 587.

Emphasis is placed on developing the ability to use a variety of curriculum, methods, materials, and technology available for educating students with mild/moderate educational needs. Assessment and evaluation techniques for both academic and non-academic areas are emphasized with a focus on critical analysis of current research and design of action research. The graduate students use these skills to assess and instruct a child or small group of children.
### EDIS 550 SOCIAL AND EDUCATIONAL PERSPECTIVE OF DISABILITY

**Prerequisite:**
The application of a deficit model to define and respond to individuals with disabilities in schools contributes to community marginalization and social stigmatization. This class focuses upon the interpretive framework of the perceptions and implications of disability within society and the educational community. It will utilize diverse perspectives to explore how the construct of disability impacts the community identity and participation rights of individuals with disabilities. The promotion of socially just practices will be explored.

### EDIS 579 SPECIAL EDUCATION LAW, POLICIES, AND PROCEDURES

**Prerequisite:**
The class covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion for students with disabilities. Students review the American legal system and laws governing special education at federal and state levels and address issues from a teaching perspective. The course includes procedures specific to programs for learners with need for educational intervention. It also addresses topics such as relationships between school personnel and parents, funding sources, consultative procedures, interpersonal communication skills, enhancing team performance, and cultural and linguistic diversity.

### EDIS 581 ASSISTIVE & INSTRUCTIONAL TECHNOLOGY FOR INTERVENTION SPECIALISTS

**Prerequisite:** Take EDIS*546; Student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited 4-year institution of higher education.

This course is designed to help students in the Intervention Specialist Program to use technology and materials specifically to teach and assist exceptional learners. Adaptations to typically available technology and materials and those specifically designed to assist the learner with challenges will be studied.

### EDIS 582 ADVANCED SENSORY MOTOR INTERVENTION

**Prerequisite:** Take EDIS*546; Student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited 4-year institution of higher education.

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

### EDIS 583 ADVANCED SENSORY/MOTOR INTERVENTION SPECIALIST FIELD

**Prerequisite:** Take EDIS*546; Student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited 4-year institution of higher education.

30 Field hours. A field placement taken concurrently at the graduate level with EDIS 582, Advanced Sensory/Motor Intervention, to be completed in an inclusive educational setting. Individuals seeking Intervention Specialist licensure must complete this field in an inclusive setting.

### EDIS 584 COMMUNICATION: INTERVENTION SPECIALIST MODERATE/INTENSIVE

**Prerequisite:**
Take EDIS*507 concurrent with EDCI*585; Student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited 4-year institution of higher education.

This course is designed to provide curriculum models, specialized methods, materials, and equipment to teach students with moderate and intense special needs in the area of communication a transdisciplinary approach is emphasized.

### EDIS 585 COMMUNICATION FIELD INTERVENTION SPECIALIST MODERATE/INTENSIVE

**Prerequisite:** EDIS*507 concurrent with EDCI*585; Student must hold a valid U.S. teaching credential OR have registered for and successfully completed a student teaching experience at an accredited 4-year institution of higher education.

30 Field Hours. A field placement taken concurrently at the graduate level with EDIS 584. Communication: Intervention Specialist Moderate/Intensive, to be completed in an inclusive educational setting. Individuals seeking Intervention Specialist licensure must complete this field in an inclusive setting.

### EDIS 587 ELEMENTARY INTERVENTION SPECIALIST FIELD EXPERIENCE

**Prerequisite:**
Student must hold a bachelor's degree and admission to the Ashland University Bachelor's Plus Graduate Program in Classroom Teacher Licensure.

88 Field hours, taken currently with EDIS 549. A.U. graduate students are instructed in the use of both formal and informal assessment techniques to gain a well-rounded perspective of the student's present level of performances across a variety of skill areas. The graduate education students are instructed in the interpretation of the gathered data and how to translate such information into practical goals and objectives from which tutorial lessons can be designed, conducted, and evaluated. All activities are conducted under supervision in a neighboring school thus allowing immediate and systematic feedback as the teaching students apply a variety of techniques. Fee required to cover cost of mileage expense for travel by supervisor, and copies/materials to student. Individuals seeking Intervention Specialist Licensure must complete this field in an inclusive setting.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDIS 588</td>
<td>MIDDLE SCHOOL INTERVENTION SPECIALIST MULTICULTURAL FIELD EXPERIENCE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> A bachelor's degree and admission to the Ashland University Bachelor's Plus Graduate Program in Classroom Teacher Licensure required.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>92 Field hours, taken concurrently with EDIS 540. A field experience which emphasizes knowledge of multiculturalism, cultural differences, role of family in a dynamic changing society; interpersonal communication theories, interpersonal relations, human relation skills, motivational skills, as related to teaching in a culturally, racially, and socioeconomically diverse society; working effectively with students regardless of race, political affiliation, religion, age, sex, and socio-economic status; and knowledge of the influence of teacher expectations on student achievement and the impact of home efforts on student performance are also emphasized. The completion of this experience should help the student be more effective in the decision-making process, and in developing self-assessment knowledge and skills, and in classroom management and behavioral support knowledge and skills. Fee required to cover cost of mileage expense for travel by supervisor and copies/materials to student. Individuals seeking Intervention Specialist Licensure must complete this field in an inclusive setting.</td>
<td></td>
</tr>
<tr>
<td>EDIS 589</td>
<td>HIGH SCHOOL INTERVENTION SPECIALIST FIELD EXPERIENCE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> A bachelor's degree and admission to the Ashland University Bachelor's Plus Graduate Program in Classroom Teacher Licensure.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>92 Field hours; taken concurrently with EDIS 534. A field experience which emphasizes decision making in assessment, instruction, evaluation, and intervention for students with mild to moderate educational needs and appropriate instructional strategies to address the needs of pupils. Emphasis will be placed on helping students with mild to moderate educational needs develop those skills necessary for transitioning to adulthood. Fee required to cover cost of mileage expense for travel by supervisor, and copies/materials to students. Individuals seeking Intervention Specialist Licensure must complete this field in an inclusive setting.</td>
<td></td>
</tr>
<tr>
<td>EDIS 591</td>
<td>INTERNSHIP FOR TALENTED PROGRAMS</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> Take EDFN<em>586 EDFN</em>589; and state required tests. Supervised field experience instruction of school-aged student is identified as gifted and talented. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to students.</td>
<td></td>
</tr>
<tr>
<td>EDIS 592</td>
<td>INTERNSHIP FOR INTERVENTION SPECIALIST</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> Take EDFN<em>586 EDFN</em>589; and admittance test required. Supervised field experiences in teaching for intervention specialist. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to students. Individuals seeking Intervention Specialist Licensure must complete this field in an inclusive setting.</td>
<td></td>
</tr>
<tr>
<td>EDIS 606</td>
<td>INTERNSHIP INTERVENTION SPECIALIST MILD MODERATE</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> Candidates must have completed all methods courses and post-baccalaureate (Bachelor’s Plus) program requirements in preparation for initial licensure. 12 weeks. Supervised field experience with an Intervention Specialist in a school setting. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to student.</td>
<td></td>
</tr>
<tr>
<td>EDIS 650</td>
<td>NATURE/NEEDS OF THE TALEDENT</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> EDIS*650 is suggested. This course examines curriculum processes necessary for providing a differentiated education for the talented, including but not limited to academically talented, visual and performing arts talented, and creative students. Utilizing strategies to enhance pace and depth of learning, students will study a variety of theoretical models useful in the development of programs for the academically talented, visual and performing arts talented, and creative. Students will analyze processes and methods for organizing learning for the talented, with emphasis on flexibility and continuous progress. Students will develop instructional materials based on useful models and will adapt existing teaching aids to meet the curricular needs of outstanding talented students individually and in special groups, using techniques of acceleration, enrichment, and special placement. This course fulfills requirements for licensure for Intervention Specialist/Gifted.</td>
<td></td>
</tr>
<tr>
<td>EDIS 651</td>
<td>CURRICULUM DEVELOPMENT FOR EDUCATION OF THE TALEDENT</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> EDIS*650 is suggested. This course examines curriculum processes necessary for providing a differentiated education for the talented, including but not limited to academically talented, visual and performing arts talented, and creative students. Utilizing strategies to enhance pace and depth of learning, students will study a variety of theoretical models useful in the development of programs for the academically talented, visual and performing arts talented, and creative. Students will analyze processes and methods for organizing learning for the talented, with emphasis on flexibility and continuous progress. Students will develop instructional materials based on useful models and will adapt existing teaching aids to meet the curricular needs of outstanding talented students individually and in special groups, using techniques of acceleration, enrichment, and special placement. This course fulfills requirements for the endorsement.</td>
<td></td>
</tr>
<tr>
<td>EDIS 652</td>
<td>DEVELOPMENT AND SUPERVISION OF PROGRAMS FOR THE TALEDENT</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> Take EDIS<em>650 EDIS</em>651; This course is designed for educators who will be directly involved in the administration of talent development education programs. Job descriptions, program prototypes, and evaluation techniques will be discussed, as well as guidelines for the development of grants, proposals, and budgets. Participants will explore the steps in developing talent development education programs, including needs assessment, identification, assessment instruments, selection of personnel, staff development, supervision, formative and summative evaluation, philosophy and curriculum. Students will become cognizant of current practices, trends, and pertinent research within the field of gifted education and talent development education.</td>
<td></td>
</tr>
</tbody>
</table>
EDIS 653  GUIDANCE AND COUNSELING FOR THE TALENTED  3

Prerequisite: Take EDIS*650 EDIS*651;
Guidance and counseling theories and practices for dealing with the affective, career, and educational planning needs of the outstandingly talented in the four areas identified-intellectual, specific academic, creative, and arts-by the Ohio Standards and SHB 282, will be the main thrust of this course. Needs of special and diverse populations of talented students will also be considered. Among these will be disadvantaged, rural, young, females, minorities, twice-exceptional, very high-IQ, and underachieving students. Techniques and strategies involving the cooperative effort and utilization of parents, community agencies, advocacy groups, and school personnel will be considered. This course fulfills requirements for the Ohio Intervention Specialist/Gifted Endorsement.

EDIS 654  CREATIVITY STUDIES FOR TEACHERS OF THE TALENTED  3

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

EDIS 710  FIELD PRACTICUM FOR TALENT DEVELOPMENT  2

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

EDIS 781  THESIS CAPSTONE IN TALENT DEVELOPMENT EDUCATION  3 or 6

Prerequisite: CORE requirements and 21 semester hours of course work, and signed intent form.
A coordinated research experience in which the candidate will design and conduct an in-depth study of an issue or innovation in talent development education, either through field-based gathering of data or extensive reading and synthesis of the professional literature. Candidates will work with an advisor to develop and implement an inquiry project that will be assigned from 3 to 6 hours of credit depending on its scope and depth. Students will document the project in a 3-5 chapter written document that follows guidelines that are specified in the thesis handout. (Intent fee required.)

EDIS 788  CAPSTONE INQUIRY SEMINAR: TALENT DEVELOPMENT  3

Prerequisite: CORE requirements and 24 semester hours of course work, and signed intent form.
Participants work collaboratively to explore a topic or issue related to Talent Development in the areas of curriculum, instruction, or such foundational concepts as the social, cultural, political, and psychological factors that influence schools and learning. Students will participate in extensive reading of professional literature and in-depth discussions. The seminar may also involve study of media resources are firsthand experiences such as travel, service learning, or actual research. Students will produce final products that show evidence of in-depth understanding of the topic and careful reflection about implications for future practice or research. (Intent fee required.)

EDIS 796  INTERNSHIP IN TALENT DEVELOPMENT EDUCATION  3

Prerequisite:
This course will provide an internship experience with identified gifted and talented high school students so that the student can demonstrate the knowledge gained in the prerequisite classes. This is a 3-semester hour experience of 90 clock hours. Completion of this internship will satisfy the requirement for direct experience with identified gifted and talented students necessary for certificate validation for the Endorsement of Gifted Education in Ohio.

EDIS 653  EDUCATIONAL LEADERSHIP  3

Prerequisite:
The Integrative Leadership Seminar is designed to introduce students to multiple facets of leadership from an interdisciplinary perspective. The seminar provides a framework for the doctoral student to develop learners' knowledge, skills, and leadership values. This course is designed to encourage students to investigate their leadership behaviors, to reflect on feedback about their leadership style as well as create and implement a developmental plan to improve their leadership potential and effectiveness. This seminar is mandatory to meet the doctoral program residency requirement.

EDIS 9802  ETHICS OF LEADERSHIP  3

Prerequisite:
Ethics of Leadership provides doctoral level students the opportunity to study the foundations of ethics as a discipline, the relationship between ethics and character formation, and historical perspectives on ethical decision making. The course also explores the pressing moral, social, political, and ethical issues impact the policies, programs, and practices of schools and related organizations in the United States. The course is designed to expose organizational leaders to the breadth and complexity of ethical issues and their impact on educational and organizational decision making. In addition, this course encourages the moral, social, and spiritual development of the students.
Becoming a Researcher is a required doctoral course, designed to introduce doctoral students to academic research in leadership studies and to the scholarly community. By reviewing and critiquing recent research studies, students will build an understanding of how research questions are formed and how studies are designed to answer research questions. Students will master locating and properly citing published research and learn the procedures for conducting research involving human subjects.

Prerequisite:

This course is designed to provide students with the concepts and tools needed to read, understand, interpret, analyze, and evaluate quantitative literature in the field of leadership studies. In addition, students learn to apply various quantitative techniques to problems and research questions encountered in the field of leadership studies. This course is taught from an application framework. Students will identify the appropriate quantitative technique and research design for a given problem or research question; organize data in the appropriate form used by the SPSS computer software; design and execute the appropriate statistical analysis; and interpret the findings.

Prerequisite:

This is a course designed to acquaint students with qualitative methodology and design. Students are introduced to the philosophical underpinnings of qualitative inquiry, with a focus on anthropological and sociological antecedents of such inquiry. The assumptions of qualitative inquiry, ethical considerations, and appropriate uses of phenomenological, narrative, ethnographic, grounded theory and case study approaches to qualitative inquiry are discussed. Document analysis, content analysis, interviewing, observation, unobtrusive data collection, site selection, building rapport, collecting field notes, data management, and coding procedures are competencies of the course. A qualitative mini-study is conducted utilizing data collection, coding, the preparation of a scholarly report on the study, a presentation of the findings, and receiving peer feedback.

Prerequisite:

In this seminar students learn how to determine which research techniques are appropriate to use with the research questions posed in their initial dissertation topics. Students undertake an intensive study of the quantitative and/or qualitative tools required to conduct their study as they prepare their dissertation proposal.

Prerequisite:

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

Prerequisite:

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

Prerequisite:

In this seminar students learn how to determine which research techniques are appropriate to use with the research questions posed in their initial dissertation topics. Students undertake an intensive study of the quantitative and/or qualitative tools required to conduct their study as they prepare their dissertation proposal.

Prerequisite:

In this seminar students learn how to determine which research techniques are appropriate to use with the research questions posed in their initial dissertation topics. Students undertake an intensive study of the quantitative and/or qualitative tools required to conduct their study as they prepare their dissertation proposal.
EDLS 9830 DOCTORAL MENTORSHIP 1

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

EDLS 9841 ISSUES AND TRENDS IN COMPUTER-MEDIATED LEARNING AND TEACHING 3

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

EDLS 9842 EVALUATING THE EFFECTIVENESS OF INSTRUCTIONAL TECHNOLOGY 3

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

EDLS 9843 CONTINUOUS IMPROVEMENT FOR INSTRUCTIONAL TECHNOLOGY 3

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

EDLS 9846 ADVANCED STUDIES IN PROFESSIONAL DEVELOPMENT 3

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

EDLS 9847 CHANGE PROCESSES AND PROFESSIONAL DEVELOPMENT 3

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

EDLS 9849 DIRECTED RESEARCH AND EVALUATION IN PROFESSIONAL DEVELOPMENT 3

Prerequisite:
This course is intended to provide leaders of professional development the opportunity to design an action research project or program evaluation, to carry out the actual research/evaluation project in an appropriate professional education setting, or analyze data, and to prepare the results of the research/evaluation for presentation or publication.

EDLS 9860 INSTITUTIONAL EFFECTIVENESS 3

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

EDLS 9880 LEADERSHIP THEORY 3

Prerequisite:
This course will provide an essential theoretical understanding of leadership, authority, and group dynamics in a format designed to generate personal insights into one's own patterns of response to social forces, as well as to develop practical skills for exercising authority and leadership within groups and organizations. The history of the development of leadership will be discussed as will traditional views of leadership. An ongoing theme of the course is leadership as service. This course has a strong experiential component that continually provides participants with opportunities to test and integrate their learning with experience (i.e., the mentorship experience).
EDLS 9881 ORGANIZATIONAL BEHAVIOR 3
Prerequisite:
This course examines the interaction of people in the context of the organizational environment along with the environmental pressures that influence organizational dynamics at the macro and micro levels. Management history provides a backdrop for understanding the evolution of systems theory. This frames the exploration of macro-level organizational behavior (OB) elements of organizational design and structure; organizational environment; politics and change; organizational control; and organizational culture and the psychological dimensions of organizational life that shape organizational behavior. At the micro-level, personality and motivation theory, ethics, power and authority, conflict and negotiation, group and team dynamics, along with organizational change and organizational leadership are considered in detail. These notions are discussed in relation to leveraging leadership practices to optimize the effectiveness and efficiency of organizations in meeting changing stakeholder expectations. In addition, the course focuses on how leaders can link theory and research with actual practice; this course is taken concurrently with the student's mentorship experience.

EDLS 9882 PROFESSIONAL DEVELOPMENT AND RENEWAL 3
Prerequisite:
Professional Development and Renewal is intended to provide leaders of professional enterprises with experience and understanding which will enable them to encourage and facilitate career-long growth. Dimensions of professional development to be examined include historical perspectives, social contexts, psychological factors, learning and development theories, established models, and effective practices. Individual and organizational development are viewed as inseparable parts of a whole. The completion of a personal, long-range professional development plan is used as a vehicle to frame planning for the professional development of others.

EDLS 9887 INSTITUTIONAL LAW AND POLICY 3
Prerequisite:
This course blends the study of law and policy. Policy is manifested in the statutes, regulations, guidelines and codifications that define the purposes and parameters of specific actions, establish individual and institutional responsibilities, outline rules to be followed, and identify resources to be allocated. Policies are formulated and enacted at many levels, but policy decisions made at an organizational level are circumscribed by those made at higher levels (state and federal policies). Therefore, the course includes a study of federal and state constitutional provisions, statutory standards and regulatory applications as they apply to the management and control of educational settings, and specific content that is used to study and develop organization-wide policies. The impact of local policies on the organization's constituents is studied.

EDLS 9888 HUMAN CAPITAL AND PUBLIC POLICY 3
Prerequisite:
Human capital is the knowledge, skills, competencies, and attributes that reside in people. Higher levels of human capital bring economic growth and better quality of life to a society. Government investments in such services as health, workforce readiness, and especially education pay off in greater human capital and greater economic growth. Students learn what economic research says about the best use of dollars to produce human capital outcomes. They study and evaluate examples of various quantitative research designs used by economists and draw out implications of research for policy.

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

EDLS 9898 SEMINAR/TOPICS IN ORGANIZATIONAL LEADERSHIP 1
Prerequisite:
Individual and group study of specific aspects of leadership and organizational dynamics.

EDLS 9899 DISSERTATION 1
Prerequisite:
The Ed.D. dissertation is an advanced level scholarly investigation. The details of the study and means of pursuing the study are determined jointly by the candidate and the members of the dissertation committee.

Professional Development Education

EDU 6100- 6300 WORSHOPS/CLASSES
Prerequisite:
Intensive study of selected school-based curriculum, instruction, and/or organization. Based on specific professional development needs of school personnel. Application of research based theory is expected. Graduate standing or professor approval required. (S and U grades unless otherwise requested.)

Education

EDUC 565 READING RECOVERY I: RECOVERY TEACHER TRAINING 3
Prerequisite:
Certification or licensure as a first grade, kindergarten or reading teacher. Willingness to make a three-year commitment to the Reading Recovery Program. Recommendations by the principal and another teacher as an effective teacher in the primary grades. The purpose of these courses is to prepare and assist the teacher in implementing a Reading Recovery intervention programs for first-grade children who are at-risk of failing to learn to read. Participants will learn to 1) systematically observe, record and reflect on students' reading and writing behavior over time; 2) apply Reading Recovery theory and procedures for effective one-to-one intervention; 3) assist first-grade teachers in creating supportive learning-to-read environments for Reading Recovery children; and 4) develop, in conjunction with teacher leaders and classmates, a theory of how at-risk children learn to read.
EDUC 566 READING RECOVERY II: RECOVERY TEACHER 3

Prerequisite:
Certification or licensure as a first grade, kindergarten or reading teacher. Willingness to make a three-year commitment to the Reading Recovery Program. Recommendations by the principal and another teacher as an effective teacher in the primary grades. The purpose of these courses is to prepare and assist the teacher in implementing a Reading Recovery intervention programs for first-grade children who are at-risk of failing to learn to read. Participants will learn to 1) systematically observe, record and reflect on students' reading and writing behavior over time; 2) apply Reading Recovery theory and procedures for effective one-to-one intervention; 3) assist first-grade teachers in creating supportive learning-to-read environments for Reading Recovery children; and 4) develop, in conjunction with teacher leaders and classmates. A theory of how at-risk children learn to read.

EDUC 567 TOPICS IN READING RECOVERY LEARNING TO LOOK AT PRINT FOR THE LOW PROGRESS READER 2

Prerequisite: Take EDUC*565 EDUC*566;
Participants should have completed EDUC 565 and 566 Reading Recovery I and II. The purpose of this course is to support trained teachers who are implementing the full Reading Recovery Program with first grader students. Course sessions will meet over the academic year. Topics will be selected each academic year. Teachers will also be updated on the progress and revision of program policy. School and university site teaching demonstrations will be utilized to generate discussions and review of Reading Recovery procedures. Teacher leader supervision of school site programs will be conducted along with individual teacher research into aspects of at-risk readers' progress. (Participants will be limited to six hours of credit. Enrollment opened to trained Reading Recovery teachers.)

EDUC 598 INDEPENDENT STUDY 1-5

Prerequisite:
A planned study designed to extend student knowledge in any field related to major graduate areas through independently developed project work. Enrollment limited to students with graduate standing and permission of professor and director of graduate studies.

EDUC 599 GROUP STUDIES 1-5

Prerequisite:
A planned study designed to extend group knowledge in any field related to major graduate areas through cooperatively developed project work. Graduate standing.

EDUC 710 FIELD PRACTICUM IN EDUCATION 2

Prerequisite: CORE requirements and 21 semester hours. Students receive a grade of S/U for this course. A field experience which emphasizes the application of knowledge gained in the M.Ed. program (Curriculum and Instruction).

Candidates collaborate to select instructional strategies and technologies that create meaningful learning experiences for all students and explain how their choices reflect a thorough understanding of the school, family, and community context in which they work. They implement those instructional strategies, and then analyze student performance data to make data-driven decisions about strategies for teaching and learning.

EDUC 728 INQUIRY SEMINAR 5

Prerequisite: EDFN 501, 506, 508, faculty approval, completion of majority of coursework, signed intent form.

The inquiry seminar is organized around broad themes relating to school improvement, integrating instructor and student interest. Students will participate in extensive reading and in-depth discussions. Students will conduct, write, and present their own research on a specific topic connected to the overall theme. The seminar may occur over 1-2 semesters. (Intent fee required.)

EDUC 738 PRACTICUM IN CURRICULUM AND INSTRUCTION 5

Prerequisite: EDFN 501, 506, 508, faculty approval, completion of majority of coursework, signed intent form.

A coordinated field-based experience in which the student will design, develop, implement, document and write an acceptable report pertaining to a school improvement project. (Intent fee required.)

EDUC 747 MASTER'S OF EDUCATION INTERNSHIP 3 or 5

Prerequisite: CORE requirements and approximately 24 semester hours of coursework, signed intent form.

The capstone internship is a planned, supervised and evaluated field-based experience lasting one semester. It is designed as the culminating field experience for the Master of Education program. The internship requires students to work in a setting appropriate to their field and with a cooperating educator appropriate for the program or the licensure sought. The internship allows students to engage in a major project which involves problem identification, analysis of related research, development of a process or procedure to address the problem, development of an evaluation process and preparation of a project product. The internship will allow students to observe the functions of like professionals, assume leadership in planning, implementing, and evaluating selected internship experiences, put theoretical knowledge to work, and acquire new knowledge and skills in their field of study. (Intent fee required.)

EDUC 781 THESIS CAPSTONE 3-6

Prerequisite: CORE requirements and 21 total semester hours in the appropriate Graduate Program.

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

EDUC 788 CAPSTONE INQUIRY SEMINAR 3

Prerequisite: CORE requirements and 24 semester hours of coursework, and signed intent form.

Participants work collaboratively to explore a topic or issue related to curriculum, instruction, or such foundational concepts as the social, cultural, political, and psychological, factors that influence schools and learning. Students will participate in extensive reading of professional literature and in-depth discussions. The seminar may also involve study of media resources or firsthand experiences such as travel, service learning, or action research. Students will produce final products that show evidence of in-depth understanding of the topic and careful reflection about implications for future practice or research.
EDUC 791  THESIS  5  
Prerequisite:  EDUC 501, 506, 508, faculty approval, completion of majority of coursework, signed intent form.  
An independent research thesis with in-depth findings related to the student's field. Fee required to cover cost of mileage expense for travel by supervisor, copies/materials to student. (Intent fee required.)

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

English

ENG 501  SUMMER RESIDENCY I  3  
Prerequisite:  
This gateway residency will be taught over 14 days. There will be three major components to the course: 1) Writers' Workshop/Mentor Tutorial Sessions 2) Craft, Style, and Publishing Seminars 3) Evening/Weekend Readings and Discussions. Students will attend 10 two-hour-and-forty-five minute Writers' Workshop/Mentor Tutorial sessions and 10 hour-and-a-half Craft, Style, and Publishing Seminars. Students are encouraged to attend all Evening/Weekend programs. In addition, students will meet individually with their mentors to define a writing/reading project for the non-residential courses. There will also be new student orientation sessions, academic advising sessions, and computer support sessions.

ENG 502  SUMMER RESIDENCY II  3  
Prerequisite:  Take ENG*632;  
This mid-program residency will be taught over 14 days. There will be three major components to the course: 1) Writers' Workshop/Mentor Tutorial Sessions 2) Craft, Style, and Publishing Seminars 3) Evening/Weekend Readings and Discussions. Students will attend 10 two-hour-and-forty-five minute Writers' Workshop/Mentor Tutorial sessions and 10 hour-and-a-half Craft, Style, and Publishing Seminars. Students are encouraged to attend all Evening/Weekend programs. In addition, students will meet individually with their mentors to define a writing/reading project for the non-residential courses. There will also be academic advising sessions, and computer support sessions.

ENG 503  SUMMER RESIDENCY III  3  
Prerequisite:  Take ENG*701;  
This exit residency will emphasize post-thesis concerns. East student will defend his or her thesis before a faculty committee, participate in a thesis reading, and develop a deepening awareness of the publication industry through advisement from faculty, visiting writers, agents and editors. There will be individual meetings with editors and agents, in addition to the regular three components of the summer residency: 1) Writers' Workshop/Mentor Tutorial Sessions 2) Craft, Style, and Publishing Seminars 3) Evening/Weekend Readings and Discussions. Emphases in the Writers' Workshop/Mentor Tutorial Sessions will vary but might typically involve a focus on new writing unrelated to the thesis, on outtakes from the thesis that might form the nucleus of a new book, or on the further development of the completed thesis into a publishable manuscript. Students will attend 10 two-hour-and-forty-five-minute Writers' Workshop/Mentor Tutorial sessions and 10 hour-and-a-half Craft, Style, and Publishing Seminars. Students are encouraged to attend all Evening/Weekend programs.

ENG 601  LITERATURE OF EARLY ENGLAND  3  
Prerequisite:  
A study of the literature of England from the Anglo-Saxon period and the time of Chaucer. Particular emphasis on the rhetorical features of Old and Middle English. Reading and analysis of representative works, including Beowulf and the Canterbury Tales.

ENG 604  THE ENGLISH RENAISSANCE  3  
Prerequisite:  
A survey of the literature of England during the Elizabethan period. Particular attention to the emergence of literary genre and to the development of literary theory and philosophy. Reading and analysis of representative writers, including Spenser, Marlowe and Shakespeare.

ENG 605  CREATIVE WRITING WORKSHOP  1  POETRY  
Prerequisite:  
A seminar course in the writing of fiction, creative nonfiction, drama or poetry. Emphasis on developing various writing projects. The workshop is conducted by professors with extensive publication experience.

ENG 606  THE LITERATURE OF THE BAROQUE  3  
Prerequisite:  
A study of the Baroque literature in England during the 17th century, with particular emphasis on parallel developments of form and expression in art and music. Reading and analysis of representative writers including Donne and Jonson and their schools.

ENG 608  THE LITERATURE OF THE ENLIGHTENMENT  3  
Prerequisite:  
A study of the neoclassical literature of England during the 18th century. Particular emphasis on the emergence of scientific and philosophical expression and on the parallel developments of form and pattern in art and music. Reading and analysis of representative writers including Pope, Swift and Johnson.

ENG 610  ROMANTIC MOVEMENT & VICTORIAN PERIOD  3  
Prerequisite:  
A survey of literary expression in 19th-century England, beginning with the emergence of the Romantic poets and continuing through the social and political writings of the Victorian period. Reading and analysis of representative writers including Wordsworth, Keats, Tennyson and Browning.

ENG 625  MAJOR WRITERS SEMINAR  3  
Prerequisite:  
A course designed to provide a comprehensive understanding of one or more major writers. Class assignments will include extensive reading of the works of the particular writers, supplemented by critical, biographical, and historical materials. Selection of writers is indicated in the class schedule for each semester.
ENG 631 MENTORSHIP I 9
Prerequisite: Take ENG*501;
This course represents the first step in a program-long process of working toward the completion of a book of poems, nonfiction, or fiction (culminating in the MFA Thesis). Via the internet, each student will work individually with his or her faculty mentor, and collectively with student peers, to develop the craft of drafting the body of a book. Students will also develop skills in judiciously applying constructive criticism to improve the quality of their writing, and skills in articulating constructive criticism of both published and student work. While students will actively engage in the revision process, the emphasis of the course will be on the generation of new material.

ENG 632 MENTORSHIP II 9
Prerequisite: Take ENG*631;
This course represents the second step in a program-long process of working toward the completion of a book of poems, nonfiction, or fiction (culminating in the MFA Thesis). Via the internet, each student will continue to develop the craft of drafting new poems or pieces of nonfiction by working individually with a faculty mentor, and collectively with student peers. In addition, students will work toward the completion of a group of poems or pieces of nonfiction, or fiction worthy of serving as the core of a book. While students will continually create new work, there will be an emphasis on the revision process, and on the ability of students to articulate the nature and degree of aesthetic coherence in their own developing manuscript, as well as in existing works of literature.

ENG 633 MENTORSHIP III 9
Prerequisite: Take ENG*502;
This course represents the third step in a program-long process of working toward the completion of a book of poems or nonfiction. Via the internet, students will continue to develop new writing by working individually with a faculty mentor, and collectively with student peers. Students will also sharpen the ability to articulate traits, on the level of theme, form and/or style, that characterize the well-crafted books encountered in assigned reading, and that characterize their own developing manuscripts. While students will actively work toward the creation of new poems or passages or nonfiction or fiction, and will continue to revise individual works, there will be an emphasis on the ability to articulate key formal and thematic characteristics that contribute to the resonance and aesthetic integrity of a body of writing.

ENG 701 MFA THESIS 9
Prerequisite: Take ENG*633;
This course represents the fourth and culminating step in a program-long process of working toward the completion of a volume of creative writing. Via the internet, students will develop further the craft of shaping a book-length collection of poems or a manuscript of fiction or nonfiction working individually with a faculty mentor, and collectively with student peers. Though each student will actively work toward the creation of new writing, and toward the revision of individual poems or prose passages, the primary emphasis of the course will be on developing the student's ability to shape a volume of writing into an aesthetic construct that is at once informed by, and larger than, the sum of its parts.

ENG 791 THESIS IN ENGLISH 3
Prerequisite: Take 21 credits;
This course will be conducted by conference during which students will write their MA theses in consultation with their faculty advisors.

Foreign Language

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

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

French

FREN 670 SEMINAR IN FRANCOPHONE STUDIES 3
Prerequisite: Graduate standing, advanced-level proficiency in French; previous undergraduate study of civilization and literature.
A seminar on topics pertinent to the field of Francophone studies in language, culture, civilization, or literature. The content will vary depending upon the interest and needs of students. The course may be repeated under a different topic for a total of 6 credit hours. Taught in French. Offered alternate years.

Geology

GEOL 550 GEOLOGY OF OHIO 3
Prerequisite: An in-depth study of Ohio's 260 million year (Ma) subsurface (bedrock) geology and recent surface (geomorphic) geologic record. Students will spend one week in the classroom and laboratory and one week doing fieldwork at sites across Ohio.

History

HIST 640 SPECIAL TOPICS 1
Prerequisite: Individual or group studies of coursework in history. Graduate standing, permission of the professor of record and the approval of the director of graduate studies in education.
**Health Sciences**

**HS 518  SCHOOL HEALTH ENVIRONMENT AND SERVICES**

Prerequisite:
A study of standards necessary for developing and maintaining a healthful school environment and of the broad areas of responsibility for school health services, health education, and the other components of a coordinated school health program.

**HS 520  EDUCATIONAL STRATEGIES FOR HEALTHCARE PROVIDERS**

Prerequisite:
The course provides healthcare providers with a foundation in educational strategies useful in any setting where healthcare is delivered. The focus for study is specific roles and responsibilities of the professional healthcare provider to educate patients, peers, and/or the community. Curriculum concepts emphasized are pedagogical and adult learning theories; teaching methods that incorporate unique learner needs and styles of learning; professional responsibility to educate; program and learner evaluation strategies; and supportive and active learning environments. Students in the school nurse licensure program will consider course concepts specifically in the context of school health education for school age populations.

**HS 680  SCHOOL NURSE LICENSURE INTERNSHIP**

Prerequisite: Take FCS*594 HS*518 EDIS*546 HS*520 NUR*525;

This internship is designed to prepare the BSN degree registered nurse for practice as a school nurse in the provision of school nursing and school health services with children and youth which meets the national standards of the profession and the requirements of the State of Ohio. This is a preceptor and/or supervised experience which provides the opportunity for the student to orient to the role of the school nurse. Under supervision, the student intern gradually assumes a full schedule of school nursing practice. The school nurse candidate is expected to gradually assume the school nursing role and responsibilities without the preceptor being present; however, the preceptor shall be available at all times, and the school nurse candidate will not serve as a substitute school nurse during the experience, if they do not hold a substitute license. This study is broadening experience that involves the application of knowledge, skills, and attitudes learned by the nurse intern during the BSN program of study, and the required courses specific to the school nurse licensure program.

**Math**

**MATH 511  MODERN GEOMETRY**

Prerequisite:
A study of fundamental geometric properties such as straightness, symmetry, congruency, and parallelism as they exist in planes and other surfaces.

**MATH 514  NUMERICAL ANALYSIS**

Prerequisite:

**MATH 517  PROBABILITY**

Prerequisite:
A study of the fundamental concepts of probability theory, discrete and continuous probability functions, independence, conditional probability, Bayes' theorem, joint densities, and mathematical expectations.

**MATH 518  MATHEMATICAL STATISTICS**

Prerequisite:
Introduction to the theory and applications of mathematical statistics, moment generating functions, central limit theorem, estimation, and hypothesis testing.

**MATH 615  INTRO TO MODERN ALGEBRA**

Prerequisite:
An introduction to abstract algebraic systems through the study of groups, rings, and fields.

**MATH 640  SPECIAL TOPICS**

Prerequisite:
The faculty member proposing the course must complete all the data for this course syllabus. Successful courses will be reviewed by the Graduate Education Department for permanent status.

**Master of Business Administration**

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

Prerequisite:
This course explores the theories and concepts managers can apply, on their own or in collaboration with an OD consultant, to drive effective change management initiatives within their departments or organizations. The course examines how to create and enact positive change in business at the systems level by understanding the elements of organizational design as well as theories and models pertinent to organizational change. The course focuses on large-scale OD interventions as well as strategies and tactics managers can employ to plan, enact, and monitor change within their spheres of influence. Topics covered in this course include understanding the fundamentals of organizational design; systems thinking and its impact on the change process; defining OD and the dynamics of change in relationship to organizational culture; exploring core OD values in the content of globalization; various OD interventions used at the individual, group and organizational levels; and key issues managers should weigh to initiate and successfully manage change processes within their organizations.
MBA 502 MANAGERIAL ECONOMICS 3
Prerequisite: 
Managerial economics instructs managers on the economic approach to management. This course stresses three areas of management decision making: allocative, controlling behavior, and profit analysis. Central to any organization’s functioning is the allocation of resources to competing ends for the purpose of accomplishing a final goal. Managerial economics teaches the logic of this process using the classical optimization vocabulary of resource, constraint, competing ends, accounting prices, economic prices, final goal, and choice. Humans, being a highly social species with a high-level consciousness, want to describe, explain, control, and predict behavior. Any human organization, if it is to be successful, requires behavioral technologies to deal with its own members and outsiders. Managerial economics teaches the rational actor's approach to describing, explaining, controlling, and predicting behavior. Finally, the sine qua non of a capitalistic business is profit. Yet few managers appreciate the constellation of variables that determines it. Managerial economics employs a profit model that allows managers to see the connections among demand, resource prices, technology, quantities of fixed input, a product's price, a firm's capacity utilization rate, and profit. Emphasized throughout this course are reasoning and problem solving skills as opposed to memorization.

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

MBA 504 BUSINESS STATISTICS 3
Prerequisite: MBA 500H Quantitative and Statistical Methods or undergraduate statistics course.
Included in this course are the topics of descriptive statistics, sampling procedures, hypotheses testing, statistical quality control charting, confidence limits, analysis of variance, chi-square tests, and simple and multiple regression. These concepts are related to business decisions and form the basis for data analysis and model building encountered in other MBA courses.

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

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

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

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

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

MBA 511 MANAGERIAL ACCOUNTING 3
Prerequisite: MBA 500B Accounting or equivalent.
The study and evaluation of accounting information relevant to internal management decisions. Topics include cost behavior concepts, product costing, cost-volume-profit analysis, budgeting, variance analysis, and performance measurement.
MBA 513 MANAGEMENT INFORMATION SYSTEMS 3

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

MBA 514 SPECIAL TOPICS IN BUSINESS 3

Prerequisite:  
This course will explore an area of interest to the student that is current and builds upon an existing course in the program. Topics of offerings may include, but are not limited to, leadership, emerging markets in the global arena, human resource issues, information management, e-commerce, entrepreneurship, project management, investment and global finance. Any special topics course can be applied as an elective course in Phase III. If a course topic is related to an MBA specialization, a student can petition the appropriate department chair to approve a course substitution for that specialization.

MBA 516 MBA SEMINARS 1

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

MBA 517 STRATEGIC PLANNING AND POLICY 3

Prerequisite: Twenty-four (24) semester hours of business core courses.

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

MBA 521 CONTINUOUS LEARNING II 0

Prerequisite:  
All students enrolling in the MBA program on or after January 1, 2006, must attend and complete this seminar before graduation from the program. This course includes a re-assessment of the competencies emphasized throughout the program. Because there is no credit for this course, there is no tuition cost to the student. Completion of this course will be recorded on the student's transcript as Satisfactory/Unsatisfactory; no letter grade will be issued. This course meets electronically.

MBA 530 FOUNDATIONS OF PROJECT MANAGEMENT 3

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

MBA 531 INCREASING ORGANIZATION CAPACITY IN PROJECT MANAGEMENT 3

Prerequisite:  
This course provides an overview of the strategies and tools necessary for the development of effective, long-lasting organizational capacity in project management. Topics covered include project management, skill development, related skills, organizational arrangements for effective project management, organizational learning, project management communities of practice, effective processes and tools for project management, and building the business case for project management initiatives.

MBA 533 ADVANCED TOPICS IN COMMUNICATIONS FOR PROJECT MANAGERS 3

Prerequisite:  
This course introduces students to advanced communications methods and techniques of use to project managers. It explores the challenges of communications, including requirements definition and conflict management, in the project context and allows students to develop skills that they can use as they manage their projects. Topics covered include communications models, conflict models, positional versus interest-based conflict management methods, and the application of conflict management tools and techniques.

MBA 535 SYSTEMS ANALYSIS AND DESIGN 3

Prerequisite:  
This course is designed for those who want to equip themselves with business systems analysis and design skills, which is a specific category of information systems dealing with methodologies and procedures to analyze business needs in evaluation existing and proposed systems. The course will examine the life cycle of an information system from initial business problem through system development, implementation, and maintenance. Students will follow the development of various systems stems through the use of select business cases. This course will address issues important to managers when considering the big picture of providing the right information to the right person in the right format at the right time.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 540</td>
<td>ENTREPRENEURSHIP AND INTRAPRENEURSHIP</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 541</td>
<td>BUSINESS INFORMATION SYSTEMS FOR THE SMALL BUSINESS</td>
<td>3</td>
</tr>
</tbody>
</table>

**Prerequisite:**
This course will examine business information systems as they relate to small businesses. It will examine the various cycles of a small business—revenue cycle, purchase cycle, human resources, financial statement preparation, and the information which needs to be obtained to accurately report on these cycles. This course will identify the core concepts of small business information systems and the information requirements which should be included in those systems.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 542</td>
<td>BUSINESS TAX PLANNING</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 543</td>
<td>ENTREPRENEURIAL LAW</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 544</td>
<td>SMALL BUSINESS MANAGEMENT</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 545</td>
<td>BUSINESS INTELLIGENCE AND DATA ANALYTICS</td>
<td>3</td>
</tr>
</tbody>
</table>

**Prerequisite:**
In today's competitive environment it has become imperative for business to analyze, understand, and interpret Big Data. This course is designed for those who want to equip themselves with business analytical and intelligence (BI) skills, which is a broad category of analytical techniques, technologies, and applications for gathering, storing, accessing, and analyzing data to help users make better business decisions. Business Intelligence requires foundation knowledge of data storage and retrieval. For this, the course also covers fundamentals of database management in terms of data modeling, the entity-relationship model, and Structured Query Language (SQL). The course will also address ethical issues and considerations in management of data. Although several commercial and open-source tools used for data analytics will be examined, the primary concepts will be illustrated using SAS Enterprise Miner.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 546</td>
<td>BUSINESS ANALYTICS 1</td>
<td>3</td>
</tr>
</tbody>
</table>

**Prerequisite:**
Business Analytics 1 teaches the basic skills, applications, and practices necessary for continuous exploration and investigation of organizational data. Based on statistical methods, business analytics searches for new insights and understanding of organizational performance. Business Analytics 1 presents the logical process of conducting statistical analytics project. Topic coverage includes descriptive and inferential statistics. Students are encouraged to analyze data relevant to their job.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 547</td>
<td>BUSINESS ANALYTICS 2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Prerequisite:** MBA 546
Based primarily on multiple regression techniques, Business Analytics 2 searches for new insights and understanding of organizational performance. Business Analytics 2 presents the logical process of conducting a regression project. Topic coverage includes multiple linear regression techniques for quantitative and categorical cross sectional data, logistic regression, diagnostic techniques for detection of violations of model assumptions with recommended corrective actions, and methods for model selection. Additional topics include dealing with missing data, data reduction techniques, decision tree analysis, neural networks, and data mining. Emphasis is on using computer software to estimate models and reporting on the output from computer software, rather than theoretical statistical properties. Students are encouraged to analyze data related to their job if possible.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 548</td>
<td>ANALYTICAL MODELING FOR DECISION-MAKING</td>
<td>3</td>
</tr>
</tbody>
</table>

**Prerequisite:** MBA 546 or MBA 500H, or equiv.
Analytical modeling is the important tool used in business analytics to improve an organization's ability to enact rational and meaningful management decisions. This class will expose students to the use of optimization and simulation models to assist in decision-making in a variety of business applications, including production, logistics, marketing, accounting and finance. Topics covered include linear/nonlinear optimization, simulation, and decision analysis. A strong emphasis on case studies and experiential learning will be used throughout the course, in order to give students practical experience with tools. Students will develop and apply optimization and simulation models using Microsoft Excel and Excel's add-in, olver.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 550</td>
<td>FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>This course is designed to provide an in-depth examination of the issues facing the manager and his or her employees. Through text readings, case studies, experiential exercises, internet activities and research, MBA students will learn to integrate theory and application in managing Human Resources effectively in their organization.</td>
<td></td>
</tr>
<tr>
<td>MBA 551</td>
<td>LABOR RELATIONS AND COLLECTIVE BARGAINING</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>This course surveys the current field of employee-employer relations, with particular attention to union-management relations. It provides a historical perspective of the social, economic and legal factors influencing the development of unions and union-management relationships. The primary focus is the current legal framework and organizational collective bargaining in the United States. The bargaining process and negotiations are explored in the private and the public sector. The course examines many aspects of unions and the process of certifying and decertifying unions.</td>
<td></td>
</tr>
<tr>
<td>MBA 552</td>
<td>TRAINING AND DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>This course is designed to familiarize you with the roles and practices of training and development in organizations. The overarching objective is to enable each student to learn how to assess, develop, execute and evaluate a training program. To reach this objective, we will review academic and practitioner oriented research in the field of training and development. This would include some basic concepts of training such as motivation and learning theory, needs assessment and evaluation of training programs. Different types of training programs will be examined, including orientation, skills training, team building, management development, organizational development, and multicultural and diversity training.</td>
<td></td>
</tr>
<tr>
<td>MBA 553</td>
<td>COMPENSATION AND BENEFITS</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>This course surveys both the theories behind employee reward, including basic compensation and the basis therefore, as well as additional employee benefits provided by the company. Developing an effective and efficient system of compensation for labor and benefits created should a principal goal of the cost-conscious organization. Consideration is made for discriminatory pay that may significantly play into the manager's response to wage concerns. The course examines both processes of employee performance appraisal and administration of benefits.</td>
<td></td>
</tr>
<tr>
<td>MBA 560</td>
<td>INVESTMENTS</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>This course is designed to improve students understanding of the fundamentals of money and capital markets and how it relates to personal investing. During this course we will discuss stocks, bonds, and mutual funds. Students will gain a better understanding of equity and income security pricing models. Construction of an investment portfolio will also be developed. This course will require students to develop their own investment strategies through the management of a group of investments.</td>
<td></td>
</tr>
<tr>
<td>MBA 561</td>
<td>EMERGING FINANCIAL MARKETS</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>This course focuses on the characteristics of financial markets, instruments, and practices in transition economies where economic liberalization and financial deregulation have recently been implemented as a strategic response to globalization.</td>
<td></td>
</tr>
<tr>
<td>MBA 562</td>
<td>GLOBAL FINANCE</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>This course focuses on the risks involved in financial operations in a global setting and identifies the techniques required in measuring and minimizing those risks. Topics in multinational finance, foreign exchange, risk management and financing the foreign operations are emphasized.</td>
<td></td>
</tr>
<tr>
<td>MBA 564</td>
<td>FINANCIAL MARKETS TOUR</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>This course is designed to provide an in-depth examination of the issues facing the manager and his or her employees. Through text readings, case studies, experiential exercises, internet activities and research, MBA students will learn to integrate theory and application in managing Human Resources effectively in their organization.</td>
<td></td>
</tr>
<tr>
<td>MBA 570</td>
<td>SUPPLY CHAIN MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>This course will introduce the student to the fundamentals of Supply Chain Management systems. The student will demonstrate knowledge in topics such as purchasing, logistics, operations, and system development.</td>
<td></td>
</tr>
<tr>
<td>MBA 571</td>
<td>LOGISTICS AND PROCUREMENT</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>This course will introduce the student to the basic principles of Logistics and Procurement. The course will focus on information, warehousing, and transportation mode requirements necessary for the development of a comprehensive logistics system. It will introduce the student to the basic principles of Procurement by focusing on the purchasing process and structure, as well as, supplier evaluation.</td>
<td></td>
</tr>
</tbody>
</table>
MBA 572  SUPPLY CHAIN STRATEGY  3
Prerequisite:
This course will introduce the student to the basic principles of Supply Chain Strategy. The course will focus on the integration of the warehousing, inventory, and transportation requirements to form an operational Supply Chain Strategy.

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

MBAF 500A  BUSINESS ORGANIZATION  3
Prerequisite:
As an introduction to contemporary fundamentals of management from a problem-solving perspective, this course reviews the range of theories from the classical to the current and scientific management, human relations, quantitative, and behavioral theories. It also studies the application of basic management functions.

MBAF 500B  ACCOUNTING  3
Prerequisite:
Introduction to financial accounting for graduate students who do not have an accounting background. Communicates basic accounting principles and methods used in published financial reports. Prepares managers to interpret and utilize financial information to make investment and credit decisions.

MBAF 500C  ECONOMICS  3
Prerequisite:
Reviewing basic supply and demand equations, this course views the economy from the micro and macroeconomic standpoints. Several topics include basic market structures, income distribution, business cycles, monetary and fiscal policies, and international trade.

MBAF 500E  MARKETING  3
Prerequisite:
This course is the integration of product, distribution, communication and price policies into a comprehensive marketing plan. An emphasis will be on strategic planning and tactical execution of key marketing mix variables as they relate to establishing and maintaining a differential advantage in an era of global competition and a fragmenting marketplace.

MBAF 500F  FINANCE  3
Prerequisite:
This course introduces the student to finance terminology, types of financial instruments, and the role of financial planning in the corporate setting.

MBAF 500G  INFORMATION TECHNOLOGY  3
Prerequisite:
This course is designed to develop the student's basic skills in the use of information technology, including spreadsheets, presentation graphics, and the Internet.

MBAF 500H  QUANTITATIVE AND STATISTICAL METHODS  3
Prerequisite:
This course is designed to develop the student's quantitative and statistical knowledge to a level required to perform the mathematical and statistical operations contained in MBA 503 Operations Management, and MBA 504 Business Statistics.

MBAF 5001  PROFESSIONAL INTERNSHIP  0
Prerequisite:
Master of Business Administration students on an F or J visa will be required to obtain part-time work experience in the United States and must begin this process during their first semester and complete the Required Work Experience Evaluation. Authorization for employment from U.S.C.I.S. must be obtained through the International Student Services office before beginning any employment off campus. Please see www.ashland.edu/iss for more details.

MUSIC
MUSIC 540  APPLIED MUSIC - SECONDARY INSTRUMENT  1
Prerequisite: Permission of Chair
The private applied study of the performance of an instrument or voice, limited to students demonstrating the equivalent skills to an undergraduate degree in music. May be repeated for additional credit.

MUSIC 640  APPLIED MUSIC PRIMARY INSTRUMENT  2
Prerequisite: Permission of Chair
The private applied study of the performance of an instrument or voice, limited to students demonstrating the equivalent skills to an undergraduate degree in music. May be repeated for additional credit.

Nursing and Health Sciences
NUHS 509  QUANTITATIVE DATA ANALYSIS  3
Prerequisite:
This course is designed to prepare the graduate student to be an informed consumer of descriptive and inferential statistics through the use of data analysis. The focus of this course is on understanding the role of quantitative analysis in computation and the research process. Introduction of research techniques, sampling procedures, and interpretation of statistical procedures are emphasized. Student will become familiar with the use of statistical software to perform data analysis.
NUHS 510  ETHICS AND PROFESSIONAL RESPONSIBILITY  3

Prerequisite:
This is a core course in the Master of Science Program. Seminar discussion emphasizes application of ethical principles and decision-making models to scenarios related to ethical health care delivery. Students consider professional and interprofessional responsibilities such as cultural competence and health advocacy roles related to public policy information. Students apply strategies to evaluate and influence public policy decisions through advocacy appropriate to their discipline.

NUHS 558  RESEARCH FOUNDATIONS AND METHODS OF HEALTH SCIENCES  3

Prerequisite:
This course is designed to introduce graduate students in health sciences to an overview of relevant material regarding conducting research in the discipline. The course content includes research methods in health sciences research design, data collection, analysis, validity, and technical writing.

NUHS 598  INDEPENDENT STUDY  1-3

Prerequisite:
A planned study designed to extend student knowledge in any field related to major graduate areas through independently developed project work. Enrollment limited to students with graduate standing and permission of the professor.

NUHS 747  INTERNSHIP  3

Prerequisite:
The capstone internship is a planned, supervised, and evaluated field-based experience lasting one semester. It is designed as the culminating field experience for the Master of Science program. The internship requires students to work in a setting related to their field and with a professional that has had obtained appropriate certification, if applicable. The internship allows students to engage in a major project which involves the following: problem identification, analysis of related research, development of strategies to address the problem, and an evaluation.

NUHS 778  PRACTICUM  3

Prerequisite:
A coordinated field-based experience in which the student will design, develop, document, and write an acceptable practicum project pertaining to the student's respective field of interest.

NUHS 781  THESIS  6

Prerequisite:  CORE and 21 Semester Hours
This course offers a coordinated research experience in which the candidate will design and conduct an in-depth study of a discipline specific issue or innovation, either though field-based gathering of data or extensive reading and synthesis of the professional literature. Candidates work with an advisor to develop and implement an inquiry project. Students will document the project in a written scholarly document.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 9310</td>
<td>PRIMARY CARE I</td>
<td>5</td>
<td>NUR 9220, 9230</td>
</tr>
<tr>
<td></td>
<td>This course begins with a focus on health promotion, anticipatory guidance, counseling, and disease prevention, and progresses to the evaluation and management of common primary care problems. Clinical settings include populations across the lifespan with an emphasis on family history, ethnicity, risk and genetic profile. Students will demonstrate the ability to synthesize knowledge learned in the classroom and demonstrated in an onsite laboratory experience and in a clinical setting with an appropriate provider of care. 120 hour clinical experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 9320</td>
<td>PRIMARY CARE II</td>
<td>6</td>
<td>NUR 9310</td>
</tr>
<tr>
<td></td>
<td>This course focuses on the scientific and theoretical basis for managing, co-managing, and coordinating care of individuals in acute and sub-acute care primary care settings. Emphasis will be on collaborative interprofessional practice. Students will demonstrate the ability to synthesize knowledge learned in the classroom and demonstrated in an onsite laboratory experience and in a clinical setting with an appropriate provider of care. 180 hour clinical experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 9330</td>
<td>PRIMARY CARE III</td>
<td>6</td>
<td>NUR 9320</td>
</tr>
<tr>
<td></td>
<td>The course focuses on the evaluation and management of complex care problems across the lifespan in a variety of health care settings. Emphasis will be on seamless flow of patient data and continuity of care between alternative care settings. Geriatric syndromes and co-morbidity management will be addressed. Palliative and end of life care will be presented. Students will demonstrate the ability to synthesize knowledge learned in the classroom and demonstrated in an onsite laboratory experience and in a clinical setting with an appropriate provider of care. 180 hour clinical experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 9340</td>
<td>PRIMARY CARE IV</td>
<td>5</td>
<td>NUR 9330</td>
</tr>
<tr>
<td></td>
<td>This seminar and practicum focuses on evidence-based approaches to care across the lifespan, particularly in childbearing and child rearing families and individuals. An emphasis is placed on gender-based issues, reproductive health, psychological, and psychobiological functioning. Students will demonstrate the ability to synthesize knowledge learned and demonstrated in an onsite laboratory experience and in a clinical setting with an appropriate provider of care. 120 hour clinical experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 9520</td>
<td>EPIDEMIOLOGY &amp; BIOSTATISTICS</td>
<td>3</td>
<td>NUR 9110</td>
</tr>
<tr>
<td></td>
<td>In this course students apply principles of epidemiology, environmental health, and bio-statistics to understand the etiology, progression, and prevention of disease. Emphasis is on identification of population - and geographically-based risk factors of illness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 9530</td>
<td>RESEARCH METHODS &amp; EVIDENCE BASED PRACTICE</td>
<td>3</td>
<td>NUR 9240, 9520</td>
</tr>
<tr>
<td></td>
<td>Fundamentals of scientific inquiry prepare students for interpreting, critiquing, and synthesizing research findings to guide and inform evidence-based practice. Students conceptualize research problems, review and critique current literature, and select appropriate study design and analysis methods.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 9540</td>
<td>HEALTHCARE INFORMATICS</td>
<td>3</td>
<td>NUR 9110</td>
</tr>
<tr>
<td></td>
<td>This course will introduce the student to healthcare informatics from a clinical perspective. The course provides a solid foundation in the history of healthcare informatics and the impact healthcare informatics has on the current and future healthcare landscape. The course will prepare the student to understand technical and clinical aspects of healthcare information technology (HIT). An emphasis is placed on the utilization, adoption, and change of clinical processes and workflows to make a positive impact on patient safety and quality.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 9550</td>
<td>HEALTHCARE DELIVERY, QUALITY, AND SAFETY</td>
<td>3</td>
<td>NUR 9110</td>
</tr>
<tr>
<td></td>
<td>This course examines concepts and strategies to assist the nurse leader in developing skills to improve and strengthen nursing practice, patient outcomes, and health care delivery. Goals for healthcare outcomes and the delivery of healthcare will be identified relative to health promotion, disease prevention, disease management, and the design of innovative healthcare delivery models. Students utilize and synthesize evidence from practice, patient databases, and perform data mining. This course introduces the evaluation of patient care outcomes within the context of continuous quality improvement and safety.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 9560</td>
<td>HEALTH POLICY &amp; ADVOCACY</td>
<td>3</td>
<td>NUR 9110</td>
</tr>
<tr>
<td></td>
<td>This course provides a study of historical and current healthcare policy determinants, the impact of policy on health of society, how scarce resources are allocated, and funding for healthcare. Students analyze policy issues that impact nursing and health care delivery to diverse populations. The importance of advocating for social justice in healthcare arenas is emphasized. Advocacy related activities such as legislative visits and attendance at political events supplement the didactic learning in this course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 9570</td>
<td>PRINCIPLES OF PRACTICE MANAGEMENT</td>
<td>2</td>
<td>NUR 9110</td>
</tr>
<tr>
<td></td>
<td>This course explores the professional and business aspects of advanced practice nursing. As future healthcare leaders, students focus on gaining expertise beyond direct patient care. Entrepreneur potential, nurse led patient centered health care homes, business models, case management, cost containment, coding, and reimbursement will be emphasized.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 9580</td>
<td>INTERPROFESSIONAL SEMINAR</td>
<td>2</td>
<td>NUR 9110, 9340</td>
</tr>
<tr>
<td></td>
<td>This interprofessionally focused course explores the perspectives of nurses and other healthcare professionals on current issues and trends in healthcare. Collaborative methods to equip the students with the skills to function effectively in multi-disciplinary health care team will be explored.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NUR 9810 SCHOLARLY PROJECT I 2
Prerequisite: NUR 9310, 9540, 9340
Students will conduct an evidence-based practice project to improve practice and patient outcomes. The project will serve as a basis for future projects. Projects are individualized according to the student's areas of interest, specialty, or expertise and should demonstrate assimilation of knowledge at a doctoral level. Project foci may include clinical issues, educational topics, health policy initiatives, informatics, and public health. Two semesters of coursework allow the student the span of time to develop and carry out this project. The project culminates in an oral defense and a publishable paper.

NUR 9820 SCHOLARLY PROJECT II 2
Prerequisite: NUR 9810
Students will conduct an evidence-based practice project to improve practice and patient outcomes. The project will serve as a basis for future projects. Projects are individualized according to the student's areas of interest, specialty, or expertise and should demonstrate assimilation of knowledge at a doctoral level. Project foci may include clinical issues, educational topics, health policy initiatives, informatics, and public health. Two semesters of coursework allow the student the span of time to develop and carry out this project. The project culminates in an oral defense and a publishable paper.

NUR 9830 RESIDENCY I 4
Prerequisite: NUR 9340
The DNP residency courses assist in the development and refinement of leadership skills and the completion of the scholarly project. With the assistance of faculty advisors, the student selects residency sites that facilitate growth in an area of interest for the student. Patient centered medical homes are strongly encouraged as practice sites. The student's participation in these experiences and contribution to nursing knowledge should lead to improved practice and health care delivery at the macro level. There is a 200 hour clinical component in this course.

NUR 9831 MSN-DNP RESIDENCY 2-4
Prerequisite: NUR 9530, 9540, 9550, 9560, 9570
The DNP residency courses assist in the development and refinement of leadership skills and the completion of the scholarly project. With the assistance of faculty advisors, the student selects residency sites that facilitate growth in an area of interest for the student. Patient centered medical homes are strongly encouraged as practice sites. The student's participation in these experiences and contribution to nursing knowledge should lead to improved practice and health care delivery at the macro level. There are 100-200 clinical hours in this course. Students may repeat this course up to three times for a maximum of 500 clinical hours.

NUR 9840 RESIDENCY II 4
Prerequisite: NUR 9830
The DNP residency courses assist in the development and refinement of leadership skills and the completion of the scholarly project. With the assistance of faculty advisors, the student selects residency sites that facilitate growth in an area of interest for the student. Patient centered medical homes are strongly encouraged as practice sites. The student's participation in these experiences and contribution to nursing knowledge should lead to improved practice and health care delivery at the macro level. There is a 200 hour clinical component in this course.

Course Descriptions

Physics

PHYS 552 HISTORICAL PERSPECTIVES IN MODERN PHYSICS 3
Prerequisite:
A chronicle of modern physical science starting with the discovery of x-rays and the electron. The course will progress through current research and trends in physical thought. The post-Newtonian physics of the 20th and 21st centuries will be studied with a focus on the people involved in its development. Lecture, hands-on activities, and laboratories based on key discoveries will guide the student through the basic concepts of light and the atom to the current ideas of modern physics.

Political Science

POLSC 640 SPECIAL TOPICS 1
Prerequisite:
Individual or group studies of course work in political science. Graduate standing, permission of the professor of record, and the approval of the director of graduate studies in education.

Psychology

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

PSYC 640 SPECIAL TOPICS 1
Prerequisite:
Individual or group studies of course work in psychology. Graduate standing, permission of the professor of record, and the approval of the director of graduate studies in education.

Religion

REL 607 RELIGIONS OF INDIA/FAR EAST 3
Prerequisite:
A study of Hinduism, Jainism, Buddhism, Sikhism, Confucianism, Taoism, and Shinto. Emphasis is placed upon the major concepts of these religious traditions for an understanding of the contemporary cultures of India and the Far East.

REL 608 HISTORY OF RELIGIONS OF PRIMITIVE MAN AND THE NEAR EAST 3
Prerequisite:
A study of primitive and ancient religions in the Near East leading up to the development of Zoroastrianism, Judaism, Christianity, and Islam. Emphasis is placed upon development and major concepts of the religions studied and their effect on contemporary cultures.

113
REL 650  DEATH AND DYING  3

Prerequisite:
They study of death and dying will be divided into three parts: 1) The awareness of the concept of death in culture and personal experience; 2) Practical considerations in dealing with death and dying such as grief, care of the dying person, mourning and funeral practices; 3) Theological and philosophical perspectives on death.

SMG 572  SPORT MANAGEMENT  3

Prerequisite:
Analysis of administration, philosophy, standards, policies and procedures for implementing sports programs. Development of an understanding of the administrative analysis and its relationship to decision making.

SMG 574  SOCIAL AND ETHICAL ISSUES IN SPORT  2

Prerequisite:
An historical, philosophical, and sociological examination of ethical and social issues related to sport in its dimensions as play, competition, leisure, education, and work.

SMG 576  PSYCHOLOGY OF SPORT AND COACHING  2

Prerequisite:
An examination of the psychological factors that affect a team or athletes' performance, with particular attention to leadership, communication, personality, cohesion, and research findings in specific sports or areas of sport psychology.

SMG 579  SPORT FACILITY MANAGEMENT AND DESIGN  2

Prerequisite:
This course examines the principles and procedures for managing, planning, designing, operating, and maintaining the facilities, resources and areas within the sport industry.

SMG 580  SPORT MARKETING AND PROMOTION  2

Prerequisite:
This course is an examination of the marketing and promotion of professional, intercollegiate, and recreational sport.

SMG 581  LEGAL ASPECTS IN SPORT ORGANIZATIONS  2

Prerequisite:
An examination of the U.S. legal system as it relates to the sport industry specifically. Topics to be considered include liability, negligence, discrimination, defenses, and contracts. Special attention will be directed toward laws and court cases that are pertinent to the sport and recreation professional, e.g. Title IX, Title VII, ADA.

SMG 582  THE SPORT INDUSTRY  2

Prerequisite:
This course is an examination of the fundamentals enterprise for financial management.

SMG 590  FIELD EXPERIENCE IN SPORT  2

Prerequisite:
The Field Experience in Sport is a planned, supervised and evaluated field-based experience. It is designed as the culminating field experience for the Master of Business Administration program with a concentration in sport management. The field experience requires students to work in a setting appropriate to their area in sport with a cooperating supervisor appropriate for the program. The field experience allows students to engage in a major project which involves problem identification, analysis of related research, development of a process or procedure to address the problem, development of an evaluation process and preparation of a project product. The field experience will allow students to observe the functions of like professionals, assume leadership in planning, implementing, and evaluating selected field experiences, apply theoretical knowledge, and acquire new knowledge and skills in their field of study.

SOC 640  SPECIAL TOPICS  1

Prerequisite:
Individual or group studies of course work in sociology. Graduate standing, permission of the professor of record and the approval of the director of graduate studies in education.

SPAN 671  SEMINAR IN HISPANIC STUDIES  3

Prerequisite:  Graduate standing, advanced-level proficiency in Spanish; previous undergraduate study of civilization and literature.

A seminar on topics pertinent to the field of Hispanic studies in language, culture, civilization, or literature. The content will vary depending upon the interest and needs of students. The course may be repeated under a different topic for a total of 6 credit hours. Taught in Spanish. Offered annually.

SPAN 678  SPANISH PHONETICS  3

Prerequisite:
A study of pronunciation aided by the use of the International Phonetic Association Symbols, with a survey and practice of Latin American and Iberian variations of speech.
## Catalog Index

<table>
<thead>
<tr>
<th>Category</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs</td>
<td>19</td>
</tr>
<tr>
<td>Academic Integrity Policy</td>
<td>29</td>
</tr>
<tr>
<td>Accounting</td>
<td>55</td>
</tr>
<tr>
<td>Accreditation/Memberships</td>
<td>2</td>
</tr>
<tr>
<td>Administrative Specialist License in C&amp;I and</td>
<td>72</td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>Admissions Procedures</td>
<td>7</td>
</tr>
<tr>
<td>American History and Government</td>
<td>45</td>
</tr>
<tr>
<td>Ashland Theological Seminary</td>
<td>38</td>
</tr>
<tr>
<td>Assessment Certificate</td>
<td>65</td>
</tr>
<tr>
<td>Athletics</td>
<td>17</td>
</tr>
<tr>
<td>AU Rights</td>
<td>3</td>
</tr>
<tr>
<td>Auditing Courses</td>
<td>23</td>
</tr>
<tr>
<td>B+ Adolescent to Young Adult 7-12 Licensure</td>
<td>70</td>
</tr>
<tr>
<td>B+ Early Childhood Education PreK-12 Licensure</td>
<td>69</td>
</tr>
<tr>
<td>B+ Intervention Specialist MM K-12</td>
<td>71</td>
</tr>
<tr>
<td>B+ Middle Grades Education 4-9 Licensure</td>
<td>69</td>
</tr>
<tr>
<td>B+ Special Field Pre K-12 Multi-Age Licensure</td>
<td>70</td>
</tr>
<tr>
<td>Bachelor's Plus</td>
<td>68</td>
</tr>
<tr>
<td>Bachelor's Plus Initial Licensure</td>
<td>69</td>
</tr>
<tr>
<td>Building Principal's License</td>
<td>72</td>
</tr>
<tr>
<td>C&amp;I Educational Technology</td>
<td>66</td>
</tr>
<tr>
<td>C&amp;I Reading and Literacy</td>
<td>66</td>
</tr>
<tr>
<td>C&amp;I Talent Development</td>
<td>66</td>
</tr>
<tr>
<td>Calendar</td>
<td>4</td>
</tr>
<tr>
<td>College of Education</td>
<td>57</td>
</tr>
<tr>
<td>College of Nursing and Health Sciences</td>
<td>75</td>
</tr>
<tr>
<td>Conferral of Degrees</td>
<td>27</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>79</td>
</tr>
<tr>
<td>Course Repeat Policy</td>
<td>23</td>
</tr>
<tr>
<td>Curriculum &amp; Instruction 15MM</td>
<td>65</td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
<td>65</td>
</tr>
<tr>
<td>Degree Application Deadlines</td>
<td>26</td>
</tr>
<tr>
<td>Degree Completion Time Limits</td>
<td>27</td>
</tr>
<tr>
<td>Determining Graduate Credit</td>
<td>26</td>
</tr>
<tr>
<td>Disability Services</td>
<td>28</td>
</tr>
<tr>
<td>Distinguished Graduate Awards</td>
<td>28</td>
</tr>
<tr>
<td>Doctor Nurse Practice</td>
<td>75</td>
</tr>
<tr>
<td>Doctor of Education</td>
<td>60</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>69</td>
</tr>
<tr>
<td>Early Childhood Generalist Grades 4-9 Endorsement</td>
<td>73</td>
</tr>
<tr>
<td>Education Foundation and Instruction</td>
<td>64</td>
</tr>
<tr>
<td>Educational Administration</td>
<td>67</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>55</td>
</tr>
<tr>
<td>FERPA</td>
<td>3</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>13</td>
</tr>
<tr>
<td>Flexible Graduate Credit</td>
<td>26</td>
</tr>
<tr>
<td>Founders School of Continuing Education</td>
<td>40</td>
</tr>
<tr>
<td>Gifted Intervention Specialist Endorsement</td>
<td>73</td>
</tr>
<tr>
<td>Global Management</td>
<td>55</td>
</tr>
<tr>
<td>Grade Point System</td>
<td>23</td>
</tr>
<tr>
<td>Grade Reports</td>
<td>23</td>
</tr>
<tr>
<td>Graduate Course Work Opportunity</td>
<td>25</td>
</tr>
<tr>
<td>Graduate Credit</td>
<td>26</td>
</tr>
<tr>
<td>Graduate Licensure and Endorsement</td>
<td>68</td>
</tr>
<tr>
<td>Graduate Student Judicial Code</td>
<td>31</td>
</tr>
<tr>
<td>Graduation and Commencement</td>
<td>27</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>55</td>
</tr>
<tr>
<td>Individual Rights</td>
<td>3</td>
</tr>
<tr>
<td>International Programs</td>
<td>37</td>
</tr>
<tr>
<td>Intervention Specialist</td>
<td>65</td>
</tr>
<tr>
<td>Intervention Specialist: MM License</td>
<td>71</td>
</tr>
<tr>
<td>Leadership Studies</td>
<td>60</td>
</tr>
<tr>
<td>Library</td>
<td>36</td>
</tr>
<tr>
<td>M.Ed. Core</td>
<td>64</td>
</tr>
<tr>
<td>Management Information Systems</td>
<td>55</td>
</tr>
<tr>
<td>Master of Arts Health and Risk Communication</td>
<td>43</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>51</td>
</tr>
<tr>
<td>Master of Education</td>
<td>22, 62</td>
</tr>
<tr>
<td>MBA Core</td>
<td>53</td>
</tr>
<tr>
<td>MFA</td>
<td>41</td>
</tr>
<tr>
<td>Mission of AU</td>
<td>6</td>
</tr>
<tr>
<td>Official Student Notification</td>
<td>28</td>
</tr>
<tr>
<td>Post Baccalaureate Middle Childhood Generalist Grade 4-6 Endorsement</td>
<td>74</td>
</tr>
<tr>
<td>Presidents Message</td>
<td>5</td>
</tr>
<tr>
<td>Probation/Dismissal</td>
<td>24</td>
</tr>
<tr>
<td>Program Changes</td>
<td>23</td>
</tr>
<tr>
<td>Project Management</td>
<td>54</td>
</tr>
<tr>
<td>Registrar Services</td>
<td>22</td>
</tr>
<tr>
<td>Registration Deadlines</td>
<td>22</td>
</tr>
<tr>
<td>Religious Life</td>
<td>17</td>
</tr>
</tbody>
</table>
# Catalog Index

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Resources</td>
<td>36</td>
</tr>
<tr>
<td>Schedule Changes</td>
<td>22</td>
</tr>
<tr>
<td>School Business Manager License</td>
<td>76</td>
</tr>
<tr>
<td>School Nurse Licensure</td>
<td>77</td>
</tr>
<tr>
<td>School Superintendent License</td>
<td>72</td>
</tr>
<tr>
<td>School Treasurer License</td>
<td>73</td>
</tr>
<tr>
<td>Second Master's Degree</td>
<td>27</td>
</tr>
<tr>
<td>Simultaneous Degrees</td>
<td>27</td>
</tr>
<tr>
<td>Specialization in Teaching American History and Government</td>
<td>49</td>
</tr>
<tr>
<td>Sport Management</td>
<td>55</td>
</tr>
<tr>
<td>State Licensure Requirements</td>
<td>68</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>15</td>
</tr>
<tr>
<td>Student Appeal Policy</td>
<td>29</td>
</tr>
<tr>
<td>Student Right to Know</td>
<td>3</td>
</tr>
<tr>
<td>Supply Chain Management</td>
<td>55</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Leader Endorsement</td>
<td>77</td>
</tr>
<tr>
<td>Teaching English to Speakers of Other Languages (TESOL) Endorsement</td>
<td>74</td>
</tr>
<tr>
<td>Technology Coach Certificate</td>
<td>65</td>
</tr>
<tr>
<td>Technology Director Endorsement</td>
<td>66, 74</td>
</tr>
<tr>
<td>Technology for the 21st Century Certificate</td>
<td>65</td>
</tr>
<tr>
<td>Transfer of Credit</td>
<td>24</td>
</tr>
<tr>
<td>Transient Student Registration</td>
<td>26</td>
</tr>
<tr>
<td>Waiver of Degree Requirements</td>
<td>27</td>
</tr>
</tbody>
</table>